

AI Deceleration

I confirm that I have not presented any AI generated text as my own work. I confirm 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.

Thematic Analysis: Part One

Title: Understanding the Everyday Impact of ADHD: A Qualitative Exploration of Adolescents' Perspectives

Aim: To examine how adolescents with ADHD describe the impact of their symptoms across different environments and aspects of daily life

Participants: Five children aged 9–13 with a formal ADHD diagnosis, interviewed individually using semi-structured questions.

Coding data: Below are **initial descriptive codes** (short, concise labels that capture meaning):

Transcript	Initial Codes
P1	Cannot focus or pay attention for long, gets distracted and forgets priorities, never finishes tasks, gets in trouble a lot, able to concentrate on football, biggest impact is school and learning
P2	Loses focus, cannot concentrate for long periods of time, does not finish tasks, forgetful, barrier for relationships, widespread impacts
P3	Hyperactivity, cannot concentrate or focus, becomes loud and aggressive, difficulties in regulating, impact on friendships, gets into trouble, impact on learning, high amounts of energy that make it possible to participate in sports for long periods of time, hyperfocus on interests, does not see risks
P4	Hyperactivity, cannot sit still, cannot finish tasks, can be forceful and aggressive, gets in trouble a lot, misunderstood by parents, peers and teachers, impacts relationships, impacts learning
P5	Difficulty concentrating, cannot finish tasks, difficulty understanding instructions and remembering, impacts learning, no issues outside school, hyperfocus on interests

Generating themes

After collating and grouping codes with shared meanings, the following **themes** and **sub-themes** emerged:

Themes	Sub-themes	Example Codes Feeding In
1. Difficulty focusing and keeping concentration	-Difficulties with focusing on tasks and holding concentration -Unable to complete tasks once focus has been lost	Cannot focus or pay attention for long, gets distracted and forgets priorities, never finishes tasks, biggest impact is school and learning, loses focus, cannot concentrate for long periods of time, does not finish tasks, cannot concentrate or focus, cannot sit still, difficulty understanding instructions and remembering

Themes	Sub-themes	Example Codes Feeding In
2.Negative impact on relationships	-Feeling unlike by peers -Getting in trouble with teachers and parents	Gets in trouble a lot, barrier for relationships, becomes loud and aggressive, difficulties in regulating, impact on friendships, gets into trouble, hyperactivity, can be forceful and aggressive, gets in trouble a lot, misunderstood by parents, peers and teachers, impacts relationships
3.Abilities to focus on activities that are of interest	-Concentration is improved with enjoyable tasks -Ability to hyperfocus on interests	Able to concentrate on football, high amounts of energy that make it possible to participate in sports for long periods of time, hyperfocus on interests,

Results

This section integrates **themes, narrative, and participant quotes**, showing the interpretative work of Thematic Analysis.

Analysis of the interviews identified. (3 or 4) overarching themes that capture ?:

1. Difficulty focusing and keeping concentration
2. Negative impact on relationships
3. Abilities to focus on activities that are of interest

Together, these themes revealed that inattention and hyperactivity both have an impact on learning development in children with ADHD, as well as having a negative impact on their relationships and their social development. However, the ability to hyperfocus on interests is seen as a strength that needs to be considered when creating interventions and support strategies.

Theme 1: Difficulty focusing and maintaining concentration

The participants in this study commonly reported struggles with maintaining focus and concentration on tasks. All five participants experienced these difficulties, with one saying, “I can’t concentrate for that long” (P3), and another commenting, “I find concentrating really difficult” (P5) when asked how their ADHD impacts their life. These comments highlight how common and impacting difficulties in inattention are for children with ADHD.

Participants described this as a daily challenge that interferes with both their school and home environments, with one participant answering, “off topic because I’m not concentrating” (P2). While difficulties focusing and concentrating were visible in school and at home, the

greatest impact appeared to be within school, where sustained attention is essential for learning and completing tasks.

Participants described that their difficulties led to them being unable to complete tasks. For example, one participant stated, “I just can’t focus long enough to finish anything or pay attention long enough to know what’s going on” (P1), while another added, “I miss important details and can’t finish what I’m doing” (P5). This inability to focus and concentrate to complete tasks was highlighted to impact the child’s ability to learn, with one participant saying, “it affects my schoolwork more than anything” (P5).

