

ADHD: Research and Practice (ECCY7005)

Module leader: Dr. Charlotte Greenway

Sessions	Lecture/seminars/tasks	Additional online engagement activities/key readings
Induction Introduction to the module and ADHD (Saturday)	Morning Welcome and Induction Afternoon - History and introduction to ADHD - Characteristics and prevalence - Classification systems Vevox.app Enter the session ID: 175-671-307 Or scan the QR code  Task In small groups - what are the issues with the classification system? What are the benefits of it?	Please watch the video: Facts and Myths about ADHD https://youtu.be/uoEfxNIE-dk Reading ADHD fact sheet on Moodle (click the Adobe doc for access) https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:19b0d6e2-4943-3a37-8cf0-06c6723230ca Chapter 1: Signs and symptoms. Re, & Capodieci, A. (202C.E.). <i>Understanding ADHD: A Guide to Symptoms, Management and Treatment.</i> (1st ed.). Routledge. Go to item Chapter 1: The History of ADHD. Maniadaki. (2018). <i>The complete guide to ADHD : nature, diagnosis, and treatment</i> (Kakouros, Ed.; First edition.). Routledge. https://doi.org/10.4324/9781315316031 Go to item Online article: Ethical Issues in Child and Adolescent Psychiatry https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6524442/ By your next session – read this – we will need it for a group task Chapter 7: Cultural Differences and Sensitivities. Re, & Capodieci, A. (202C.E.). <i>Understanding ADHD: A Guide to Symptoms, Management and Treatment.</i> (1st ed.). Routledge. Go to item Take a look at some of the relevant resources at the bottom of this document.
Session one	ADHD - Diagnosis - Measurements and scales	Please watch the video The neurobiology of ADHD: Consultant Paediatric Neurologist Dr Andrew Current explains the science behind ND conditions https://vimeo.com/544986241 Reading

vevox.app

Enter the session ID: **164-630-142**

Or scan the QR code



Task

What are the strengths and limitations of using scales/measurements such as these with children? Think about it in general and specific to the scales themselves. What are the ethical considerations too?

3. Co-morbidity

Task

Work groups - What are the issues in understanding comorbidity?
What impact does this have on practice/treatment for comorbid disorders?

4. Aetiology

Task

Using primary research – in four groups, examine some of the causes of ADHD
Group 1: Brain structure
Group 2: Chemical
Group 3: Genes
Group 4: Environmental

5. Cultural difference in ADHD

Task

- Chapter 2: What causes ADHD?** Re, & Capodieci, A. (202C.E.). *Understanding ADHD: A Guide to Symptoms, Management and Treatment*. (1st ed.). Routledge. [Go to item](#)
- Chapter 5: Causality of ADHD.** Maniadaki. (2018). *The complete guide to ADHD : nature, diagnosis, and treatment* (Kakouros, Ed.; First edition.). Routledge.
<https://doi.org/10.4324/9781315316031>
[Go to item](#)
- Chapter 7: Comorbidity.** Maniadaki. (2018). *The complete guide to ADHD : nature, diagnosis, and treatment* (Kakouros, Ed.; First edition.). Routledge.
<https://doi.org/10.4324/9781315316031>
[Go to item](#)
- Journal article: Hall, C. L., Guo, B., Valentine, A. Z., Groom, M. J., Daley, D., Sayal, K., & Hollis, C. (2019).** The validity of the Strengths and Difficulties Questionnaire (SDQ) for children with ADHD symptoms. *PloS one*, 14(6), e0218518.https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_plos_journals_2243464697
- Journal article: Sonuga-Barke, E. J., Becker, S. P., Bölte, S., Castellanos, F. X., Franke, B., Newcorn, J. H., ... & Simonoff, E. (2023).** Annual Research Review: Perspectives on progress in ADHD science—from characterization to cause. *Journal of Child Psychology and Psychiatry*, 64(4), 506-532.
https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_swepub_primary_oai_prod_swepub_kib_ki_se_150895870
- Journal article: Kian, N., Samieefar, N., & Rezaei, N. (2022).** Prenatal risk factors and genetic causes of ADHD in children. *World Journal of Pediatrics*, 18(5), 308-319.
https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_wanfang_journals_ssekzz202205002
- Journal article: Rocco, I., Corso, B., Bonati, M., & Minicuci, N. (2021).** Time of onset and/or diagnosis of ADHD in European children: a systematic review. *BMC psychiatry*, 21(1), 1-24.
https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_doaj_primary_oai_doaj_org_article_4ad58b29db874f558b2c1a19fff61774

