

ADHD and Education

Transition to Higher Education

UKAAN September 2014

London

The new SEN Code of Practice

- A local offer describing what is available and how services can be accessed
- The introduction of education and health care plans from 0-25
- The current system of School Action and School Action Plus assessments to be replaced by SEN Support
- Personal budgets will be offered to families who want them
- A duty on clinical commissioning groups to secure the provision of health services that they have agreed in the EHC plan
- The right to appeal if children are unhappy with their support addressed by the introduction of mediation opportunities for families

Transfer Reviews

From September 1st 2014 ,LEAs MUST undertake transfer reviews for children and young people with statements prior to them transferring from school to a post 16 institution or an apprenticeship. The transfer review must be completed by 31st of May 2015

Changes in the Revised Code of Practice

EBD=BESD/EBSD/SEBD = SEMH

“Social Emotional and Mental Health”

General

- Mood /Anxiety
- Sleep
- Addictive Behaviour
- Risk behaviour history
- Relationships
- Self esteem
- Gathering of collateral information

Educational

- Reading
- Organisation
- Time Management
- Memory and learning
- Attendance
- Exams
- Essay writing
- Strengths, skills and coping strategies



First pants,
THEN
your shoes

A couple of viewpoints

“Children with ADHD do not have a problem in knowing what to do what they have difficulties with is doing what they know”

Russell Barkley 2006

“He is like a computer without the printer attached”

Classroom teacher 2002

Scoping Transitions for Young People with ADHD

Transitions represent a period of heightened risk; both real and perceived, and so are worthy of further study/research. But...

- Generalisation weakened by poor evidence base.
- ‘Success’ of effective transition planning can only be measured by long term outcomes.
- Factors influencing outcomes likely to include cognitive ability, sub-type presentation, family resilience – epigenetics provides the conceptual framework for furthering our understanding and guiding planning

ADHD & Risk

Academic impairment [at college] may be associated with external factors such as the loss of family structure and support/loss of individualised education – suggestive of a differential susceptibility/lower resilience to environmental risk.

Heiligenstein, 1999, Journal of American College Health)