Participants also reported that their difficulties with inattention also resulted in experiencing repercussions due to them not completing the tasks that were asked of them, with quotes of the participants saying, “people lose patience” (P2) and “I usually just get told off” (P3). One participant reported that, due to continued disruptive behaviour, they would be removed from the classroom “I get thrown out a lot because I can’t keep still” (P4).

This study also emphasised the importance of continued interaction and support from teachers would assist them to stay focused, as one participant explained, “if people are nagging and reminding me, I suppose it can spur me on. But if I’m left to carry on myself, I find focusing hard” (P2), highlighting how the absence of support reduces the likelihood of children with ADHD staying on task.

Overall, this theme highlights how attentional difficulties stem from the inability to focus and concentrate, which over prolonged time will affect a child’s learning development. These findings also highlight the importance of teacher awareness, support and strategies for children with ADHD, to ensure they are receiving the best possible outcomes for them whilst at school. With the correct approaches and support, children with ADHD could benefit from a more positive experience of school and therefore greater chances for their learning development.

Theme 2: Negative impact on relationships

Participants expressed feelings towards the impact that their ADHD symptoms have on their relationships with teachers, parents and their peers. Three out of the five participants discussed the impact that their ADHD has had on their relationships, with one saying “generally, people don’t have patience with me, so their reactions are negative” (P2). When prompted about their hyperactivity participants stated that they find this to be one of the causes to the impact on their relationships as others find it difficult to understand. One of the participants stated, “the kids don’t like it, neither do the teachers” (P3). Another participant explained that their hyperactivity causes them to annoy other people whilst at school “I get on

people's nerves in school" (P4). These comments highlight that ADHD does not only affect a child's learning development it also affects their social development.

The impact of hyperactivity, associated with ADHD, resulted with participants feeling that they do not have friendships with their peers at school, with one participant quoted as saying "I have no friends, probably because I'm too noisy" (P4) and another stating "I feel it's frustrating for me and the people around me" (P2). Not only does this have an impact on their social development it has additional impacts on their self-worth, with another participant feeling an impact on their relationships with their teachers and their parents as well as their friends. This participant expressed, "teachers shouting at me, parents giving up on me and I guess friends walking away" (P4), this could lead to a feeling of abandonment from peers, parents and teachers and could be detrimental to a child's mental health and wellbeing.

Participants reported that they feel their ADHD is misunderstood, and this can be a cause to why they have trouble with their relationships with others, with participants stating, "the thing is they don't get it" (P3) and another explaining "my parents think I'm a lost cause, cos they don't understand it either" (P4).

The impact on relationships seemed to only impact those with hyperactivity as with the participants that only had difficulties with inattention did not describe an impact on their relationships as they were not disruptive. They did however note that they have observed themselves the impact of more disruptive behaviours and the impact they have on children with ADHD, this participant explained "I know other people with ADHD that have it much worse than me. Not only do they not get their work done, they get thrown out of class, teachers hate them, and they don't get on with anybody" (P5).

The participants with the hyperactivity component of ADHD were aware of their disruptive behaviours and that this was the cause of the strain on their relationships, however they could not regulate these behaviours themselves and did not understand how their ADHD affects them. One participant stated, "I'm so loud and aggressive and once I'm hyperactive find it really hard to come down" (P3) and another explaining, "I know I'm loud and forceful and aggressive, but I don't know what to do about it" (P4)

This theme, overall, highlights how children's social developments can also be impact due to the symptoms of ADHD. These findings provided insight into how children with ADHD think the people around them perceive them, as well as how they perceive themselves. Which highlights the importance of building awareness around ADHD and how the symptoms of ADHD can appear. With the correct awareness surrounding ADHD teachers, parents and peers can begin to understand why a child with ADHD acts the way that they do, which can result in teachers and parents supporting the child and their behaviour in a more positive and enabling way.

Theme 3: Abilities to focus on activities that are of interest

Regardless of the difficulties that the participants faced due to their ADHD, the majority of participants expressed that they felt their ADHD had a positive impact on their life. These participants indicated that their hyperactivity and their hyperfocus on interests were the reason behind this positive outcome, as it provided them with the ability to concentrate on tasks. One participant stated, “I think it’s because of my hyperactivity, because none of the other boys can keep up with me running skateboarding” (P3) and another explaining “isn’t it hyperfocus. I think that’s what you call it” (P5) when asked how they felt their interest in painting would be impacted if they did not have ADHD.

The participants with hyperactivity as a symptom of their ADHD explained that their hyperactivity had a positive impact on their interest in sports due to their excess energy, as one participant stated, “I think it’s to do with my hyperactivity it just gives me loads of energy so in that case I suppose it’s good” (P3). While another participant said “I’m good at running. I guess because I’ve got loads of energy” (P4).

