

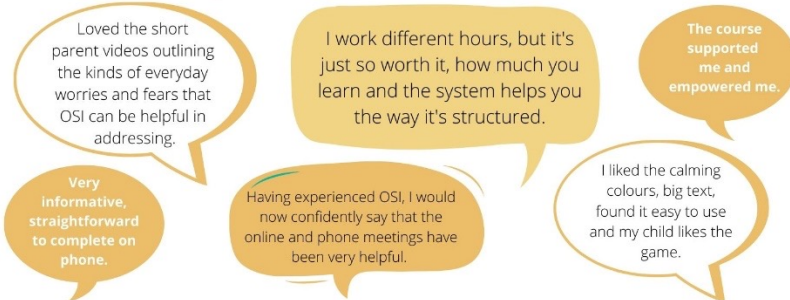


## OSI Background

Online Support and Intervention (OSI) is an **online, therapist-supported platform** to support the delivery of a parent-led intervention for children's fears, worries, and anxiety. It was developed by experts in treating childhood anxiety at the Universities of Reading and Oxford.



## What have parents said about using OSI?



## OSI Summary

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Parents and children with relevant personal experience, NHS clinicians, researchers, and a tech company all worked together to create OSI.



OSI contains videos, quizzes, and interactive worksheets, as well as built-in questionnaires to help parents/carers (and their therapists) keep track of how your child is doing.

OSI is made up of 7 core modules plus a follow up module. Parents are encouraged to have a go at the strategies that they learn through the modules with their child.



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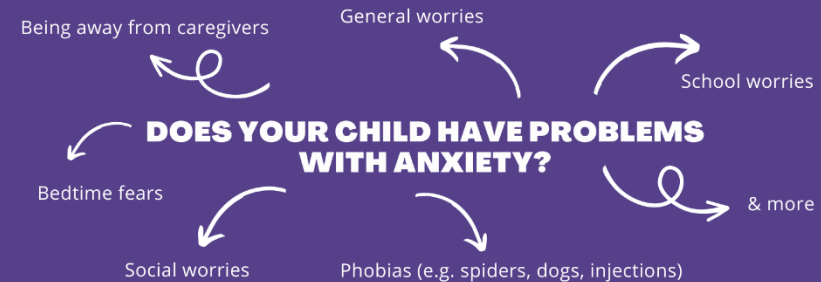


Core modules are released weekly by a therapist/clinician following completion of a telephone appointment with the child's parent/carer(s).

OSI comes with an optional game app that can help to motivate child to give strategies a try with their parent/carer.



Each online module typically takes about 30 minutes for parents/carers to work through.



## OSI COULD HELP YOU

OSI (Online Support and Intervention) is an online platform designed to help parents to learn tools and techniques to help their child (aged 5 to 12 years old) to overcome difficulties with anxiety.

Parents work through weekly online modules that contain videos, quizzes, and interactive worksheets. Parents are also supported by a weekly telephone/videocall appointment with a clinician.

You can access OSI at a convenient time for you using any electronic device!



## GET IN TOUCH:

At **South Avenue Primary School**, OSI is delivered by the NHS Emotional Wellbeing Team. Scan the QR code for more information about what we do.

To learn more about OSI, contact **Mrs Telford** at [ctelford@southavenue.kent.sch.uk](mailto:ctelford@southavenue.kent.sch.uk)





# ADHD

Mr Savva (SENDCo)

