

Script

ADHD – is stands as Attention Deficit/Hyperactivity Disorder

- ADHD is a neurodevelopmental disorder that is with the person for life. It can affect children in many areas such as the basic daily life skills, relationships and school performance. When children's performance is affected and not managed it can trigger children's health and well-being, it lowers their self-esteem, academic struggles and social troubles. This can lead to having sensitivity to criticism through to adulthood and reduced self-worth. Children and adults with ADHD develop symptoms differently: (Elmaghraby and Garayalde, 2022)

Introduction (Define your chosen theme) ADHD Attention Deficit Hyperactivity Disorder, is a condition that affects a person's brain to work differently. It is the most common psychiatric disorder in childhood; it is more common in boys than girls and can persist into teens which can cause school difficulties without the right treatment/help and into adulthood. ADHD can have co-occurring disorders such as learning difficulties such as dyslexia and dyspraxia and behavioural challenges; however this doesn't mean the individual with ADHD is not intelligent it means people will have difficulties with attention, hyperactivity and impulsivity symptoms. It is important for parents/carers to test and help treat children with ADHD to help calm them and help the child learn in their academic studies and also reduce the risk of academic difficulties and avoids anxiety and depression(Wender,2001 and NHS,2025).Children diagnosed with ADHD become an adult with adhd who may find it harder to focus on and stay still and manage their energy levels. there is no evidence to cure adhd as it's how people's brain's function, however there are medication to help symptoms.

However, as we look at the symptoms of inattentive and hyperactivity. Most children under the age OF 5 will show all these symptoms but does not mean they have ADHD (NHS,2025).

To diagnose children with ADHD health care professionals, use the criteria in the Diagnostic and statistical manual of mental disorders, Fifth edition (DSM-5), the guidelines are to help and ensure consistent and accurate diagnoses, and to understand how ADHD can affect public health. The DSM-5 outlines that children under the age of 16 must show 6 or more symptoms and 16 and older must show 5 or more symptoms of the inattention and hyperactivity, both symptoms can intervene with people's daily life and development (American Psychiatric Association,2013; Farone *et al.*,2015).

These symptoms can impair the child's ability to maintaining attention and complete tasks. Children with ADHD often delay tasks due to their sustained focus and are distracted during conversations.

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See Inattentive symptom on slide 4

Hyperactivity is linked to children who have difficulties with remaining still or engaging in quiet time, due to the excessive energy and talking a lot, children having the hyperactivity symptoms often interrupt others when communicating without consideration. Some symptoms of attention may be present but less noticeable. (Cleveland Clinic, 2025)

The causes of ADHD are not fully known, however numerous factors include genetics and brain chemistry that are very likely to be responsible. Some people may be more likely to develop ADHD, such as low birth weights, premature, brain damage or epilepsy (Mental Health Foundation, 2021).

See hyperactivity symptoms on slide 5

Under the UNCRC (2026) Article 24 and 12, children have the right to be as healthy as possible and to be listened to. In order to maintain a healthy, wellbeing lifestyle with ADHD the NHS 2025 highlights the importance to maintaining regular physical activity can reduce emotional and physical energy, this can also help your emotions, sleep patterns and physical health (World Health Organisation, 2020). Maintaining a healthy balanced nutritious diet, that limits sugary and caffeinated drinks and food, can help energy levels and emotional wellbeing (NICE, 2018). Children need a regular bedtime routine, and good sleep to enhance attention and productivity, by reducing screen time can help lead healthier sleep patterns. Although Children often like structure with ADHD, as children and adolescents often need reminders to help with basic daily needs to function (American Psychiatric Association, 2013).

See Health, Wellbeing, Lifestyle Affects on page 7

Who tells us?

ADHD is a neurodevelopmental condition that begins in childhood and can continue into adulthood, classified by the DSM-5.

It is influenced by genetics and biology, rather than poor behaviour or parenting. The condition is characterized by difficulties with executive functioning, including behavioural inhibition, attention regulation, organization, and impulse control. Early identification and support are crucial to prevent negative mental health outcomes like depression and substance misuse.

Healthcare professionals, such as GPs, play a key role in raising awareness and encouraging individuals and families to seek assessment and support (NHS, 2025, Farone et al, 2025 and American psychiatric Association, 2013).

According to Barkley's (1997-2015) theoretical model ADHD stems from deficits in behavioural inhibition and executive functioning. This disrupts a child's ability to regulate attention, emotions, and impulses. Therefore, early identification by the GP is essential to prevent mental health outcomes such as depression, drug or alcohol use, of the individual if missed diagnosed this also aligns with Brown's (2006) impaired self-regulation framework which they both support the importance of early intervention. Health care workers and GPs are now raising awareness in promoting ADHD in communities to encourage people to seek help (Hinshaw, 2018)

Application (What can we do about it, give example from practice and research evidence)

There are several approaches to help manage ADHD, including self-management, skills training, cognitive and motivational interventions, biofeedback, and changes to the learning environment.

These methods can be delivered by teachers, teaching assistants, or specialists, and aim to reduce disruptive behaviours and improve adaptive behaviours.

Research shows that these interventions can lead to small to moderate improvements in ADHD symptoms, behaviour, and test performance.

To be effective, these interventions must consider the individual's developmental level, symptom severity, and abilities, and require coordination among educators, families, and professionals.

See page 9, what we can do and example from practice

ADHD medication helps individuals with ADHD focus their thoughts by ignoring distractions, paying attention, and controlling their behaviour.

It does not cure ADHD, but rather eases its symptoms while being taken, allowing for more effective functioning. The medications increase the levels of neurotransmitters such as dopamine and norepinephrine in the brain, which helps improve symptoms including attention span, hyperactivity, impulsive behaviour, and executive dysfunction. The effectiveness of these medications varies from person to person, and it may take trying different medications and doses to find the right one.

Once the correct medication and dose are found, most people experience improvement (Cleveland, 2022).

See page 10 for medication side effects

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