

ADHD: Engaging the Disengaged in Learning Behaviour

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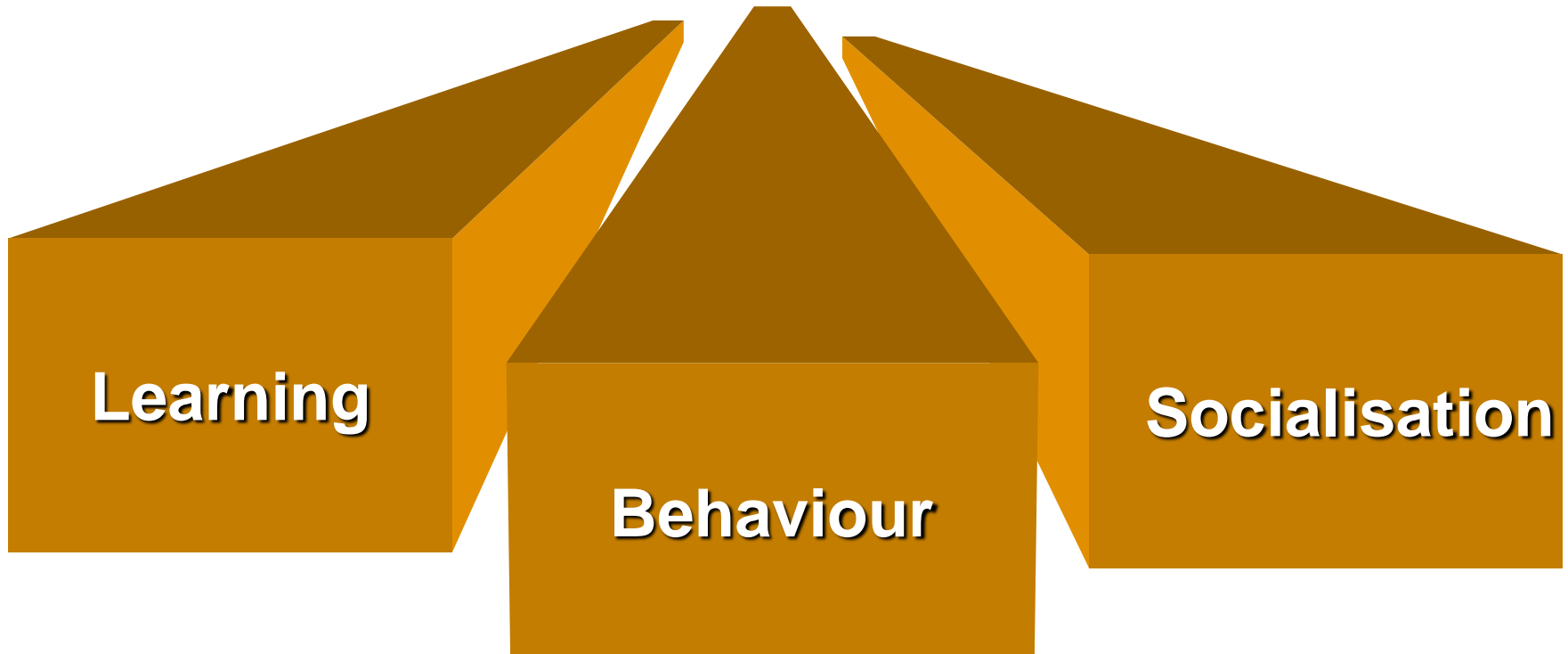
Publications to date

- Cooper P and O'Regan F (2001) EDUCATING children with ADHD: Routledge Falmer Press
- O'Regan F (2002) How to teach and manage children with ADHD: LDA a division of McGraw- Hill
- O'Regan F (2005) ADHD : Continuum International
- O'Regan F (2005) Surviving and Succeeding in SEN Continuum International
- O'Regan F (2006) Challenging Behaviours Teachers Pocketbooks
- O'Regan F (2006) Troubleshooting Challenging Behaviours Continuum International
- O'Regan F (2008) The Small Change 2 BIG DIFFERENCE series Hyperactive, Inattentive and Disorganised, Special Direct
- O'Regan F (2018) Successfully Managing Children ADHD Second edition :Routledge Falmer Press
- **O'Regan F (2020) Supporting behaviour in the classroom: Sage publications limited**
- Cave S and O'Regan (2021) Attention difficulties: How to help: Pavillion books group:

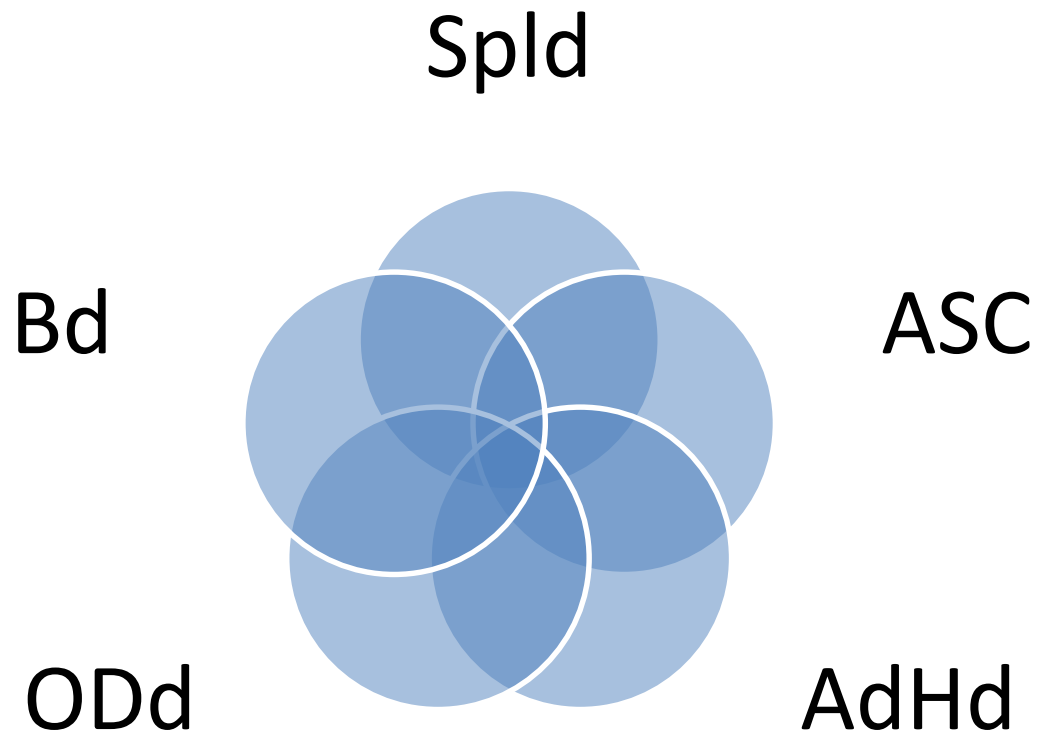
Ebooks from www.fintanoregan.com

- **O'Regan F (2020) 100 top tips for Supporting Parents with Children with ADHD**
- O'Regan F (2018) Supporting children with ADHD: Learning Behaviour

Key issues to consider



Neurodivergence



ADHD

- **A developmental difference**
- Pervasive –affecting more than one setting
- Enduring- difficulties beyond childhood.
- **Neurological** condition

What we know

- Genetic influences are very strong
- Several changes in the DNA of chromosomes are now known to be associated with ADHD, these changes are in the genes that control specific neurotransmitters especially dopamine

Symptom groups

Inattention	Hyperactivity	Impulsivity
<ul style="list-style-type: none">• Does not pay attention• Avoids sustained effort• Doesn't seem to listen when spoken to• Fails to finish tasks/assignments• Can't organise• Loses things, 'forgetful'• Easily distracted	<ul style="list-style-type: none">• Fidgets• Leaves seat in class• Runs/climbs excessively• Cannot play/work quietly• Always 'on the go'• Talks excessively	<ul style="list-style-type: none">• Talks excessively• Blurts out answers• Cannot await turn• Interrupts others• Intrudes on others

ADHD (combined type)

The diagram features a large iceberg floating in a dark blue ocean under a night sky with a crescent moon and stars. The top of the iceberg is above the water line, while the much larger base is submerged. Three blue ovals are positioned above the water line, each containing text about ADHD types. Various symptoms are listed within the submerged part of the iceberg, representing hidden or less obvious aspects of the condition.

ADHD
(inattentive type)

ADHD
(hyperactive-inattentive)

Executive dysfunction

Poor impulse control

Difficulty regulating emotions

Poor sense of time

Anxiety

Moods swings

Sleeping difficulties

Hyper-focus

Forgetfulness

Trouble focusing on things

Distractible

Frequently losing things

Difficulty switching between tasks

Difficulties making and sustaining friendships

Co-existing conditions

Fidgeting

Low frustration tolerance

Delayed social maturity

Symptoms of inattentive type include

- Missing details and becoming distracted easily
- Trouble focusing on the task at hand
- Becoming bored quickly
- Difficulty learning or organising new information
- Trouble completing homework or losing items needed to stay on task
- Becoming confused easily or daydreaming frequently
- Seeming not to listen when spoken to directly
- Difficulty following instructions
- Processing information more slowly and with more mistakes than peers