# Aims



To develop an understanding of ADHD

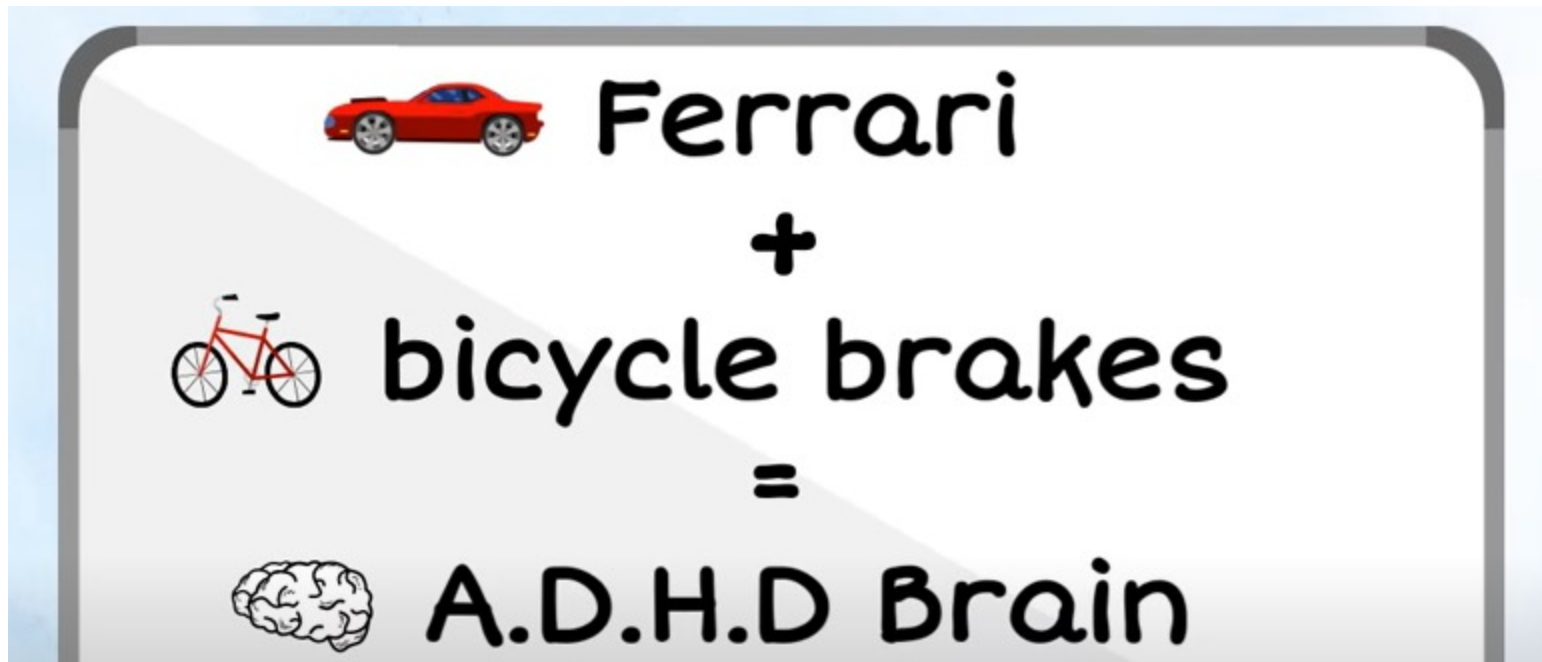
To develop an understanding of the symptoms, causes and diagnosis of ADHD

To provide you with the tools and resources to support a child with ADHD traits

# What is ADHD?



- <https://www.youtube.com/watch?v=Rfcdx3qm77M>



# What is ADHD?



- ADHD stands for Attention Deficit Hyperactivity Disorder
- ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
- Most cases are diagnosed when children are under 12 years old, but sometimes it's diagnosed later in childhood.
- Sometimes ADHD was not recognised when someone was a child, and they are diagnosed later as an adult.