Participants who described their ADHD symptoms as the inattentive type expressed that their ADHD enabled them to hyperfocus on their interests, which meant they could complete the tasks that they were hyper focused on. One participant explained “so if I like something, I spend hours concentrating on it and seeing the task through to the end” (P5) and another explained “I guess I forget I have ADHD when I’m playing football. It’s just about playing football. I can concentrate on that” (P1).

However, one of the participants expressed that they felt this still could be a negative thing as other people do not understand ADHD and how children with ADHD can hyperfocus on their interest yet still have difficulties focusing and concentrating on task or activities that do not really interest them, such as school. This participant explains “this can be negative because people say way, if I can concentrate on running, how can’t I concentrate on my work” (P4). This following on from the impact that ADHD can have on a child being misunderstood and causing issues with relationships with teachers, parents and peers.

Overall, this theme highlights that ADHD, although having numerous negative impacts, does also have positive impacts. The findings from the interviews with the participants revealed these positive impacts and how they perceive their ADHD symptoms are responsible for them, although it was noted that even though their hyperfocus is a positive of ADHD symptoms, it can also cause further misunderstand to others around them. Therefore, awareness around ADHD and the symptoms related to it, including the positives, needs to be shared. This along with teachers and parents harnessing these advantages of ADHD will have greater positive impacts for children in their learning and social development, which will

result in a healthier positive mindset for the child with ADHD and therefore greater mental health and wellbeing outcomes.

Summary

In summary, the participants of these interviews expressed how they believe their ADHD and the symptoms of their ADHD affect them and their daily life. These participants described their ADHD to be disruptive and debilitating, resulting in incompleteness of tasks and various repercussions. They also expressed how they are often misunderstood by their teachers, parents, and peers, resulting in negative impacts on their social relationships and self-esteem. Many participants felt that others viewed their behaviours as intentional or defiant rather than as symptoms of their ADHD. This led to the participants feeling misunderstood by the people around them.

Moreover, the participants recognised that their ADHD also had positive impacts, particularly when engaging in tasks or activities that were of interest to them. In such situations, they described being able to hyperfocus, allowing them to complete tasks efficiently or excel in sports, where their high energy and hyperactivity provided the ability to do this. Recognising these strengths provides opportunities for teachers and parents to support children with ADHD in a more positive way, which will have greater positive impacts on their mental health and wellbeing.

These findings are suggestive of the fact that correct interventions and support strategies within school and home environments would be beneficial for children with ADHD. The interventions and support strategies should not only focus on managing the child's unwanted behaviour but should also build on their interests and the ability to hyperfocus. The correct interventions and support strategies for children with ADHD could therefore give positive outcomes for the child holistically.

Proposal and Intervention: Part two: Create a psychosocial intervention to support adolescents with ADHD.

Suggested intervention title: Using structured physical movement and sensory breaks to improve out-of-seat behaviour in children with ADHD.

Please state the aim and rationale of your intervention:

The aim of this intervention is to enhance classroom engagement for children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), and therefore a positive impact on their academic achievements. The intervention will address the out of seat behaviour that is displayed as the child being out of their seat and roaming around the classroom and the school, instead of engaging in the classroom tasks.

ADHD symptoms are commonly described as hyperactivity, impulsivity and inattention, however sensory processing difficulties have also been associated with the disorder. These difficulties with sensory processing can have an impact on children and young people's ability to adapt to everyday demands and activities, especially within an educational setting (Ceyhan and Akyurek, 2025). Such difficulties as an inability to maintain attention on instructions and tasks, talking at inappropriate times and leaving their seat without teacher permission. These difficulties can pose a risk to their academic achievement and risk possible suspension (Gaastra *et al*, 2016). Moreover, previous studies on children with sensory processing difficulties suggested that their difficulties with sensory processing contributed to worsening ADHD symptoms, however due to several limitations within these studies, a definite conclusion could not be reached (Panda *et al*, 2023).

Within school settings, occupational therapists often use sensory-based interventions to support children in regulating their sensory input and enhance their academic attention and promote in-seat-behaviour (Chacko *et al*, 2019). Furthermore, previous research has suggested that movement breaks may enhance in-seat-behaviour in children with ADHD, however these findings are not conclusive (Aspiranti and Hulac, 2021).