	Group discussion -Cultural differences (based on your reading) and how this is important to education.	8. Nice guidelines: ADHD diagnosis and management https://www.nice.org.uk/guidance/ng87/resources/attention-deficit-hyperactivity-disorder-diagnosis-and-management-pdf-1837699732933
Session two	ADHD: Impact and education 1. Impact of ADHD on the individual. a) Sleep b) Interventions - PMR - Progressive Muscle Relaxation. c) Emotional regulation Task: Exploring the Impact of Poor Sleep on ADHD - This task aims to develop your ability to independently search for, identify, and critically evaluate peer-reviewed research papers that examine the relationship between sleep disturbance and ADHD. You will also consider the implications of poor sleep for cognitive, emotional, and behavioural functioning in individuals with ADHD. 2. ADHD in the classroom a) Academic performance b) Executive functions c) Inhibition	Please watch the videos: ADHD in the Mainstream https://clickv.ie/w/qbZv The incredible years https://youtu.be/UB7km5loByY Listen to the Podcast: Managing sibling relationships https://www.adhdfoundation.org.uk/wp-content/uploads/2023/06/Managing-Sibling-Relationships-final-edit.mp3 Recording on how to create your video for your assessment: Reading 1. Chapter 4: Executive Functions and Decision Making in Adolescents with ADHD. Stephen P. Becker. (2020). <i>ADHD in Adolescents: Development, Assessment, and Treatment: Becker, S. P. (Ed.)</i>. New York: Guilford Press (Vol. 42). Routledge. 2. Chapter 5: Emotion Regulation in Adolescents with ADHD. Stephen P. Becker. (2020). <i>ADHD in Adolescents: Development, Assessment, and Treatment: Becker, S. P. (Ed.)</i>. New York: Guilford Press (Vol. 42). Routledge. 3. Chapter 6: The Ripple Effect of Adolescent ADHD. Stephen P. Becker. (2020). <i>ADHD in Adolescents: Development, Assessment, and Treatment: Becker, S. P. (Ed.)</i>. New York: Guilford Press (Vol. 42). Routledge. 4. Activities to encourage executive function development: ADHD Foundation https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a6272e1d-28f8-38f0-9a3f-5210c49f232f 5. Chapter 2: Assessment of ADHD in school settings. DuPaul. (2014). <i>ADHD in the schools : assessment and intervention strategies</i> (Stoner & R. Reid, Eds.; Third edition.). The Guilford Press. Go to item 6. Journal article: Yürümez, E., & Kılıç, B. G. (2016). Relationship between sleep problems and quality of life in children with ADHD. <i>Journal of attention disorders</i>, 20(1), 34-40.

