

ADHD by Sophia Williams

Introduction

- This presentation will be about strategies used to support a child in the early years with Attention Deficit Hyperactivity Disorder, as well known as ADHD.
- The aim of this presentation is to explore some of the barriers these children may face as well as strategies of managing these barriers. However, there are also many disadvantages to inclusive practice.

Barriers

- Difficulty controlling their bodies such as struggling to stay at a desk and sitting still on the carpet for a long period of time (Flewelling, 2016).
- Argumentative and constantly wanting to talk. In some cases, children with ADHD could say inappropriate things such as calling other children names and dismissing what they have to say (Morin, 2018).
- Girls with ADHD often show signs of daydreaming during class as well as underachieving. They often blame their under achievement on themselves and can feel anger towards themselves (Jacobson, 2018).

Disadvantages

- There is a lack of teacher training who are capable of handling children with ADHD and the problems they may encounter in the classroom (Koolbreeze, 2018).
- Children who do not have ADHD can notice the differences in abilities with those who do (McMillan, 2008).
- Children who observe other children may view them being aggressive and imitate their behaviour (Jarvis and Chandler, 2001).

Strategies

- A classroom should have clear expectations of the children as well as structured rules (Parker, 2005).
- This includes having practice conversations with children and demonstrate one of the most crucial aspects of having a conversation is listening to other people speak (Baxter, 2018).
- Partnerships between parents and professionals is key in diagnosing girls with ADHD. This can include planning, assessing the problem and monitoring behaviour both at home and in a school environment (Landolfi, 2014).

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