

ADHD

Module name: Mental Disorders and Psychopathology (BMHP6006)

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Individual presentation Assessment 1





Introduction

- Definition of mental disorders
- The period when it tend to begin
- Causes
- The differences between women and men

(Hyman S., et al, 2006)

- Definition of ADHD

(NHS, 2018)



Case study

- John's thoughts :“I had told her to do one, frankly. ADHD was a tag for bratty kids, poorly parented, and was an excuse for the pharma companies to make a few more bob, in my view. The more I read, though, the more it started to make sense.”
- John tried to end his life
- John has been diagnosed with ADHD at thirty-seven years old
- Poor time management, difficult regulating emotions, forgetful

(Beckett, 2017)

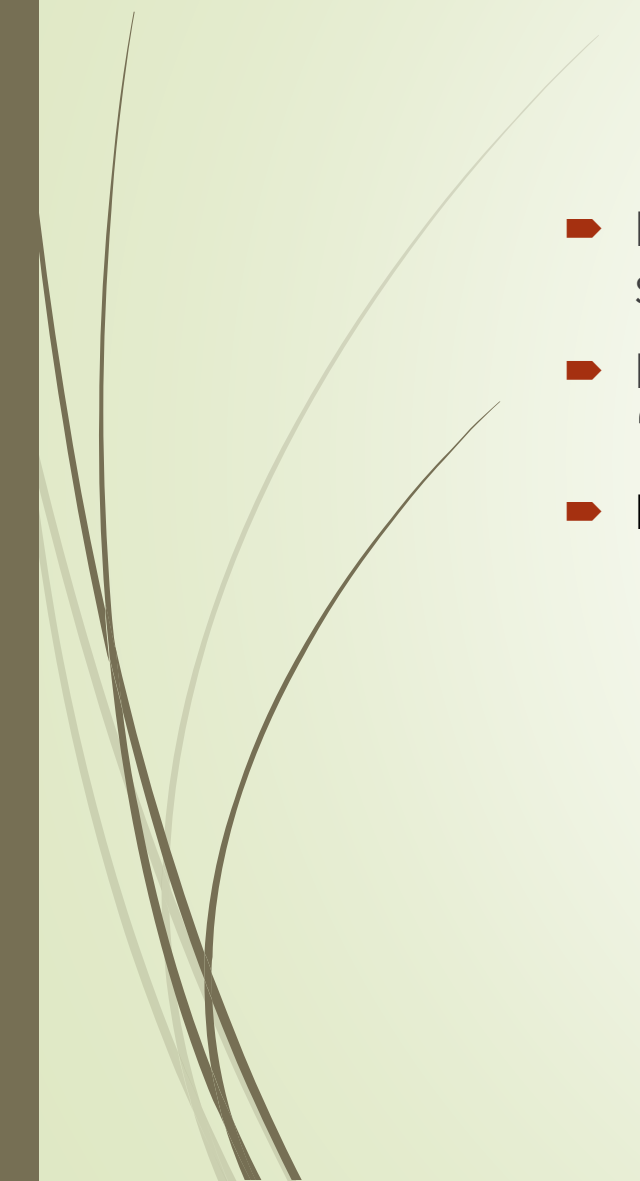


ICD 10 classifications

- Behavioural and emotional disorders with onset usually occurring in childhood and adolescence – F90-1
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History of ADHD



- In 1798 Scottish doctor Sir Alexander Crichton for the first time talk for the similar disorder as ADHD
- In 1844 Heinrich Hoffmann made children's stories that include and "Fidgety Phil"
- In 1902 Sir George Frederic Still and his notes during his lectures

(Large K. et al, 2010)



Signs and Symptoms

- There are two types of behaviour problems:
 1. The people not paying attention, they are not focused.
 2. The people are hyperactive and out of control.

(NHS, 2018)



Signs and symptoms in children and teenagers

Inattentiveness:

- Cannot keep his attention on the certain subject and he easily disrupted.
- Constantly making mistakes (during the schoolwork).
- Losing thing and constantly forget.
- Lack of time management skills.
- It is not possible for this person to listen and follow the instructions.
- Being unable to follow the certain task that is not interested in him.
- Changing plans and tasks very often.

