

Introduction- ADHD.

Attention deficit hyperactivity disorder (ADHD) is a medical condition that can affect an individual's behaviour. It is one of the most common neurodevelopmental disorder of childhood. ADHD can sometimes make young people and children have trouble concentrating and they may have the tendency to act without thinking first. (NHS, 2021).

A person who has ADHD has a difference in the way their brain develops and also the brain's activity. This can affect their attention, self-control and can also affect their ability to sit still and follow instructions (Kids health, 2020).

Not only can children or young people get diagnosed with ADHD Adler (2015) states that research has shown that over 8 million adults in the USA have the condition as it is not always identified in childhood.

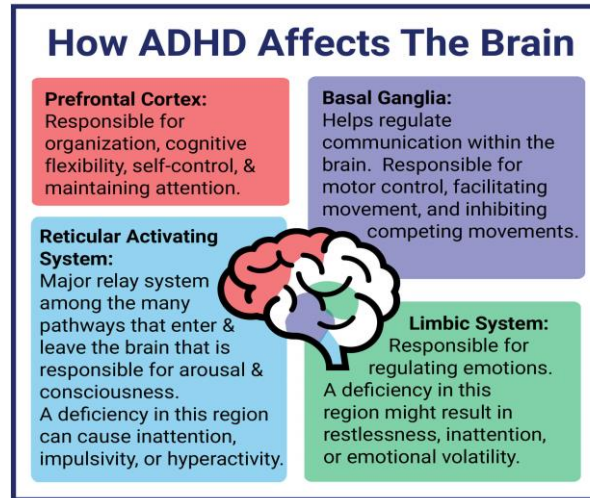
How ADHD is identified and diagnosed?

ADHD is usually diagnosed in childhood and can often last until adulthood. ADHD can be diagnosed in children by them undertaking a clinical interview that will involve a child mental health professional. For a child to be diagnosed with ADHD it is crucial that they have 6 symptoms of hyperactivity- impulsivity or inattention. The child's symptoms must be present before they are 7 years old and causes them significant difficulties and significant impairment with two or more settings, which can include school and home. This can determine a positive diagnosis true to the child. (Hulvershorn, 2021).

ADHD can look different in every individual states Smith and Segal (2022) and there is a vast array of criteria which must be met before a diagnosis is reached. The mental health professional assessing the child will look at many factors before the diagnosis such as: How severe are the symptoms? When did the symptoms start? How long have the symptoms been bothering the child? When and where do the symptoms appear?

Image Verdugo, (no date).

From the image we can see the main regions in which ADHD affects the brain. The regions of the brain are in control of a vast amount of executive functions which include task switching, cognitive flexibility and their motor responses



Benefits of diagnosing ADHD.

Halliwell (2022) highlights the importance of identifying and making the diagnosis of a child with ADHD as this can have a big impact on the child's ability to function normally and the quality of life as a whole for the child and their family. People who live with unmanaged ADHD can sometimes occur unnecessary impairments or long term consequences.

An American academy suggests that ADHD should be screened and diagnosed as early as possible for the child or young person to reach their full potential in life. Children's parents play a lead role in identifying early behavioural problems their child may have which may lead to them reaching out for medical help highlights Hamed (2015).

Barriers.

A barrier children with ADHD may face is speech and language difficulties as they can have differences with vocal quality and fluency when speaking. They can also find it hard to think of the right words they need to say when speaking and gain clarity and become very irritable. This can have an impact on children and young people communicating effectively. (Bertin, 2014).

Childmind institute (2022) highlights that children with ADHD can have a vast amount of barriers that they may face. The most common barrier is them having severe behavioural issues which can include them being aggressive and defiant. They can have emotional outbursts when asked to do things that they find challenging.

Strategy.

According to Logan (2021) A strategy that practitioners can use in a setting is giving the child rewards when they follow rules and give plenty of praise. Children who have ADHD can sometimes occur a lot of criticism than other children and this can have a major impact on their self-esteem. Practitioners must really look for good behaviour and give praise and rewards more than criticizing a child's bad behaviour.

Chadd (2016) concurs with Logan as they believe that children with ADHD should be praised frequently and it is important to observe good behaviour before the child goes off task. It is important that when praising the child, the practitioner is specific to what they are praising the child for and define what the child did right to give them a clear understanding.

Conclusion.

To conclude, I have thoroughly enjoyed researching ADHD, even though I have worked in a school as a teaching assistant for many years it was interesting to find out through research that 8 million adults in the USA have ADHD and it is not always identified in childhood. From working in the school we have had many parents address concerns about their child maybe having ADHD and more and more parents seem to be coming forward and having these concerns about their child. From my findings I have observed that ADHD is much more than just a child being 'naughty' or 'busy'. From my findings in the poster I have also .. learnt that it is vital that children with ADHD get lots of praise and rewards but not just solely this. It is important for their self-esteem and to not focus on the bad but much more of what they are doing good.

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