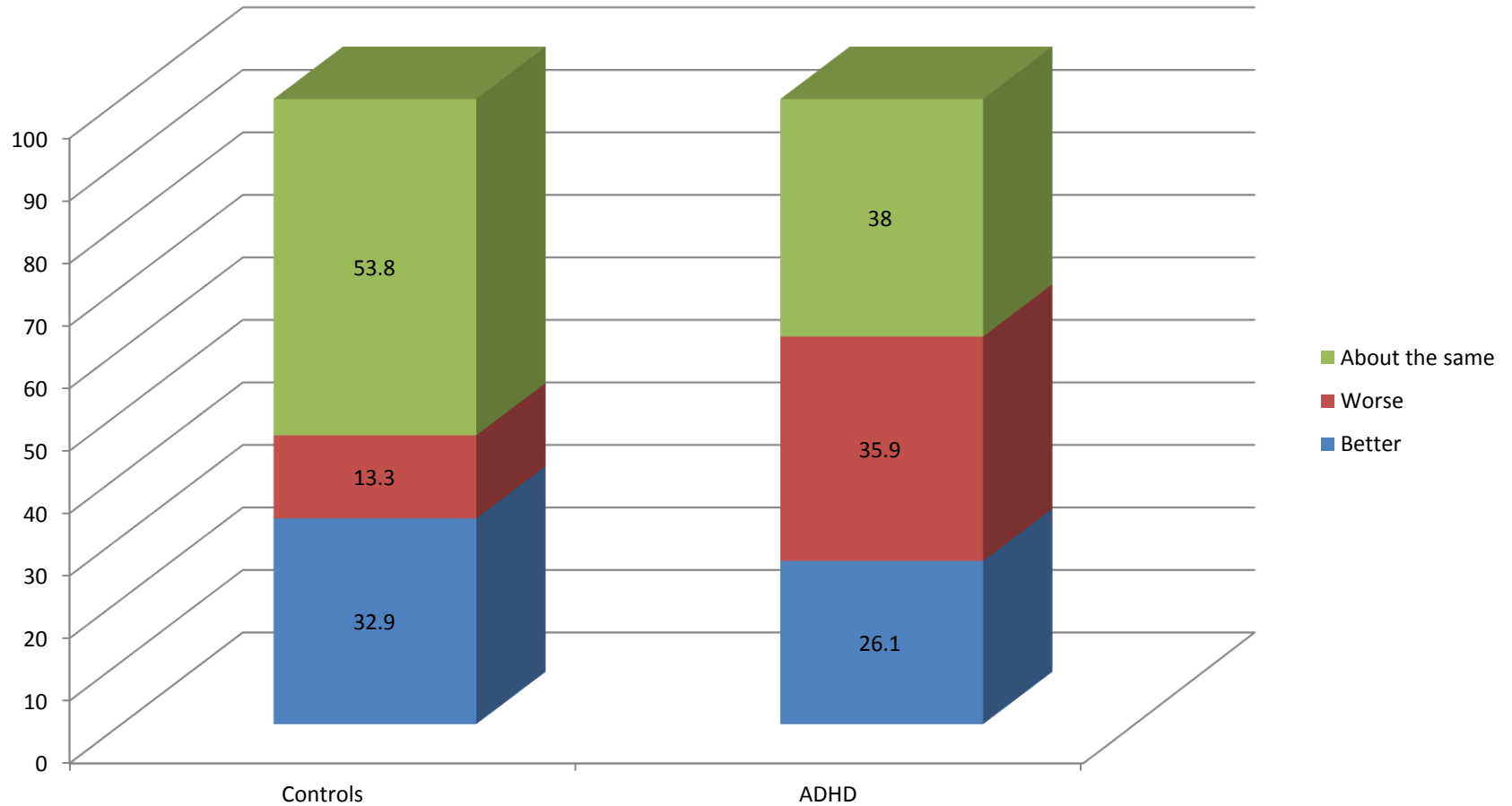


“I’m not sure if I am going to enjoy sports later ”