(NHS,2018)



Signs and symptoms in children and teenagers

Hyperactivity and impulsiveness:

- Inability to stay calm especially if the place is quiet
- Cannot focus on the task
- Being unable to wait his turn
- Talk and move too much
- Cannot stop to worry without any reason
- Performs action without thinking
- Disturbs conversations
- He is in danger for no sense reason

(NHS, 2018)



Signs and symptoms in adults

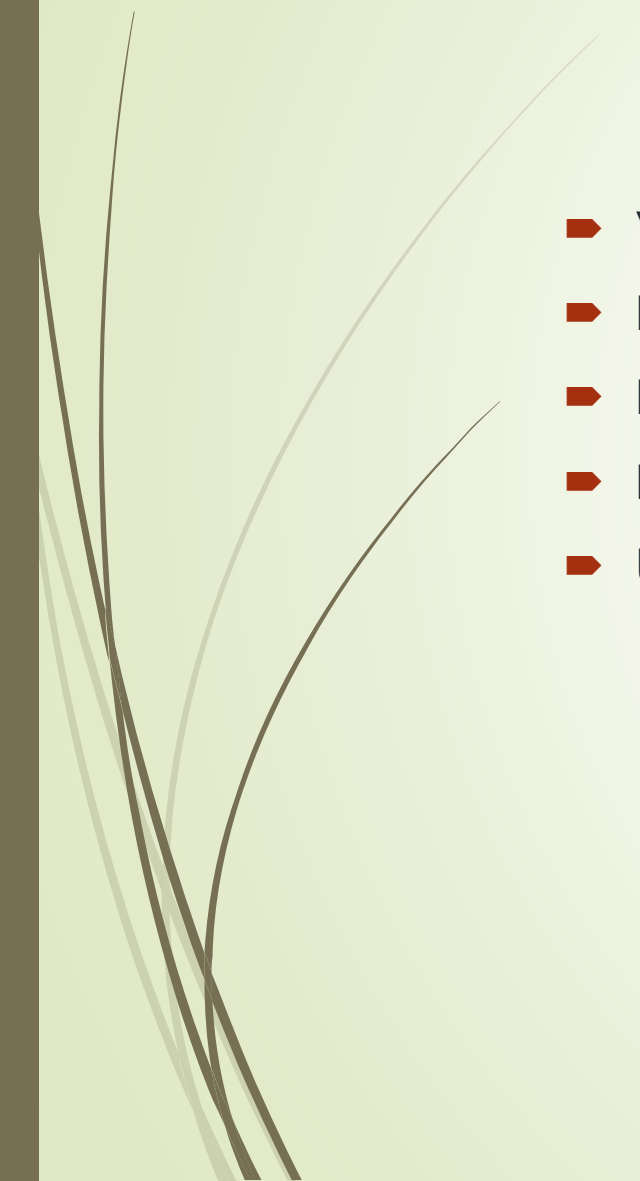
- Inattention, does not pay attention to detail
- Inability to complete the task and start new one
- Lack of organisational skills
- He cannot concentrate and prioritize tasks
- frequently changing things or lose it
- Lapse of memory
- Anxiety and irritation
- It is hard for him to be quiet and speak when inappropriate



Signs and symptoms in adults

- Vague answers, blurred and disturbing others
- Frequent mood swings
- Low level of ability to control the stress
- High level of impatience
- Unnecessary risk-taking and putting yourself and or others in danger

(NHS, 2018)





Causes

- Genetics
- Brain function and structure
- Group at risks

(NHS, 2018)



Diagnosis

Children :

- Consultations with teachers
- See and ask for help your GP
- See specialists

(NHS, 2018)



