

### **AI Acknowledgement**

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 18th February 2026 to proofread my work. Using the prompt:

1. Please proofread this work, focussing on spelling and grammar accuracy.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

## ADHD Video Script

ADHD – attention deficit hyperactivity disorder

ADHD or attention deficit hyperactivity disorder, is a neurodevelopmental disorder that effects the brain (Greenway and Rees, 2020)

It can be characterised by three different presentations, hyperactivity-impulsive, inattentiveness, and a combined type which is a mixture of them both (ADHD UK, ND).

This video will be providing information on the impacts of ADHD on children and young people. It is aimed new teachers and school staff who may work with children with ADHD, to help to understand how ADHD can impact students in school. It is important to acknowledge students with ADHD will experience it differently (Guy-Evans, 2024), and so not all of these characteristics may impact your students, or your students may be impacted in ways that are not mentioned in this video.

So, what are some of the signs and symptoms of ADHD you may have noticed in pupils in your school setting:

- You may notice the student struggles to give attention to tasks.
- A student may frequently lose items that are needed for an activity.
- They may not appear to be listening, even when being spoken to directly.
- The student may be often easily distracted.
- They may have difficulty with organisation compared with their peers.
- They are easily distracted by external factors.
- The student may be forgetful in daily activities.

- They may be fidgety, and unable to sit still.
- Some students may leave their seat when it is not appropriate to do so.
- Your students may have difficulty playing quietly.
- Some children with ADHD will run and climb when it is not appropriate and can be seen as 'constantly on the go'.
- They may interrupt others from their work or activities.
- Some students with ADHD shout out the answers, even before you have finished asking the question.
- And may struggle with waiting their turn.

(Substance Abuse and Mental Health Services Administration (US), 2016)

These are just some of the signs of ADHD that you may have seen in your school setting. This video will look at how these signs and symptoms could impact children with ADHD in a school setting.

First, we will look at the challenge of emotional regulation in children with ADHD (Evans et al, 2020), and how it can impact their day-to-day life.

Higher ADHD symptoms in childhood are linked with higher rates of emotional dysregulation (Ontiveros, Wiklund, Ohlis, & Ekblom, 2025). Children with ADHD face the same emotional challenges as their peers, but these are often felt in a much more intense and frequent way and have a longer lasting effect on the child with ADHD than it would have on their peers. (Buzanko, 2025). The impact of emotional dysregulation in children with ADHD can be profound, and can affect their social relationships, the child's self esteem and their academic performances in the classroom environment (The ADHD Centre, 2025). This emotional dysregulation can

impact the child so heavily that they can struggle to function in everyday life (Deas, ND).

This video by Jessica McCabe of 'How to ADHD' explains how emotional dysregulation affects people with ADHD.

*Insert video – How to ADHD – ADHD and Emotional Dysregulation: What you need to know.*

How could this look in the school environment?

Emotional dysregulation can impact all areas of the classroom, all emotions and how children react to them. For children and young people, a big aspect of being in education is the social interactions that they have with their peers, learning how to interact and the norms for their social group. (Davies & Troy, 2020). For children with ADHD this is a struggle as emotional dysregulation puts an extra challenge in place.

For example: A group of children are playing, there are a large group of children involved in the game of hide and seek but the child with ADHD is found quickly and is one of the first to be found. For neurotypical students they will experience disappointment, but they will soon move on and as time goes on, they learn from their peers and improve, so next time they play they are not found so quickly.

However, a child with ADHD who struggles with emotional dysregulation may struggle with the disappointment of being found first, they may not be able to recover from this disappointment, and the emotions could escalate to where they are very upset or angry, often meaning that they are not able to continue playing the game with their peers. This can then continue at the end of playtime when the children return to class as the child with ADHD cannot switch off their emotions. The student

with ADHD may struggle with both their emotional regulation and reactivity (Musser and Nigg, 2019). This means that they are bringing the emotions into the classroom and causing a disruption to the lesson. The emotional upset can also manifest as anger and reactivity towards the situation where angry outbursts can be displayed physically, causing disruption and distress to the classroom environment.

The implications of this are that the child with ADHD is often removed from the room to 'calm down', missing learning time while they try to regulate their emotions. Their peers may not understand their reaction, as others in their situation have moved on and are no longer upset. This can lead to the child no longer being invited to play with these children again leading to the child with ADHD being isolated from their peers. (Personal account).

This emotional dysregulation can have a big impact on a child's overall wellbeing, as they struggle with relationships, self esteem and how it can impact their mental health (The ADHD Centre, 2023). Mental health and wellbeing are closely linked with ADHD. Sam Thompson, a presenter and TV personality was diagnosed with ADHD as an adult however he recalls the challenges he had in school. "Even from school I always got your bad report cards, but they were not like, 'He's a w\*\*\*\*r' it was more like, 'He lacks focus or he doesn't try hard enough'. I just do not think that is true and I did not quite understand, I knew something was different. I remember crying into a textbook once at school because the words would not go in, I could not focus on the book." (McIntyre, 2023). From this passage you can see the struggles that Sam faced when in school and how this could impact on him mental health and wellbeing, being told that he was not trying hard enough, when in fact he was trying but not able to achieve what his peers could.