The rationale for this intervention is based on the need to target the physical and sensory influences that contribute to out-of-seat behaviour. By implementing structured physical movement and sensory breaks during the times that have been identified within the teachers' interviews, the intervention aims to reduce the physical barriers to children with ADHD that contribute to unwanted out-of-seat-behaviour, as well as being consistent for staff. Using this intervention consistently and improving in-seat-behaviour for children with ADHD provides children with not only greater academic engagement, but also a more positive outlook on themselves and their self-worth, as well as enhancing their peer relationships.

What theory and empirical research evidence supports your intervention?

This intervention is based on a combination of psychological theory, sensory processing theory, sensory ergonomics, and research on ADHD and out-of-seat-behaviour.

1. Sensory Theory

Winnie Dunn's Sensory Processing Framework (DSPF) provides insight into how people respond to environmental stimuli differently depending on how they detect and manage it. Dunn theorised that the threshold for detecting stimuli ranges from slow to quick, and self-regulation of the stimuli ranged between passive and active. This creates a pattern in a person's sensory processing system, these patterns were recognised as a person being able to register the stimuli, seek more stimuli, be

oversensitive to the stimuli and to avoid the stimuli. It has been recognised that sensory processing difficulties can have an impact on a child's cognitive, social and sensorimotor development. Therefore, understanding children's sensory needs and identifying the correct support is vital (Dunn, 1997 and Dean *et al*, 2018).

2. Physiological Theory

Maslow's Hierarchy of Needs identified that before children can engage in their academic learning by achieving self-actualisation, their basic physiological needs must first be met. Once a child's physiological needs are met their safety, belonging and self-esteem needs and then met before acquiring self-actualisation, which is needed to engage in higher learning. In the instance of a child's sensory needs this applies to their sensory processing difficulties, as sensory processing is commonly described as a neurological process that affects the central nervous system. If a child is experiencing sensory dysregulation within their educational setting their nervous system will be impacted, which, according to Maslow's theory, will disable them from being able to move onto the next level of needs they need to reach self-actualisation and their academic achievement (Shimizu, Bueno and Miranda, 2014 and Pichère and Cadiat, 2015)

3. Sensory Ergonomics

The focus of sensory ergonomics is to create environments that promote well-being and support children in enhancing their academic engagement, by managing their sensory input. This can be achieved in school settings by modifying sensory elements within the classroom environment or by aligning their sensory experiences to their individual needs. This has been shown to enhance both academic achievement and well-being. Further to this sensory integration approaches examine how children perceive and respond to sensory stimuli, which enables teachers to meaningfully support children their sensory needs. To achieve this some children may need to have stimuli added to heighten their sensory levels and others may need stimuli removed to aid in lowering their sensory levels (Du Preez, 2024 and n der Wurff, 2021).

4. Physical Activity/Movement Break Approaches

Studies on children with ADHD and the effect of physical activity breaks has shown positive results for their academic engagement, with benefits to their attention, working memory and cognitive flexibility. The ideal environment to implement physical activity breaks is in a school setting, as they offer structure and can be integrated into the daily routine. These movement breaks have been seen as an effective and practical strategy for school settings, as they are led by teachers and typically only need to be between 3 to 15 minutes long (Peiris *et al*, 2022 and Arenas, 2024). Additionally, further research on sensory processing difficulties and movement breaks shows positive results for sensory modulation in children with ADHD who were provided with these types of strategies in their daily routine. With improvements showing in the child's focus in the classroom and with their academic engagement (Wild, G. and Steeley, 2018).

Summary of Evidence Base

The proposed intervention integrates:

- Sensory Theory (how sensory stimuli affects daily activities).
- Physiological Theory (meeting basic physical needs before being able to engage in higher learning).
- Sensory Ergonomics (creating ideal environments for academic engagement).
- Physical Activity/Movement Break Approaches (creating routines to support sensory regulation).

Overall, the research and associated theories indicate that structured physical-movement breaks serve as an effective intervention for children with ADHD who frequently display out-of-seat behaviour. This behaviour is often linked to core ADHD symptoms, which can become more pronounced when combined with sensory-processing difficulties. Incorporating effective sensory movement break opportunities not only supports to regulate attention and energy levels, but they also support sensory needs, allowing children to re-engage more successfully in classroom tasks. By intentionally integrating these breaks into the daily routine, teachers can create a more supportive learning environment that reduces disruptive behaviours and promotes better self-regulation for students with ADHD.