Another way of looking at ADHD in teenager years and adults with 3 core features

- An interest based nervous system prone to Hyperfocus
- Emotional hyperarousal
- Rejection sensitive dysphoria (RSD)

Hyperfocus

A state affected by:

- Interest
- Competition
- Novelty
- Urgency

Emotional Hyperarousal with ADHD

- Flash Emotions
- Low Frustration Tolerance
- Unware of others emotions
- Sensitivity to Rejection
- Overreaction/Easily overwhelmed
- Shame and guilt

What triggers Rejection sensitive dysphoria (RSD)

- Rejection (real or perceived withdrawal of love, approval or respect)
- Teasing
- Criticism, no matter how constructive
- Persistent self criticism or negative talk prompted by a real sense of failure

Outward signs of RSD

- Sudden emotional outbursts following real or perceived criticism or rejection
- Withdrawal from social situations
- Negative talk and thoughts of self harm
- Avoidance of social settings
- Low self esteem and poor perception
- Constant harsh and negative self talk
- Relationship problems especially feeling constantly attacked and responding defensively

EF skills= the self management of the brain

- Thoughts
- Actions
- Feelings

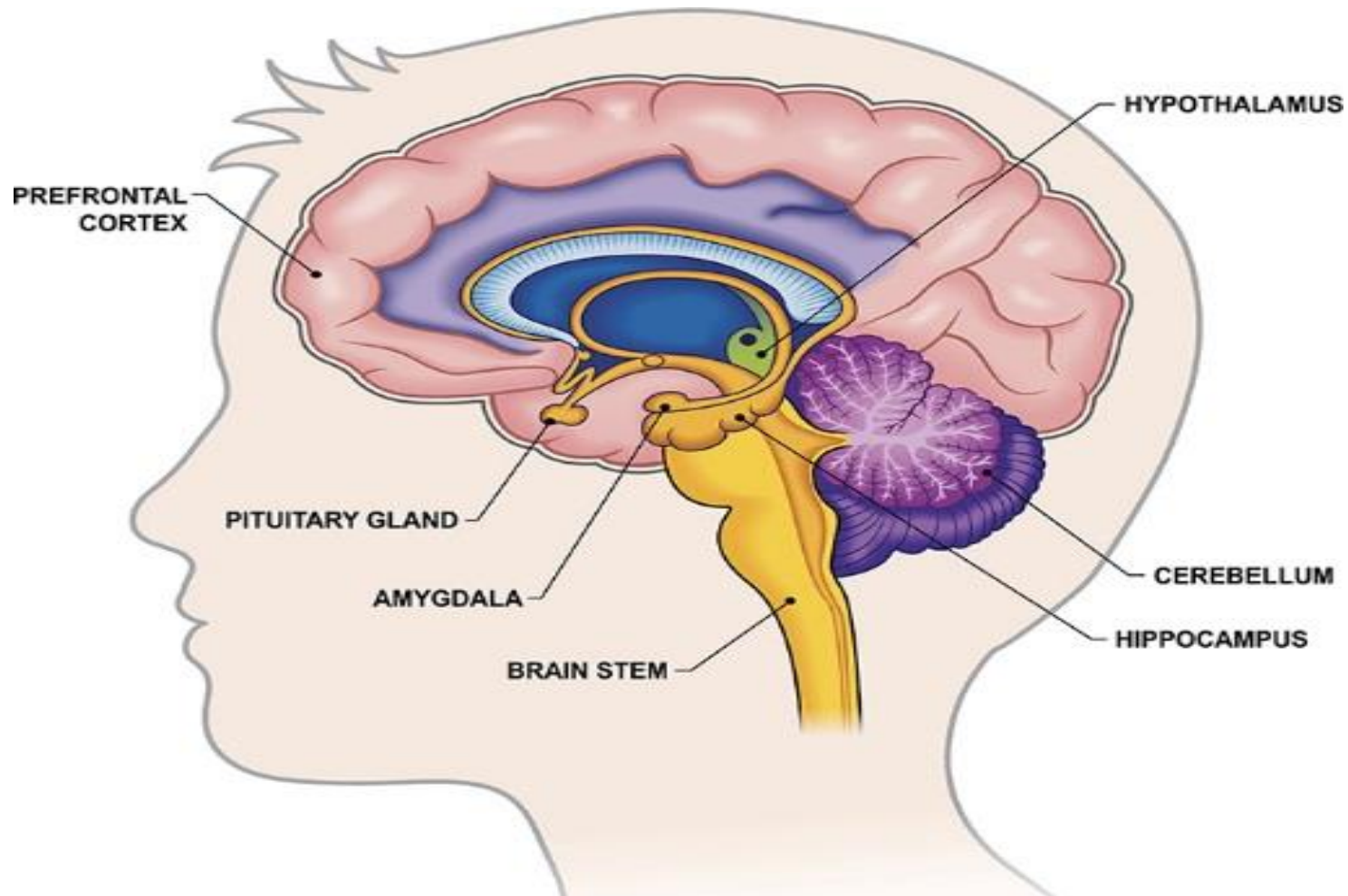
Which help to:

