

Module Code	ECCY7010
Title	ADHD and ASD: Neurodiversity, Mental Health and Additional Learning Needs
Date	04/03/2026
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with an in-depth critical understanding of attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD).
- To critically examine how ASD and ADHD impact mental health and additional learning needs.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically appraise contemporary research, policy, and professional guidance on ADHD and/or ASD, with particular attention to implications for cross-sectoral and multi-agency working (e.g., education, health, social care);
 - demonstrate in-depth knowledge of additional learning needs (ALN) and the mental health issues children with ADHD and ASD face;
1. identify a range of appropriate theory- and practice-based strategies and interventions appropriate for ADHD and/or ASD.

INDICATIVE CONTENT

- ADHD and ASD: characteristics, diagnosis, aetiology, prevalence, comorbidity and implications for collaboration between education, health, and allied professionals. Knowledge, attitudes and stigma towards ADHD and ASD.
- Impact of ADHD and ASD on mental health, including access to and coordination of school-based and NHS/cross-agency services.
- ADHD and ASD in the classroom and ALN: roles and responsibilities across educational, clinical, and pastoral systems; multi-agency approaches to assessment, planning, and provision (e.g., IDPs, EHCPs, CAMHS liaison).
- Strategies and interventions for children and young people with ADHD and ASD, including universal, targeted, and specialist approaches delivered within and across agencies (e.g., school–NHS partnership models, behaviour support teams, joint care pathways). How strategies typical in ASD/ADHD support (e.g., visual timetables, sensory regulation approaches, rigid routines) may not be equally effective, or even appropriate, for all learners who carry the label.
- How co-occurring conditions (e.g., anxiety, trauma history, communication disorders, or SpLDs) and systemic factors (e.g., poverty, school culture, expectations of

behaviour, diagnostic bias) may shape the effectiveness of certain interventions, support and the interpretation of behaviours.

- Current research developments in ADHD and ASD.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Video	15 minutes	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Media output	Equivalent to 4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECCY7010	
Module Title	ADHD and ASD: Neurodiversity, Mental Health and Additional Learning Needs	
Classification	Reading List entry	Electronic*
Essential	Banaschewski, Coghill, D., & Zuddas, A. (2018) <i>Oxford textbook of attention deficit hyperactivity disorder</i> . Oxford University Press.	☒

Essential	Boucher, J. (2022) <i>Autism spectrum disorders: characteristics, causes and practical issues</i> . Sage Publications Ltd.	☐
Essential	Becker, S. P. (2020) <i>ADHD in Adolescents: Development, Assessment, and Treatment</i> . The Guilford Press.	☒
Essential	Carotenuto, M. (2023) <i>Autism Spectrum Disorders: Recent advances and new perspectives</i> . IntechOpen.	☒
Essential	Cotterill, T. (2023) <i>Autism: A student's guide</i> . Sage Publications Ltd.	☐
Essential	DuPaul, Stoner, G., & Reid, R. (2014) <i>ADHD in the schools: assessment and intervention strategies</i> (Third edition.). The Guilford Press.	☒
Essential	Re, A. M., & Capodiecici, A. (2020) <i>Understanding ADHD: A Guide to Symptoms, Management and Treatment</i> . Routledge.	☒
Further	<i>Attention Deficit Hyperactivity Disorder in Children and Adolescents</i> . (n.d.). IntechOpen.	☒
Further	Barkley, R. A. (2016) <i>Managing ADHD in school: the best evidence-based methods for teachers</i> . Pesi Publishing & Media.	☒
Further	Fitzgerald, M. (2021) <i>Autism Spectrum Disorder: Profile, Heterogeneity, Neurobiology and Intervention</i> . IntechOpen.	☒
Further	Laurie, C. (2022) <i>Sensory and motor strategies: Practical ways to help autistic children and young people learn and achieve</i> . Jessica Kingsley Publishers.	☒
Further	Journal of Attention Disorders	☒
Further	Journal of Emotional and Behavioral Disorders	☒
Further	Research in Developmental Disabilities	☒