	Impact of ADHD on those around them. 1. Family 2. Teacher knowledge/attitudes 3. Peers and friendships Interventions 4. Parenting skills tailored to ADHD (chapter 7) 5. Tools for teaching social skills Task – 3 groups Using empirical evidence, present to the class the following: • Group 1: What does the research say about teacher knowledge and attitudes towards ADHD? • Group 2: What does the research say about teaching assistants' experiences of working with children with ADHD? • Group 3: What does the research say about friendships/peer relations for those with ADHD? Discuss assessment Component 2 – 50% Practical: Video (20 minutes) Due in 27/10/25 (component 2)	https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_1762369636 Please watch the video: Parenting a Child with ADHD: Webinar https://youtu.be/lZ3e8rfcLQ8 Reading 7. Chapter 7: Peer Functioning in Adolescents with ADHD. Stephen P. Becker. (2020). <i>ADHD in Adolescents: Development, Assessment, and Treatment: Becker, S. P. (Ed.)</i>. New York: Guilford Press (Vol. 42). Routledge. 8. Journal article: Greenway, C. W., & Rees Edwards, A. (2020). Knowledge and attitudes towards attention-deficit hyperactivity disorder (ADHD): A comparison of teachers and teaching assistants. <i>Australian Journal of Learning Difficulties</i>, 25(1), 31-49. Go to item 9. Journal article: Greenway, C. W., & Rees Edwards, A. (2021). Teaching assistants' facilitators and barriers to effective practice working with children with ADHD: a qualitative study. <i>British Journal of Special Education</i>, 48(3), 347-368. Go to item 10. Journal article: Greenway, C. W., & Rees Edwards, A. (2021a). Agweddau Athrawon tuag at ADCG: Adolygiad ac Argymhellion ar gyfer y Dyfodol. Go to item 11. Journal article: Greenway, C. W., Robinson, A. H., & King, J. M. (2023). The effect of social devaluation, labelling, and familiarity on children's attitudes and behavioral intentions toward a peer with symptoms of ADHD. <i>Psychology in the Schools</i>. Go to item 12. Journal article: Foubister, L., Rennie, F., & Williams, J. (2020). Parents in control: Parental perceptions of problem behaviors before and after attending an ADHD-specific parent-training program. <i>Journal of Child and Adolescent Psychiatric Nursing</i>, 33(1), 30-37. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_2317956257 13. Journal article: Daley, D., Van der Oord, S., Ferrin, M., Cortese, S., Danckaerts, M., Doepfner, M., ... & Sonuga-Barke, E. J. (2018). Practitioner review: current best practice in the use of
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		parent training and other behavioural interventions in the treatment of children and adolescents with attention deficit hyperactivity disorder. Journal of Child Psychology and Psychiatry, 59(9), 932-947. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_1957768430
Session three	Current research/debates surrounding ADHD, Treatments and Assessments 1. Functional Behaviour Assessment (FBA) 2. Applied Behaviour Analysis (ABA) 3. Positive behaviour support (PBS) 4. Medical treatments Task – look at some of these and summarise the methods they use: De Vasconcelos, S., Toskin, I., Cooper, B., Chollier, M., Stephenson, R., Blondeel, K., ... & Kiarie, J. (2018). Behaviour change techniques in brief interventions to prevent HIV, STI and unintended pregnancies: A systematic review. PloS one, 13(9), e0204088. Sluiter, M. N., Groen, Y., de Jonge, P., & Tucha, O. (2020). Exploring neuropsychological effects of a self-monitoring intervention for ADHD-symptoms in school. Applied Neuropsychology: Child, 9(3), 246-258. Wright, R. A., & McCurdy, B. L. (2012). Class-wide positive behavior support and group	Please watch the video: An Introduction to PBS https://youtu.be/epjud2Of610 ADHD study reveals children's views https://youtu.be/yvaVKvuEBkk Reading 1. Behaviour Analysis for effective teaching (Book) https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b8cb0912-6e66-3dc1-89a2-2955b1dc518c 2. Book Chapter: Functional Behavior Assessments and Behavior Support Plans https://www.sagepub.com/sites/default/files/upm-binaries/40498_4.pdf 3. Chapter 4: Early screening, identification and interventions. DuPaul. (2014). ADHD in the schools: assessment and intervention strategies (Stoner & R. Reid, Eds.; Third edition.). The Guilford Press. Go to item 4. Thinking about behaviour: ADHD Foundation https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1dfc9a3b-2e85-30ec-b92e-65ce30c0076d 5. Journal article: Van Doren, J., Arns, M., Heinrich, H., Vollebregt, M. A., Strehl, U., & K. Loo, S. (2019). Sustained effects of neurofeedback in ADHD: a systematic review and meta-analysis. <i>European child & adolescent psychiatry</i>, 28(3), 293-305. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_6404655

contingencies: Examining a positive variation of the good behavior game. *Journal of Positive Behavior Interventions*, 14(3), 173-180.