- Hold information in mind
- Think flexibly
- Control our impulses

Executive Function skills

- EFs are controlled by the pre-frontal cortex (PFC) of the brain, which regulates attention, behaviour and impulsivity, and which features prominently in the neurological underpinning for ADHD.
- It is sometimes described as the 'thinking' part of the brain, and is the last part of the brain to develop (often well into our 20s).

The head



Executive Function Disorder

- Executive function is a broad group of mental skills that enable people to complete tasks and interact with others. An executive function disorder can impair a person's ability to organise themselves and control their behaviour
- However, executive function disorder is not a specific, standalone diagnosis or condition. Instead, neurological, [mental health](#), and behavioural disorders, such as [depression](#) and attention deficit hyperactivity disorder ([ADHD](#)), can affect a person's executive function.

The Modern View

Executive Functions

Executive functions of the Brain are what enable humans to recognise, choose, plan, execute and modify their actions towards future goals; to gain something or to avoid something that is not immediate

ADHD is a Neurological Deficit that substantially restricts the normal development of the executive functions of the Brain

It is a problem in **PERFORMANCE/EXECUTION** rather than a problem in the **KNOWLEDGE/SKILL** of the person

“The problem is not KNOWING what to do, but DOING what you know”

- **Dr Russell Barkley (2006) - Attention-Deficit Hyperactivity Disorder; a Handbook for Diagnosis and Treatment**

Symptoms

People with executive function issues may have the following symptoms:

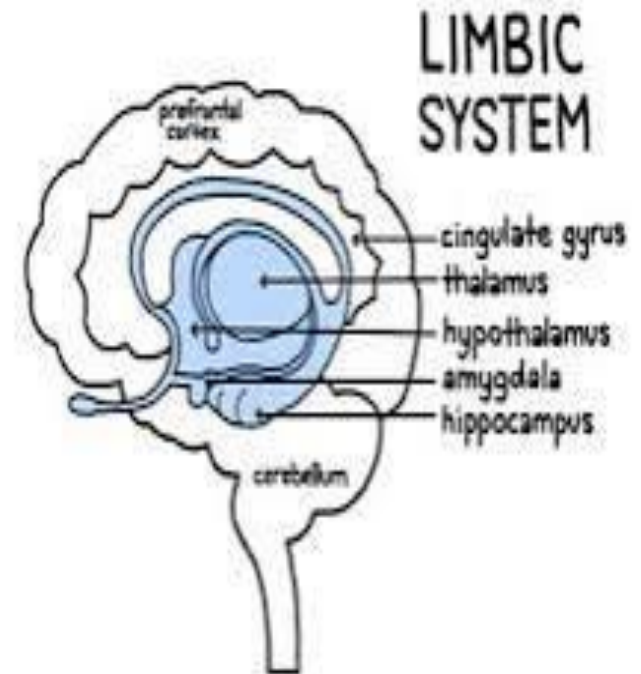
- Trouble controlling emotions or impulses
- Problems with starting, organizing, planning, or completing tasks
- Trouble listening or paying attention
- Short-term memory issues
- Inability to multitask or balance tasks
- Socially inappropriate behaviour
- Inability to learn from past consequences
- Difficulty solving problems
- Difficulty learning or processing new information
- Problems with executive function may lead to:
- Poor performance at work or school
- Problems forming or maintaining relationships
- Mood issues
- Low self-esteem
- Avoidance of difficult tasks
- Low motivation or loss of interest in activities

Emotional Regulation:

- The **limbic system** which is controlled by the **amygdala**, is in charge of our emotional and behavioural responses.
- This first part of the brain to develop, in babyhood and it controls our primitive emotional response system – it is not moderated, meaning it just responds – and it controls our flight, fright, or freeze response to danger.
- This was important when we lived in caves and needed to be able to respond to imminent danger very quickly, because the ‘flight, fight or freeze’ part of our brain instantly takes control in these situations.