# What causes ADHD?

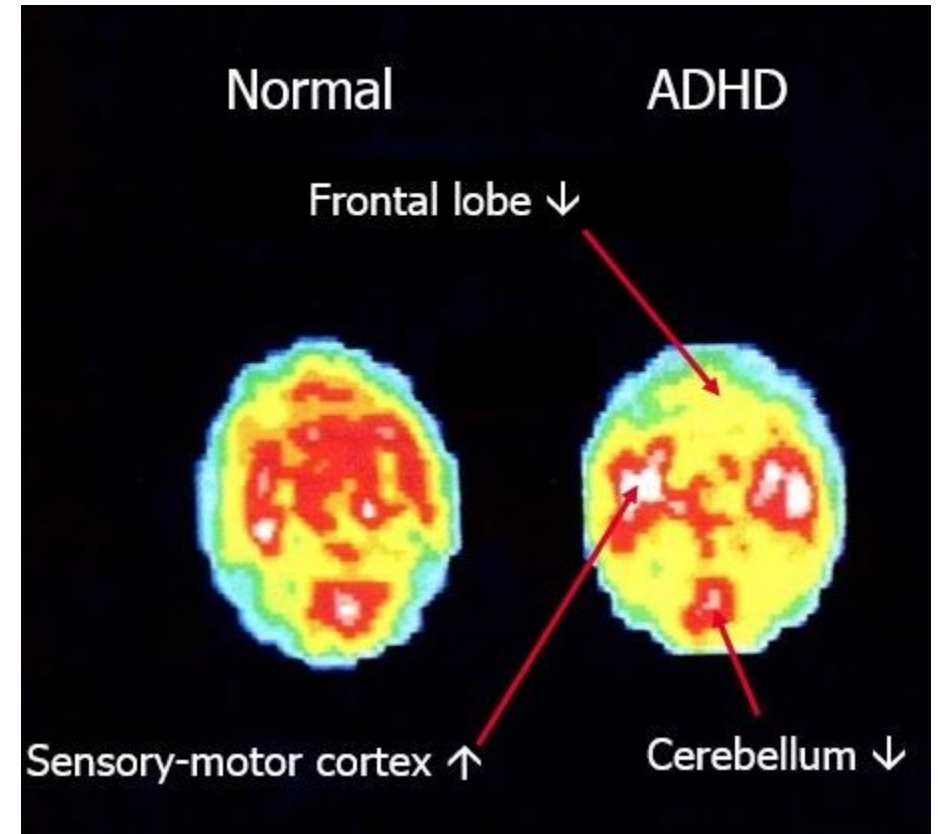


- The exact cause of ADHD is unknown, but the condition has been shown to run in families.
- Research has also identified a number of possible differences in the brains of people with ADHD when compared with those without the condition.
- Other factors suggested as potentially having a role in ADHD include:
  - being born prematurely (before the 37th week of pregnancy)
  - having a low birthweight
  - smoking or alcohol or drug abuse during pregnancy

# What causes ADHD?



- Research has identified a number of possible differences in the brains of people with ADHD from those without the condition, although the exact significance of these is not clear.
- For example, studies involving brain scans have suggested that certain areas of the brain may be smaller in people with ADHD, whereas other areas may be larger.
- Other studies have suggested that people with ADHD may have an imbalance in the level of neurotransmitters in the brain, or that these chemicals may not work properly.



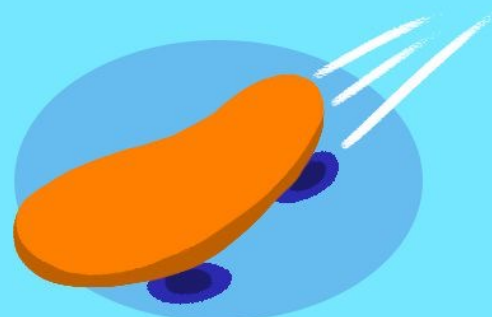




Forgetfulness



Carelessness



Risky behavior



Difficulties sitting still

## ADHD Signs and Symptoms in Children



Trouble getting along



Daydreaming



Excessive talking



Disorganization



# Symptoms of ADHD



- The symptoms of ADHD can be categorised into 2 types
  - Inattentiveness (difficulty concentrating and focusing)
  - Hyperactivity and impulsiveness
- 2 to 3 in 10 people with ADHD have problems with concentrating and focusing
- ADHD is more often diagnosed in boys than girls. Girls are more likely to have symptoms of inattentiveness only, and are less likely to show disruptive behaviour that makes ADHD symptoms more obvious. This means girls who have ADHD may not always be diagnosed.

# Symptoms in children



- The symptoms of ADHD in children are usually noticeable before the age of 6. They occur in more than 1 situation, such as at home and at school.
- Children may have symptoms of both inattentiveness and hyperactivity and impulsiveness, or they may have symptoms of just 1 of these types of behaviour.