Russell, A. E., Moore, D., Sanders, A., Dunn, B., Hayes, R., Kidger, J., ... & Ford, T. (2022). Synthesising the existing evidence for non-pharmacological interventions targeting outcomes relevant to young people with ADHD in the school setting: systematic review protocol. *Systematic reviews*, 11(1), 28.

Zaini, A. P. S. J. (2023). Efficacy of A Self-Monitoring Intervention for Decreasing Off-Task Behavior Exhibited by a Second Grader with ADHD. *International Journal for Humanities & Social Sciences (IJHS)*, (1), 14-22.

Yeo, W., Goh, A., & Tan, C. (2018). Efficacy of online daily behaviour report card to decrease off-task behaviour for adolescents with attention-deficit/hyperactivity disorder. *Australasian Journal of Special and Inclusive Education*, 42(2), 143-157.

Mohammed, F. (2018). Effects of a tailored incredible years teacher classroom management programme on on-task behaviour of school children with ADHD in Addis Ababa. *Journal of International Special Needs Education*, 21(1), 1-13.

Cho, S. J., & Blair, K. S. C. (2017). Using a multicomponent function-based intervention to support students with attention deficit hyperactivity disorder. *The Journal of Special Education*, 50(4), 227-238.

6. **Journal article: Lyu, Y. (2023).** Family-Centered Positive Behavior Support on Children with ADHD: A Literature Review. *Creative Education*, 14(7), 1463-1480.
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d8ea6bd4-7d6e-37b3-a164-393f1230633e>
7. **Journal article: Pfiffner, L. J., & Haack, L. M. (2014).** Behavior management for school-aged children with ADHD. *Child and Adolescent Psychiatric Clinics*, 23(4), 731-746.
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:afbfbcf1-614a-33d9-875d-8adec0dab331>
8. **Journal article: Bailie, V., & Linden, M. A. (2023).** Experiences of children and young people with attention deficit hyperactivity disorder (ADHD) during COVID-19 pandemic and lockdown restrictions. *Disability and Rehabilitation*, 1-8.
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9744b1be-9236-3057-9c38-fbabecd29601>
9. **Journal article: Russell, A. E., Benham-Clarke, S., Ford, T., Eke, H., Price, A., Mitchell, S., ... & Janssens, A. (2023).** Educational experiences of young people with ADHD in the UK: Secondary analysis of qualitative data from the CATCh-uS mixed-methods study. *British Journal of Educational Psychology*, e12613.
<https://bpspsychub.onlinelibrary.wiley.com/doi/epdf/10.1111/bjep.12613>
10. **Journal article: Brady, G. (2014).** Children and ADHD: Seeking control within the constraints of diagnosis. *Children & Society*, 28(3), 218-230.
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:5e072e8b-7e27-3b7f-bf34-8b1014bb38db>

	Task In small groups, search for information on how ADHD is dealt with in Welsh Classrooms (TAs, WG, ALN). 5. The voice of the child Task (if time) In small groups search for studies that champion the voice of the child in their research with children (if you can't find many ADHD, try different neurodiverse populations). Discuss these with the class – and how do they tackle ethical considerations.	
Session four	Research and practice: thematic analysis. 1. What is thematic analysis 2. Braun and Clarke's six stages 3. Work through the assessment – code and theme creation. Part 1: Thematic analysis task (2000 words) Aim: The experiences of adolescents living with ADHD. In particular, we were interested in how ADHD affects their life, what behaviours or symptoms they find most problematic, in which environment these are most problematic, and whether they hold any positive perceptions of their ADHD.	Reading 1. Book: Braun, V., & Clarke, V. (2022). <i>Thematic analysis : a practical guide</i>. SAGE Publications. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100420302002421 2. Book: Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. <i>The SAGE handbook of qualitative research in psychology</i>, 2(17-37), 25. 3. Journal article: Clarke, V., & Braun, V. (2017). Thematic analysis. <i>The journal of positive psychology</i>, 12(3), 297-298. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_crossref_primary_10_1080_17439760_2016_1262613 4. Journal article: Braun, V., Clarke, V., & Hayfield, N. (2022). "A starting point for your journey, not a map": Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. <i>Qualitative Research in Psychology</i>, 19(2), 424–445. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2647484181