Methodological Details

Please describe the anticipated design of your intervention

This is a school-based small-scale initial study comparing the effect that a sensory movement break intervention has on adolescents, age 12–16 years, with a formal diagnosis of ADHD, who display out-of-seat behaviour. This study is conducted in the participants' regular classroom, by their class teachers, to ensure consistency, and will run for 8 weeks with active intervention implemented throughout the school day. The findings from this study will aid future research and help determine feasibility while identifying any potential issues. In addition, the study aims to explore how practical and acceptable the intervention is within a typical school environment, considering factors such as classroom routines, and student engagement. Insights gathered will contribute to shaping more refined interventions for larger-scale studies, ultimately supporting the development of evidence-based strategies that promote positive behavioural outcomes for students with ADHD.

Participant group

Participants

Target population: Adolescents with a formal diagnosis of ADHD who display out-of-seat behaviour, age 12-16 years old, who attend a secondary school.

Anticipated numbers: 40 participants with allocation into an intervention group (n=20) and a control group (n+20).

Inclusion criteria:

- Formal ADHD diagnosis, presented as inattention, hyperactivity or impulsivity
- Must display disruptive out-of-seat behaviour
- Adolescents age of 12-16 years
- Must be enrolled and attending secondary school

Exclusion criteria:

- No comorbidities, only a formal ADHD diagnosis
- Not currently participating in other interventions
- Must not be on a restrictive individual timetable

Materials/measures

Participant consent form – to ensure all participants give their consent to partake in the study.

Teacher training slide and discussion – 30 to 45 minutes to allow for discussion.

Teacher observations on out-of-seat behaviour – these will be completed daily, to record the intervention and impacts as they are happening, ensuring nothing is missed or left out to ensure a more accurate report on behaviours seen before and after the sensory movement breaks.

Teacher comparison questionnaires – these will be completed weekly, to provide snapshots of any changed behaviour, positive and negative.

Behaviour Assessment System for Children (BASC-3) (Schmidt *et al*, 2021) - to assess and compare out-of-seat behaviour to capture the changes in behaviour after the intervention.

Participant questionnaires - at the end of the study to gather a view from the participants on how they feel the intervention has impacted their behaviour.
Cognitive assessments – these will be completed prior to the intervention to assess baseline attention, they will then be completed on return from each sensory movement break to assess the participants attention and look for improvements.
Sensory Movement Plans - Short aerobic activities such as walking on the spot for movement, proprioceptive activities such as wall pushes for sensory feedback and balance challenges for focus and attention. Each sensory movement break has a printed plan with 5 activities lasting 1 minute 30 seconds each, to include a 30 second break in-between each one.

Please describe the intervention procedure

The intervention procedure will take place in the participants educational setting alongside their usual daily routines in their classroom by their class teacher. The intervention study will run for 8 weeks, with it taking place each school day. The intervention will start with two sensory movement breaks, and will increase to four, this is to gauge on the amount required to be effective.

- Week 1: The participants are familiarised with the intervention's objectives, complete an initial observation where their baselines for out-of-seat behaviours are measured, a cognitive assessment will be completed to assess their baseline for cognitive function and attention, and receive information on their new daily routine, including the sensory movement breaks. Teacher's and support staff participate in an introduction to clarify their supportive roles and training on how to implement the sensory movement breaks effectively.
- Week 2-4: Participants will be observed in their classroom, by their teacher, during the school day for out-of-seat behaviour. The behaviour will be observed before and after the sensory movement breaks, a cognitive test will be conducted on their return from the movement break to assess their cognitive function and attention. One sensory movement break will take place during one lesson in the morning and one lesson in the afternoon, each for 10 minutes.
- Week 5-7: The number of sensory movement breaks will be increased by two, two in the morning and two in the afternoon, these sensory breaks will take place after 20 minutes of the lesson for 10 minutes. On their return a cognitive test will be conducted to assess their attention after the movement breaks.
- Week 8: Findings from the study will be evaluated and concluded, with questionnaires being provided to the participants for their input for their perspective on how the intervention has support them.

Intervention Group – Participants will participate in the structure above and will receive positive reinforcement at the end of each lesson where their out-of-seat behaviour is improved.

Control Group – These participants will only receive standard support from school and will not participate in the sensory movement breaks, once the study is concluded these participants will be provided with the same information as the intervention group and will be allowed to participate in the intervention in the future if the class teacher continues with the programme.

Teacher Collaboration – Teachers will report on their observations weekly, comparing their findings with the participants baselines as the study progresses. Teacher's will also report home and share the outcomes at the end of the week to enable positive reinforcement to continue at home with the participants parents.