The limbic System

This regulates autonomic or endocrine function in response to emotional stimuli and also is involved in reinforcing behaviour . The limbic system is composed of four main parts: **the hypothalamus, the amygdala, the thalamus, and the hippocampus.**



Computers without Printers attached



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A formula for support



SF3R

Adapted from O'Regan F (2018) Successfully Managing Children
ADHD Second edition: Routledge Falmer Press

Structure



RULES, RITUALS AND
ROUTINES FOR
CHILDREN WITHIN
SYSTEMS FOR SAFETY
AND SUPPORT.



TRAINING FOR STAFF ON
HOW TO ACHIEVE
BEHAVIOUR FOR
LEARNING PRACTICES.



IDENTIFICATION OF KEY
AREAS OF STRENGTH
AND WEAKNESSES OF
SPECIFIC INDIVIDUALS.

INSET courses live or virtual and pre recorded

www.fintanoregan.com

- Successfully supporting children with ADHD
- Neurodiversity and Neuroflexibility
- The M factor: Mental Health, Mood and Motivation
- The curious case of ASD and ADHD
- Managing behaviour and reducing the risk of school Exclusion
- Get out of my face, it's not my fault and go fly your kite : Supporting children with ODD and PDA
- The Bully, the Target and the Bystander

For teachers and parents:

- <https://www.fintanoregan.com/product/webinar-cant-learn-wont-learn-dont-care-2/>
- <https://www.fintanoregan.com/product/sf3r-supporting-children-with-adhd-at-school-and-at-home>

Flexibility



Alternative ways of supporting skills in learning, behaviour and socialisation.



Mood and Motivation management.



Understanding and appreciating diversity in learning, behaviour and socialisation.

Rapport



EFFECTIVE
COMMUNICATION WITH
CHILDREN AND YOUNG
PERSONS.

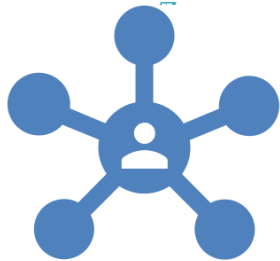


PRACTICAL STRATEGIES
FOR DEALING WITH
FRUSTRATION AND
DEFIANCE.



FEEDBACK FOR
STUDENTS INCLUDING
REWARDS AND
CONSEQUENCES.

Relationships



Developing
effective peer to
peer and sibling
relationships.



Dealing with
bullying behaviour.



Working in
Partnership
between school
and home.

Resilience



Understanding of
your place in the
world



Preparing for
transition and
change.



The 7 Cs of
Resilience explored
and explained.

Teaching students about executive function

- Learning about executive function helps students to understand the role of executive function skills for self-control and for managing their study style and to recognise the impact of managing emotions, resisting temptations, and planning and executing complex projects.
- They may come to understand that executive function can become depleted, which explains why they sometimes struggle to persist with tasks or why they are sometimes less effective in their work.

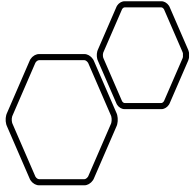
Teaching students about executive function

- Students can be taught that **executive function can be improved with exercise**, like a muscle. Repetitively using a strategy that exercises executive function, such as prioritising tasks, will enhance their executive function skills.
- You might invite students to **discuss their experiences** of urgent tasks: did they put off starting because of anxiety, confusion, or poor planning? How does having a task become urgent make them feel, and what practical consequences does this entail? What might help them to act earlier next time? Developing executive function skills, such as those involved in planning and prioritising, can help students avoid reactive responses to the demands of tasks once they become urgent and stressful.

Supporting emotional regulation

Executive function skills help students to:

- Regulate their emotions
- Manage stimulus and cope with stress
- This includes the stress and anxiety generated by the need to learn new and complex tasks and material



Behaviour

Behaviour is
learned.

Behaviour is
purposeful in a
social setting.

Behaviour is
chosen.

Behaviour
communicates
information about
needs.

Behaviour can be
the result of BDS.

Behaviour can be
changed.

Behaviour can be
taught.

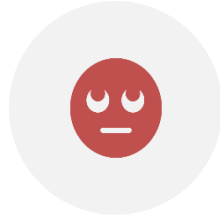
Mood

The 3 key moods you need to think about are

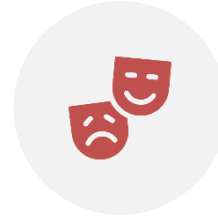
1. Your mood
2. The mood of the others
3. The mood of the child



Emotional Intelligence



KNOWING YOUR
EMOTIONS.



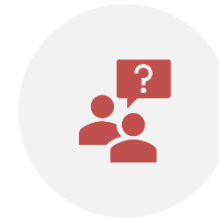
MANAGING YOUR
EMOTIONS.