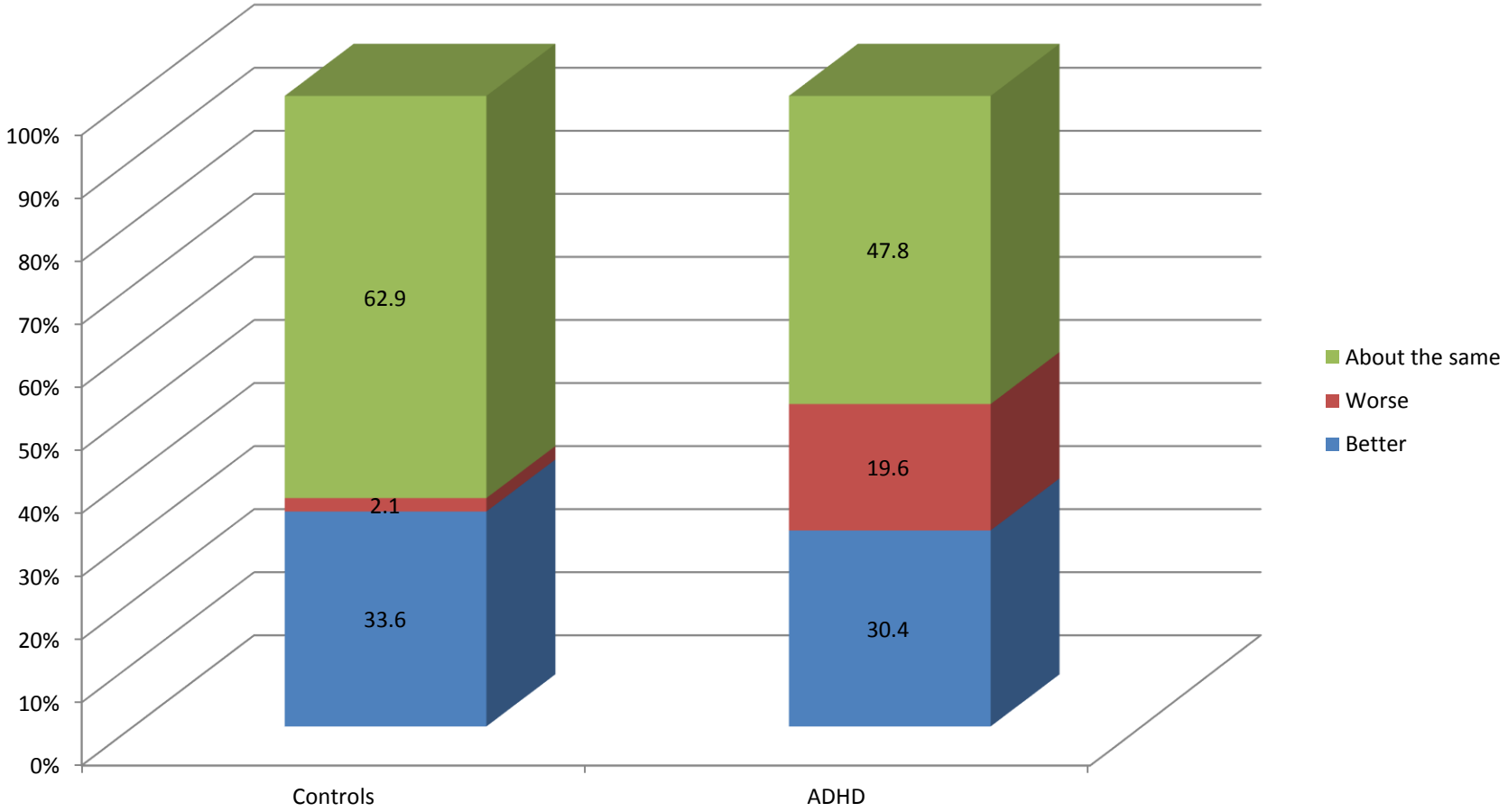
Key Considerations

- Core v secondary deficits (anxiety, depression)
- Co-occurring conditions (e.g. dyspraxia, ASD)
- Strong possibility of undetected learning difficulties
- Probable weaknesses in executive functioning (exposed at transition).
- 'Immaturity' in decision making/planning
- Social deficits (disconnect with peers)
- Difficulties in accessing adult care
- Difficulties in sustaining treatment regimes (NB USA v UK)
- Enhanced risk (substance misuse, road accidents)