Appendix Reference list

- Arenas, D., Bodi-Torralba, M., Oliver, A., Cantallops, J., Ponseti, F. J., Palou-Sampol, P., Collado, J. A., Flórez, I., Galvez-Pol, A., Terrasa, J. L., Sitges, C., Sánchez-Azanza, V., López-Penadés, R., Adrover-Roig, D. and Muntaner-Mas, A. (2024). Effects of active breaks on educational achievement in children with and without ADHD: study protocol and rationale of the Break4Brain project. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1451731>
- Aspiranti, K. B. & Hulac, D. M. (2021) Using Fidget Spinners to Improve On-Task Classroom Behavior for Students With ADHD. *Behaviour Analysis in Practice*, 15, 454–465.
- Ceyhan, I., & Akyurek, G. (2025). Sensory processing skills and school functions in school-aged children with attention deficit hyperactivity disorder: a gender-based analysis. *Child Neuropsychology*, 1–20. <https://doi.org/10.1080/09297049.2025.2523595>
- Chacko, A., Kosztzyo, K., Long, N., Mullan, Z. and Norkitis, J. (2019) Efficacy of alternative seating on attention, in-seat behavior, and Efficacy of alternative seating on attention, in-seat behavior, and occupational performance in children with Attention Deficit Hyperactivity Disorder. *Student Papers, Posters & Projects*, 34, 1-16.
- Dean, E. E., Little, L., Tomchek, S., & Dunn, W. (2018). Sensory Processing in the General Population: Adaptability, Resiliency, and Challenging Behavior. *The American Journal of Occupational Therapy*, 72(1). <https://doi.org/10.5014/ajot.2018.019919>
- Dunn, W. (1997) The Impact of Sensory Processing Abilities on the Daily Lives of Young Children and Their Families: A Conceptual Model. *Inf Young Children*, 9(4), 23-35.
- Du Preez, H. (2024). South African Teachers' Insights on Improving the Sensory Classroom Teacher Questionnaire (SCTQ) for Inclusive Education and ADHD Support. *Education Sciences*, 14(9), 989. <https://doi.org/10.3390/educsci14090989>
- Gaastera, G. F., Groen, Y., Tucha, L. & Tucha, O. (2016). The Effects of Classroom Interventions on Off-Task and Disruptive Classroom Behavior in Children with Symptoms of Attention-Deficit/Hyperactivity Disorder: A Meta-Analytic Review. *PLoS ONE*, 3(2). <https://doi.org/10.1371/journal.pone.0148841>
- Wild, G., & Steeley, S. L. (2018). A Model for Classroom-Based Intervention for Children with Sensory Processing Differences. *International Journal of Special Education*, 33(3), 745
- Panda, P. K., Ramachandran, A., Kumar, V., & Sharawat, I. K. (2023) Sensory processing abilities and their impact on disease severity in children with attention-deficit hyperactivity disorder. *Journal of Neurosciences in Rural Practice*, 3, 509-515
- Peiris, D.L.I.H.K., Duan, Y., Vandelandotte, C., Liang, W., Yang, M. & Baker, J.S. (2022) Effects of In-Classroom Physical Activity Breaks on Children's Academic Performance, Cognition, Health Behaviours and Health Outcomes: A Systematic Review and Meta-Analysis of Randomised Controlled Trials. *Environmental Research and Public Health*, 19(15), 9479. <https://doi.org/10.3390/ijerph19159479>
- Shimizu V. T., Bueno O. F. & Miranda M. C. (2014) Sensory processing abilities of children with ADHD. *Braz J Phys Ther*, 18(4), 343-52. <https://doi.org/10.1590/bjpt-rbf.2014.0043>
- Schmidt, E. M., Rothenberg, W. A., Davidson, B. C., Barnett, M., Jent, J., Cadenas, H., Fernandez, C., & Davis, E. (2023). Psychometric Properties of the Behavior Assessment System for Children Student Observation System (BASC-3 SOS) with Young Children in Special Education. *Journal of Behavioral Education*, 32(3), 543–564. <https://doi.org/10.1007/s10864-021-09458-x>
- van der Wurff, I., Meijs, C., Hurks, P., Resch, C. & de Groot, R. (2021) The influence of sensory processing tools on attention and arithmetic performance in Dutch primary school children. *Journal of Experimental Child Psychology*, 209. <https://doi.org/10.1016/j.jecp.2021.105143>