MOTIVATING
YOURSELF.

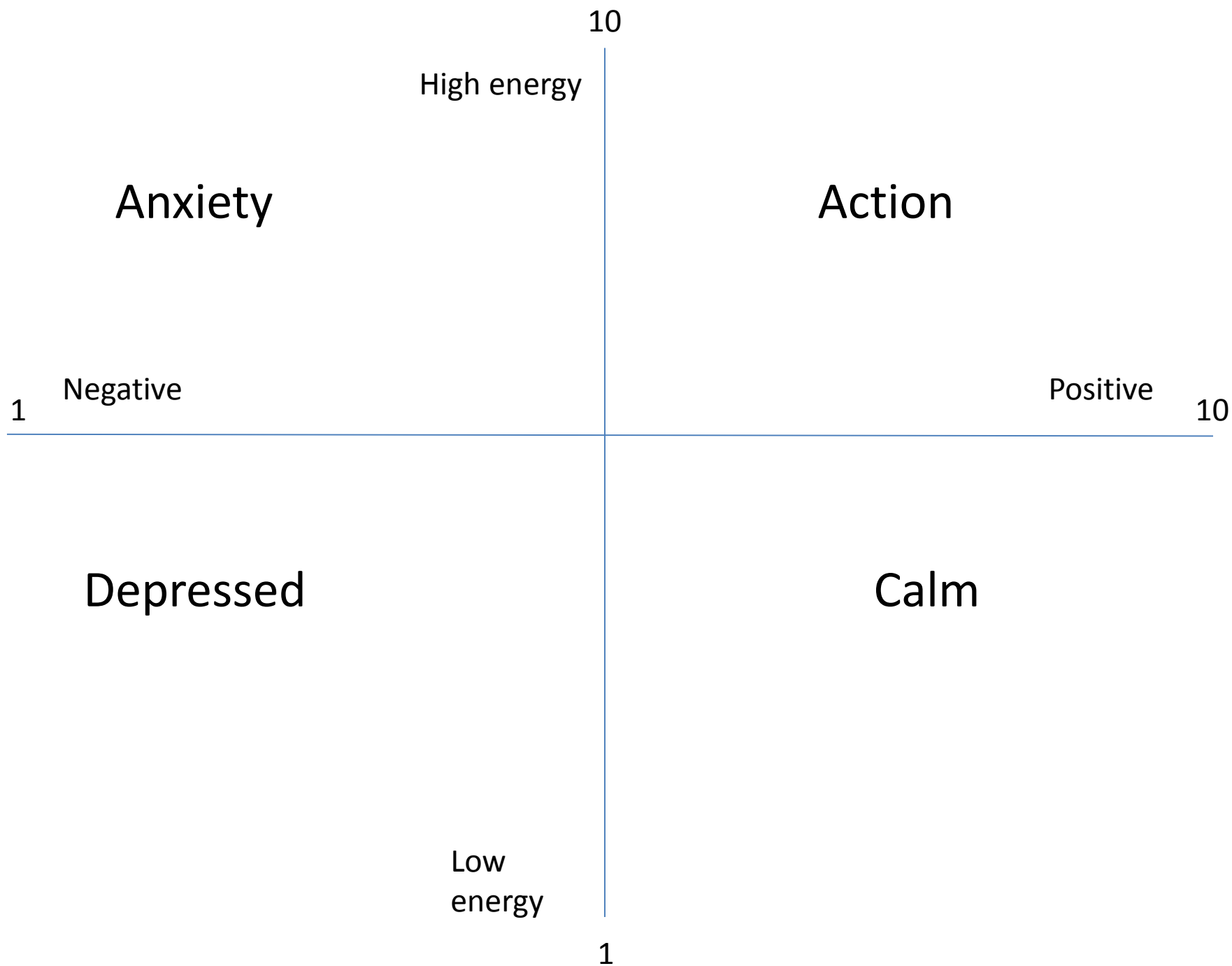


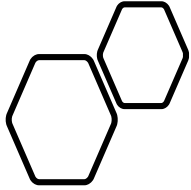
RECOGNISING
EMOTION IN
OTHERS.



HANDLING
RELATIONSHIPS.







Key Mood agents



**YOUR
SURROUNDINGS**



**YOUR PHYSICAL
HEALTH**



**YOUR
RELATIONSHIPS**



**YOUR
KNOWLEDGE**



YOUR NATURE

Are children with AdHd always Inattentive and Hyperactive ?