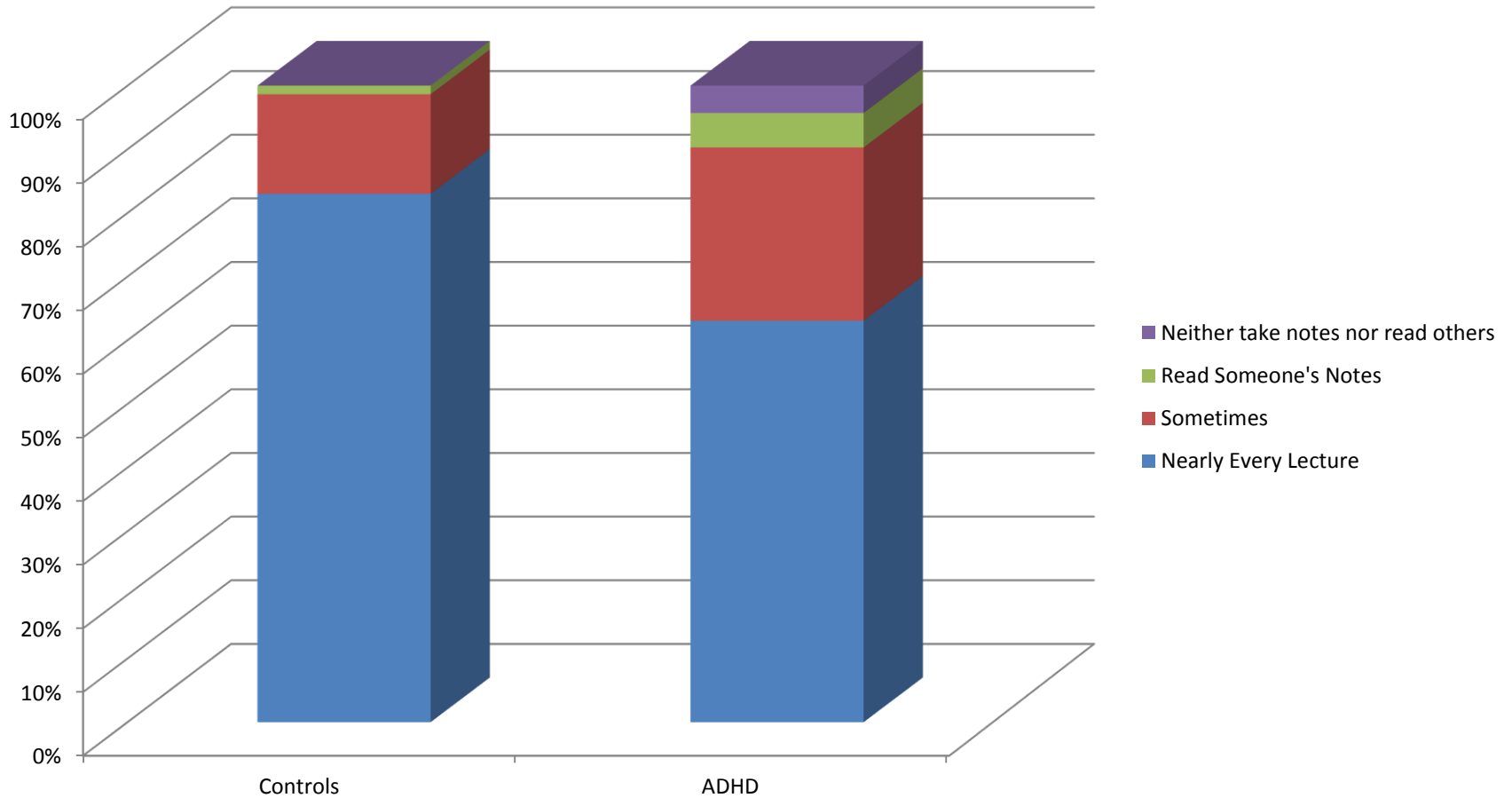
Planning for Class Assignments



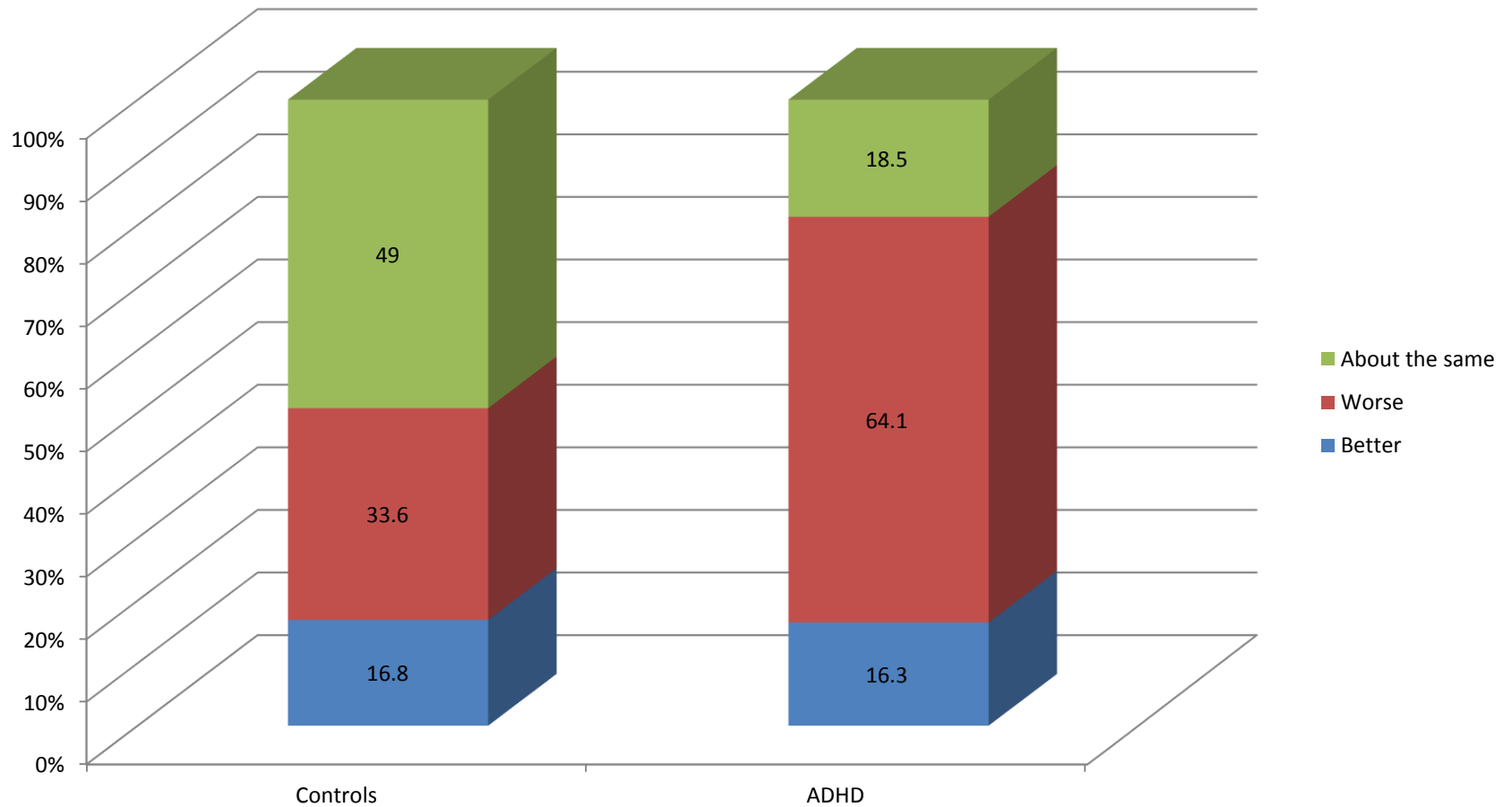
Completing Class Assignments



Frequency of Note Taking



Avoiding Distractions Whilst Studying



Advokat, Lane, Luo; 2011, JAD 15;8

- ADHD students who did not study ahead of time had a worse GPA than those who did, whereas control students did not 'pay a price' for [delaying study].
- Suggests that good study habits could eliminate some of the disparity between ADHD and controls.