	Your task: Create codes and extract themes/subthemes from the five transcribed interviews provided to answer the above research question. Follow Braun and Clark's (2006, 2012, 2015) stages of thematic analysis, appropriate APA formatting, lecture guidance and resources on Moodle. Discuss assessment Assessment Component 1 – 50% Proposal and Intervention (4,000 words) Due in 17/11/25 (component 1)	Journal article: Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. <i>All Ireland journal of higher education</i>, 9(3). https://ojs.aishe.org/index.php/aishe-j/article/view/335 Journal article: Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? <i>Qualitative Research in Psychology</i>, 18(3), 328–352. https://doi.org/10.1080/14780887.2020.1769238 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2555493172 Journal article: Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. <i>Quality & Quantity</i>, 56(3), 1391–1412. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2659818893
Session five	Interventions - Social stories - ABC - Good behaviour game - Nurture groups - Movement to optimize brain function and calming the arousal state (chapters 15, 16) Case study: In three groups, create an intervention programme for one of the following case studies. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e575deb3-8b0d-379d-b983-2f1cbf267157	Please watch the videos: The incredible years https://youtu.be/UB7km5loByY Self-regulation in children: keeping the body, mind and emotions on task in children with autism, ADHD or sensory disorders. Teresa Garland speaker https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100396286102421 Podcasts: The Good behaviour game https://youtu.be/volLmB5VMOU The evidence base for ABA https://www.youtube.com/watch?v=m7AzSRjxqp0 Reading Chapter 6: Interventions and support for elementary school. DuPaul. (2014). <i>ADHD in the schools : assessment and intervention strategies</i> (Stoner & R. Reid, Eds.; Third edition.). The Guilford Press. Go to item Chapter 7: Interventions and support for secondary and postsecondary school. DuPaul. (2014). <i>ADHD in the schools : assessment and intervention strategies</i> (Stoner & R. Reid, Eds.; Third edition.). The Guilford Press. Go to item Journal article: Greenway, C. (2018). The efficacy of social stories in the classroom to reduce disruptive behaviours in children with ADHD. <i>Acta Psychopathologica</i>, 4(3), 1-10. Go to item

		4. Original GBG UK report: Improving Child Behaviour Management: An Evaluation of the Good Behaviour Game in UK Primary Schools https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1cf94b64-e887-35cf-a5f5-64343280dc13 5. Journal article: The Good Behavior Game Is No Longer Just an Effective Intervention for Students: An Examination of the Reciprocal Effects on Teacher Behaviors https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:40c46a6f-ef35-3c27-9de9-b98c2efd44f2 6. Journal article: Lugo-Candelas, C., Flegenheimer, C., McDermott, J. M., & Harvey, E. (2017). Emotional understanding, reactivity, and regulation in young children with ADHD symptoms. <i>Journal of Abnormal Child Psychology</i>, 45, 1297-1310. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_1852667593 7. Journal article: Melegari, M. G., Sacco, R., Manzi, B., Vittori, E., & Persico, A. M. (2019). Deficient emotional self-regulation in preschoolers with ADHD: identification, comorbidity, and interpersonal functioning. <i>Journal of attention disorders</i>, 23(8), 887-899. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_1826645175
Session six	1. Classroom Interventions 2. Mindfulness Task In small groups, discuss the rationale for the following studies. The rationale is the justification for undertaking a given study. It states the reasons why you choose to focus on the topic in question, including what the significance/benefits are and what gaps the research intends to fill. How might	Please watch the videos: Tips and Strategies for Educators to Help an Unmotivated Kid https://youtu.be/Kq3N60PSgjo Reading 1. Journal article: Hutchings, J., Martin-Forbes, P., Daley, D., & Williams, M. E. (2013). A randomized controlled trial of the impact of a teacher classroom management program on the classroom behavior of children with and without behavior problems. <i>Journal of school psychology</i>, 51(5), 571-585. https://research.bangor.ac.uk/portal/files/15934855/2013_Randomized_controlled_trial.pdf 2. Journal article: Williams, M., Bywater, T. J., Lane, E., Williams, N., & Hutchings, J. (2019). Building social and emotional competence in school children: A randomised controlled trial. <i>Psychology</i>, 107-121. https://www.scirp.org/pdf/PSYCH_2019013116102628.pdf