*Their behaviour will vary according to the degree to which rules are managed, the amount of structure and support for compliance and the degree to which the person **is interested** in the activity”*

Mike Gordon 1992

Boredom

“Boredom is one of our most creative forces” said Dr Sandi Mann from the University of East Lancashire. He stated that “if you ask people to do nothing to the point when they are bored they become creative and start thinking in novel and creative ways”

Sandi Mann's book *The Science of Boredom*

Boredom

“Teachers need to understand that boredom is more of an alert system than a challenge to authority and that it is an emotion that is simply confirming that they aren’t meaningfully engaged in what is being taught”

Erin Westgate in her research study *Why Boredom is Interesting*.

Motivation

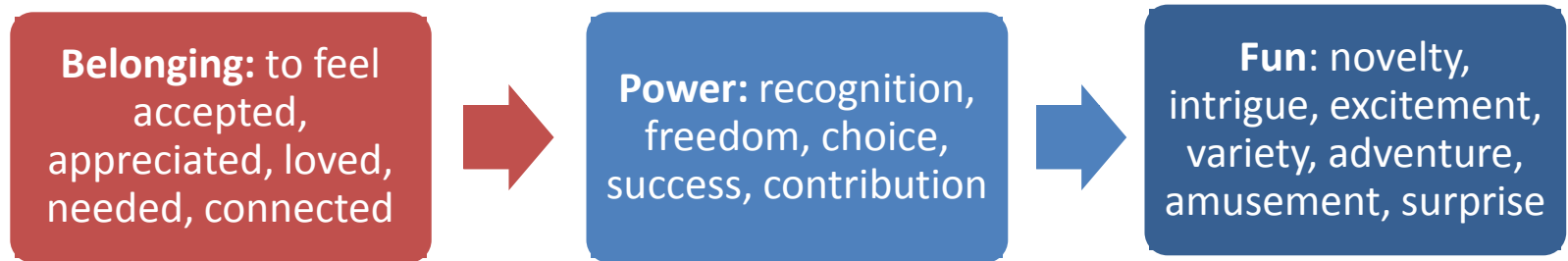
- Set short term mini-targets. “By the end of the lesson you need to get down to here in your textbook. In the next ten minutes you need to complete numbers 1-4. I’ll be back to check in ten minutes.”
- Make lesson activities more active.
- Include fun starters, video clips, educational games, energizers, magic tricks and brain teasers in your lessons from time to time to break up monotony.

Motivating students from the Inside: Screen time

- Some students respond more effectively to an individualized or 1-1 setting.
- Attention is focused on the screen.
- Multi-sensory experience.
- Non-threatening: can retry problems, constant feedback and reinforcement.
- Non-threatening: can retry problems, constant feedback and reinforcement.
- Impersonal: computer doesn't yell or have favorites.
- Variety of presentation; attend to novel stimuli.
- Student can control pace, flexible: programmed to do things.
- Rapid assessment.
- Game like approach: challenge.



The keys to motivation



Dr William Glaser The Achieving Society

Communication



7% WORDS



38% TONALITY,
VOLUME AND TEMPO



55% NONVERBAL
SIGNALS

Assertive Body language



EYE CONTACT; BE
FLEXIBLE AT TIMES.



HEIGHT/ LEVEL
POSITIONING.



RELAXED.



NODDING.



PERSONAL SPACE-
BALANCE.



FACIAL
EXPRESSIONS.



NOT FIDGETING
YOURSELF.



FOCUSED, ACTIVE
LISTENING.

Active Listening



To give your complete focus to what the other person is saying.



Let the other person finish before you start talking.



Flexible on eye contact when possible.



Keep your emotions in check.



Don't interrupt or jump to conclusions.



Look for feelings or intent behind the words.



Assertive sentence starters

- Lets...
- I need you to...
- In five minutes you will have...
- When I return, I will see...
- Today we are going to...
- You will be...
- I expect you to...
- I know that you will...
- Thank you for...



Do it with flowers.....

Instead of saying

Be quiet! Can't you see I'm talking?

How many times do I have to tell you?

You're always getting into trouble

David get back in your seat

I'm warning you....!

Angrily.... Stop it



Maybe try saying

Please don't interrupt

Please listen carefully

Do you need me to help you with this?

David you should be sitting down

Please listen to me.