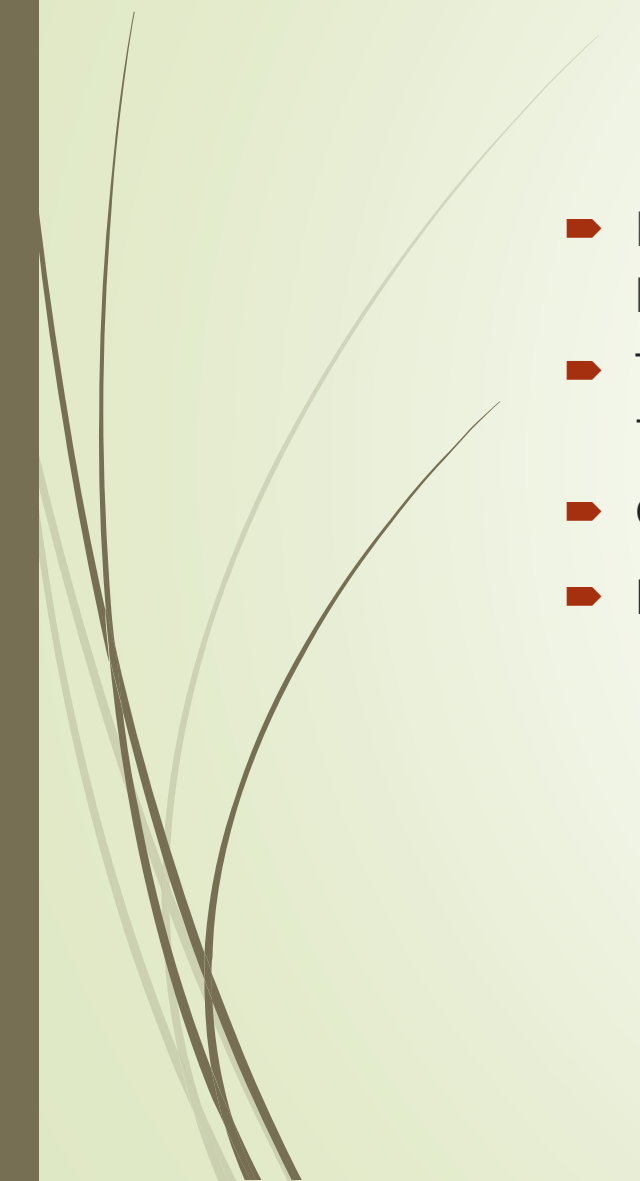
Legislation

- Petition: Introduce an Act of Parliament supporting ADHD adults and children (ADHD Act)
- The NHS Act 2006
- Care Act 2014
- Children and Families Act 2014
- Equality Act 2010

(Archived Petition,2017)



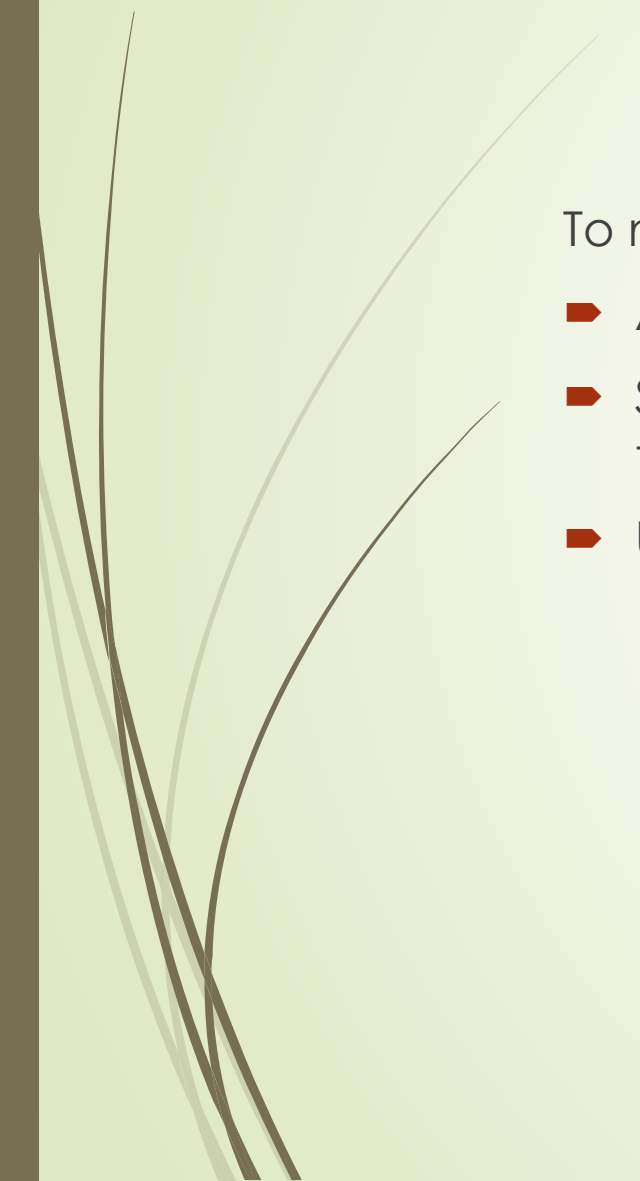
Treatments

- Diet- reducing sugar intake and avoiding some of the foods, taking extra polyunsaturated fatty acid (Konikowska, K., et. al, 2012).
 - Therapy- the Cognitive Behavioural Therapy, psychotherapy and group therapy.
 - Counselling
 - Educational support (Pettersson, R. et al., 2017).
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Recommendations

To meet needs of the children with ADHD at school we need to:

- Ask for extra person to work with them
 - Setting additional tasks to improve concentration such as working at the time management , etc.
 - Understanding and support of the society
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Conclusion



(MARGOLIS, C., 2019)

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