	the study help the intended population or society as a whole? a) The effectiveness of pet therapy for neurodiverse children b) An exploration of teacher knowledge and attitudes towards ADHD Task: Mindfulness task.docx	3. Article: Evidence-based Classroom Behaviour Management Strategies https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:59e07f8b-2186-3944-857c-0958792ea6e2 4.
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Reference materials (click the Adobe doc for access)

Comorbidity in Children and Adolescents with ADHD	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:90a21798-3714-31ad-87ac-6e96ee07126c
WG: A Rapid Evidence Assessment of the Effectiveness of Educational Interventions to Support Children and Young People with ADHD	https://www.gov.wales/sites/default/files/statistics-and-research/2019-06/180515-assessment-effectiveness-educational-interventions-support-children-attention-deficit-hyperactivity-disorder-en.pdf
Diagnosis pathways for ADHD in Children	https://adhduk.co.uk/adhd-diagnosis-pathways-children/
Support for children and young people with Attention Deficit Hyperactivity Disorder (ADHD) in educational settings	https://www.gov.wales/sites/default/files/publications/2019-01/ways-of-supporting-learners-with-attention-deficit-hyperactivity-disorder-adhd.pdf
Implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018	https://gov.wales/sites/default/files/publications/2018-11/additional-learning-needs-and-education-tribunal-wales-act-2018-implementation-guide-for-individual-development-plans.pdf
ADHD foundation	https://www.adhdfoundation.org.uk/
CHADD	https://chadd.org/about-adhd/overview/ https://www.youtube.com/@HelpForADHD/videos
Carol Gray: Social Stories	https://carolgraysocialstories.com/social-stories/what-is-it/
Behaviour Analysis for effective teaching (Book)	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b8cb0912-6e66-3dc1-89a2-2955b1dc518c
Parent/carer workshop	https://youtu.be/VeulPlsjK-s

Children in Wales: Listening to young children's voice: All children have a right to have their voice heard and be listened to (UNCRC Article 12)	https://www.childreninwales.org.uk/news/listening-young-childrens-voice-all-children-have-right-have-their-voice-heard-and-be-listened-uncrc-article-12/
Convention on the Rights of the Child	https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child
Positive Behaviour Support (PHW)	https://phw.nhs.wales/services-and-teams/improvement-cymru/our-work/learning-disability-health-improvement-programme/featured-ldhip/positive-behaviour-support/
Ethical considerations when working with children.	Book available in the library: Alderson, P., & Morrow, V. (2020). The ethics of research with children and young people: A practical handbook. Sage. https://librarysearch.uwtsd.ac.uk/permalink/44WHELP_UWTSD/1pbrh66/alma99100433002602421 Disla de Jesus, V., Liem, A., Borra, D., & Appel, J. M. (2022). Who's the Boss? Ethical Dilemmas in the Treatment of Children and Adolescents. <i>Focus</i>, 20(2), 215-219. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:96ca97e4-28c2-31fe-b011-d74b4c6b5b93 Thompson, S., Cannon, M., & Wickenden, M. (2020). Exploring critical issues in the ethical involvement of children with disabilities in evidence generation and use. https://www.unicef-irc.org/publications/pdf/IWP-Working-Paper-ethical-involvement-of-children-with-disabilities-in-evidence-generation.pdf Graham, A., Powell, M. A., & Taylor, N. (2015). Ethical research involving children: Putting the evidence into practice. <i>Family Matters</i>, (96), 23-28. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2777627b-f7a8-3d67-bb5c-ecd8fba9ce5c