I need you to get back on task/line/learning

Refocusing the conversation



Young person

- 'It wasn't me'
- 'But they were doing the same thing
- 'I'm going to report /sue you"
- 'I was only.....'
- 'You are not being fair'
- 'It's boring'
- 'You are annoying'

Adult

- 'I hear what you are saying....'
- I understand.....'
- Be that as it may....'
- 'Maybe you were....and yet....'
- 'Yes I may appear unfair...'
- 'Yes you may think it boring... yet'
- 'That could be true however what I need to'

Anger and Rage

- **Anger is a real feeling and we all have the right to feel angry when we feel our needs are not being met**
- **Rage is a protracted burst of anger which often gives the protagonist a feeling of power over the person at the receiving end.**
- **Rage or anger tantrums undermine relationships and could be seen as bullying. This can destroy trust and confidence in the victim.**

Anger is like a Storm

- **Storms happen and they don't ask permission**
- **Sometimes you get warnings (gathering clouds, changes in pressure or wind direction, light fading, sudden darkness)**
- **Sometimes storms appear out of the blue**

Warning Signs

- **Voices getting louder**
- **Muttering under their teeth**
- **Repetitive body movement e.g. tapping, rocking**
- **Screwing up paper or scribbling on a page**
- **Changes in eye contact**

Diffusing

- **Get in quick and be positive**
- **Divert the child on to something else**
- **Relocation**
- **Change of teaching style**
- **Calming body Language**
- **Humour**

Rebuilding relationships

- **Listen to the angry person and accept their version of events**
- **Show that you are seriously considering the information you have been given even if it feels inconsistent with what you feel may have happened**
- **Don't judge the person**
- **Show them that you indeed understand why they may have been so angry**

Supporting Socialisation Issues



- **Mentoring**
- **Coaching**
- **Counselling**

Dealing with issues such as relationships, self esteem, anger management, appropriate interaction with others, lying, academic expectations, future options etc...

The bullied or Targets can be someone..

- Who is new in the school
- Who is fat, thin, short or tall
- Who is submissive
- Who is annoying
- Who is passive
- Who is poor or rich
- Who has a different accent, skin colour or culture
- Who has a particular interest, belief
- Who may appear to be sexually promiscuous or might be gay
- Who has acne, is deemed ugly, wears glasses, wears braces etc..
- **Who has SEN (is 3 X more likely to be bullied)**
- Is in the wrong place at the wrong time

4 kinds of Bullying

- **Verbal Bullying**
- **Physical Bullying**
- **Relational Bullying**
- **Cyber bullying**

Passive Victims/Targets



1. They have a high level of anxiety and insecurity.
2. They are cautious, sensitive and quiet.
3. They have low self-esteem.
4. They have few friends.
5. They have a negative attitude towards violence.

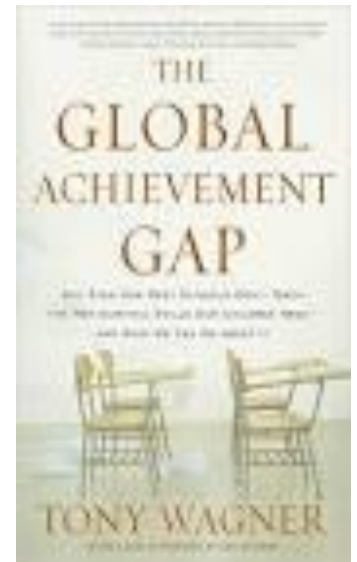


Positive socialisation and Anti- bullying options

- **Teaching all the students about Neurodiversity**
- Cyberbullying
- Games, Activities, Quizzes, Puppets, Role Play
- Anger Management, Assertiveness/Social Skills training
- Restorative practices for all students
- Pupil Presentations, Assemblies, Bullying Boxes, Peer Mentoring
- Counselling, Outside agencies including specialist Anti-bullying agencies

Seven Skills Students need for their Future

- Critical thinking and problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination



Tony Wagner Harvard University 2009 the global achievement gap

Personality Strengths and ADHD

- Ability to find unique solutions to difficult problems
- Adventurous, courageous, thinks “outside the box”
- Being able to derive patterns where others see chaos
- Able to talk about many different topics at one time
- Constant evolution, continual learning
- Good in a crisis – Some of the most stressful jobs are staffed by those with ADHD
- Seemingly endless desire to try new ideas, tasks and projects
- Empathetic and intuitive
- Entrepreneurial.
- Continual source of new ideas, methods and strategies
- Ability to see many if not all sides of a situation
- Resourceful

Transition issues for students with ASC and ADHD through the education system

- More freedom and independence
- Time management issues
- Greater degree of self organisation
- More independent study and homework
- Peer relations
- Medication issues
- College/Career planning

The 7Cs of Emotional Resilience



Competence



Confidence



Connection



Character



Contribution



Coping



Control

“There are two educations.
One should teach us how
to make a living and the
other how to live.”

- John Adams



Communication: Empathy

We listen to those:

- We like and respect
- We like and respect those with whom we can identify or identify with us
- We pay attention to those whom we believe mean what they say