Insert video-Salif Mahamane

This extract taken from a ted talk by Salif Mahamane, who has ADHD, demonstrated how children with ADHD may feel, or even what they may be told by adults, that they are not trying hard enough, that they are not thinking or that they are not listening to instructions, when that is not the case. If a child is hearing these negative comments on a daily basis we can see how that could affect their mental health, wellbeing and their self esteem and confidence.

There is also a link between ADHD and sleep, you may be wondering how the child's sleep can impact the child in the school setting, however sleep is one of the more challenging aspects of ADHD for children, young people and their families (Alvstrand et al, 2025).

Studies have shown that there are connections between sleep disturbances and the symptoms of ADHD in children and young people (Becker, 2020). You may be wondering how sleep can impact the child in the school setting, however sleep is one of the more challenging aspects of ADHD for children and their families (Cortese & Hill, 2023). The ADHD symptom of hyperactivity can lead to the child or young person taking longer to fall asleep, having night disturbances and having generally lower quality of sleep, all of these can have an impact on the child or young person, however with children with ADHD it has been suggested that this exacerbates the symptoms of inattention for the child (Shen et al, 2020).

Let us look at how sleep disturbances could impact the child and young person in the school environment. As previously discussed, sleep disturbances and lower quality of sleep can worsen the child's inattention (Pacheco, 2025). For a child with ADHD

this is something that they are already struggling with, so the lack of sleep makes the school environment and even more challenging place for the student.

Another impact that sleep disturbances could have on children and young people with ADHD is daytime sleepiness (Becker, 2020 [a]). Studies have show that daytime sleepiness caused by sleep disturbances at night impacts the child's academic performance (Altaf & Spiller, 2025), meaning for students with ADHD who already have challenges that impact on their education, for those who face additional challenges with their sleeping, their academic potential may not be achieved.

There is also a link between students with ADHD and a student's low attendance in school (May et al, 2021). For students who have disturbed sleep, getting up for school is a challenge, this can often lead to children being late for school or not attending altogether. Lowered school attendance is linked to lower academic attainment (Department for education, 2023) and for a child who finds school a challenge, it can make the school an even more difficult experience.

Sleep also has an impact on the wellbeing of all students, however, for students with ADHD who are struggling with sleep disturbances, the impact on their mental health and wellbeing can be profound (Bowers & Moyer,2017). This could also contribute to a child's low attendance in school or reluctance to attend school. This in turn will then impact the child in all aspects of their education.

- By missing school, the child will be missing learning opportunities which will impact on their educational outcomes,
- They will also be missing out on social interactions with their peers which could lead to the child feeling more isolated.

- They will be missing out on experiences that children have when they are in school, for example school trips, which is a valuable learning experience.
- By missing school, it could also cause tension both in the home, and in the relationship between home and school (Becker, 2020 [b]).

The impact of ADHD can not just affect the child, but the whole household as living with and supporting a person with ADHD can be both challenging and frustrating (Re & Capodieci, 2020).

Insert video – Dr Francine Conway – Ted Talk

From this video you can see how frustrating it can be for parents of children with ADHD to work alongside and support their children. This video also explains the challenges when supporting a child with ADHD and maintaining a positive relationship with the child's school. The home school relationship is often underestimated, however having a positive relationship with the school can help support each other's strengths when working with a child (Anazia, Skinner & Woods, 2025), especially for children who are at risk of disengagement from school as many children with ADHD are.

So far when looking at the impacts of ADHD, we have only looked at the negative impacts that ADHD could have on children and their families and how it could affect the classroom environment, however not all aspects of ADHD are negative, in fact some can be positive.

Adam Petey is an Olympic swimmer for Great Britain. He attributes his relentless drive and inability to stay still because of his ADHD to his successful career in sport, suggesting that they have significantly contributed to his success in swimming. Petey emphasised that individuals with ADHD often possess a unique drive and

determination which he believes has propelled him to achieve historic milestones in his athletic career (Quigley Ward, 2024)

TV personality Ant McPartlin also has diagnosed ADHD, he said that in his job having what he called popcorn thinking is good because it means that he can jump from one thing to another (Paul and Willix, 2024).

Singer Jessie J said that ADHD feels like a superpower so long as you look at it from the right perspective (ADHD UK, ND).

And Olympic champion gymnast Simone Biles says that having ADHD is nothing to be ashamed of, and credits ADHD to her determination to succeed in gymnastics. (ADHD UK, ND)

As you can see not all aspects of ADHD are negative, and when seen in a positive light and used to the persons advantage then it is possible for ADHD to be seen as a positive or even an advantage to the person.

I hope that this video has shown you some of the challenges that children and young people with ADHD may face in your school setting, however with the correct interventions and support, positives can also be seen when it comes to the child's ADHD.

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