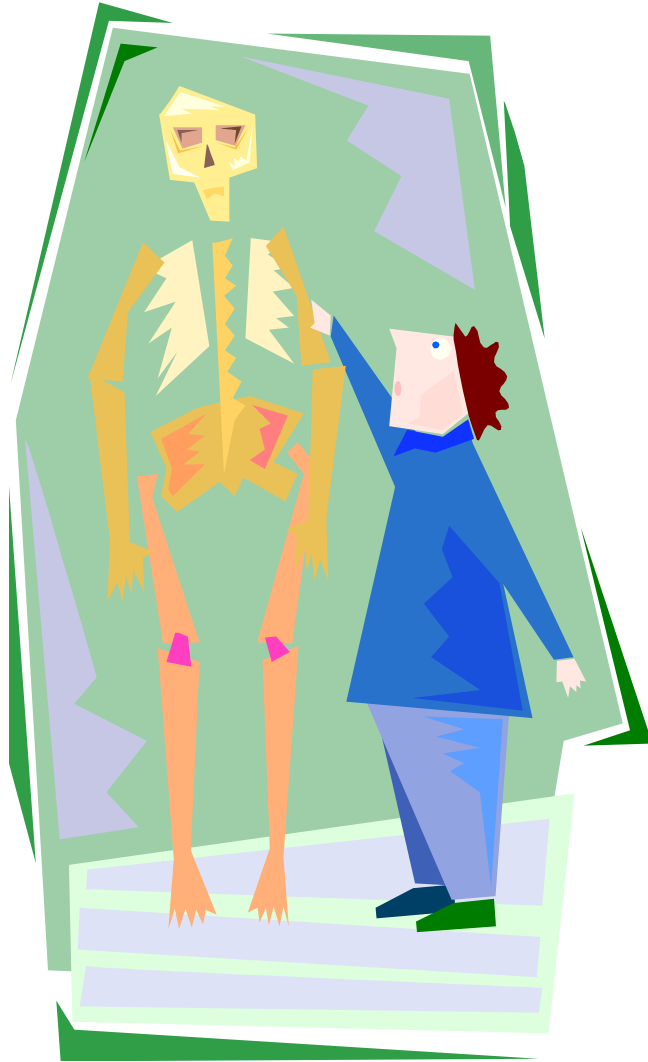
Perspectives

- Narrow range of treatment options may slant attitudes towards ADHD in such a way that opportunities for effective intervention are missed.
 - Study support
 - Social support (managing school environments in order to help develop resilience)
 - Academic potential/target setting
 - Sophisticated planning for college/careers

Transition Top Tips

1. Apply for accommodations.
2. See a clinician in your new town.
3. Set limits around impulsive spending.
4. Don't work your first year.
5. Consider your "body clock" when setting up your schedule.
7. Avoid online courses.
8. Create a specific schedule.
9. "Have a 'check-in' or 'accountability' person."
10. Use your school's resources.

Are children with ADHD always Inattentive and Hyperactive?



*Their behaviour and performance will vary according to the degree to which rules are managed, the amount of structure and support for compliance and the degree to which the child **is interested** in the activity”*

Mike Gordon 1992



From an Educational Service Manager's Perspective

- Incidence of ADHD still low relative to suspected prevalence rate (c.f. ASD)
- Undiagnosed pupils often dealt with via a pastoral system ill-equipped to provide individualised support (NB school exclusion/truancy)
- Where are the girls?
- Transition planning begins at S3 (c. 14 yrs old); process itself needs to be dynamic as needs profile changes through teenage years – but who delivers this?

From an Educational Service Manager's Perspective

- Resource allocation central consideration (impact)
- Tendency to over-focus on behaviour 'management'
- Strong resistance to concept of ADHD is diminishing (slowly), but staff feel overwhelmed because of total support needs in school.
- Cultural change must be powered by senior managers, many of whom do not have an understanding of attention disorders/child development.