# Inattentiveness



- The main signs of inattentiveness are:
  - having a short attention span and being easily distracted
  - making careless mistakes – for example, in schoolwork
  - appearing forgetful or losing things
  - being unable to stick to tasks that are tedious or time-consuming
  - appearing to be unable to listen to or carry out instructions
  - constantly changing activity or task
  - having difficulty organising tasks

# Hyperactivity and Impulsiveness



- The main signs of hyperactivity and impulsiveness are:
  - being unable to sit still, especially in calm or quiet surroundings
  - constantly fidgeting
  - being unable to concentrate on tasks
  - excessive physical movement
  - excessive talking
  - being unable to wait their turn
  - acting without thinking
  - interrupting conversations
  - little or no sense of danger

# ADHD Diagnosis



- To be diagnosed with ADHD, your child must also have:
  - been displaying symptoms continuously for at least 6 months
  - been showing symptoms in at least 2 different settings – for example, at home and at school, to rule out the possibility that the behaviour is just a reaction to certain teachers or to parental control
  - symptoms that make their lives considerably more difficult on a social, academic or occupational level
  - symptoms that are not just part of a developmental disorder or difficult phase, and are not better accounted for by another condition

# Living with ADHD



- Looking after a child with ADHD can be challenging, but it's important to remember that they cannot help their behaviour.
- Some day-to-day activities might be more difficult for you and your child, including:
  - getting your child to sleep at night
  - getting ready for school on time
  - listening to and carrying out instructions
  - being organised
  - social occasions
  - shopping



# Supporting your child



- Plan the day
- Set clear boundaries
- Be positive - Give specific praise. Instead of saying a general: "Thanks for doing that," you could say: "You washed the dishes really well. Thank you."
- Giving instructions
- Incentive scheme
- Use charts. They need to have regular changes or they become boring. Targets should be:
  - immediate – for example, daily
  - intermediate – for example, weekly
  - long-term – for example, 3-monthly
  - Try to focus on just 1 or 2 behaviours at a time.
- Intervene early
- Use distractions - Distract your child, if possible, by taking them away from the situation. This may calm them down.

# Supporting your child










































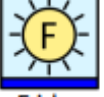







Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Make bed	★	★				
Brush teeth	★	★	★			
Complete homework	★	★	★			
Put clothes in hamper	★	★				

Train Reward Chart

	 Sitting	 Doing Work	 Being Kind
1 1			
2 2			
3 3			
4 4			
5 5			

# Supporting your child



	 9:00	 9:15	 10:15	 10:30	 11:30	 12:00	 12:05
 Monday	 Check-In	 PE	 Break	 PE	 IDL Jobs/Monitoring	 Check-In	 Home time
 Tuesday	 Check-In	 English	 Break	 Maths	 IDL Jobs/Monitoring	 Check-In	 Home time
 Wednesday	 Check-In	 English	 Break	 Maths	 IDL Jobs/Monitoring	 Check-In	 Home time
 Thursday	 Check-In	 English	 Break	 Maths	 IDL Jobs/Monitoring	 Check-In	 Home time
 Friday	 Check-In	 English	 Break	 Maths	 IDL Jobs/Monitoring	 Check-In	 Home time

# Supporting your child



- Social situations - Keep social situations short and sweet. Invite friends to play, but keep playtimes short so your child does not lose self-control. Do not aim to do this when your child is feeling tired or hungry, such as after a day at school.
- Exercise
- Eating - Keep an eye on what your child eats. If your child is hyperactive after eating certain foods, which may contain additives or caffeine, keep a diary of these and discuss them with a GP.

# Supporting your child



- Avoid overstimulating activities in the hours before bedtime, such as computer games or watching TV.
- Eat early not late – 2-3 hours before bed.
- Cut off the electronics – 2 hours before bed.
- Get to bed on time – 15-30 mins before bed.
- Make the bedroom a place to sleep.
- Always encourage your child to sleep in their own bed.
- Avoid naps during the day.
- Focus on a healthy lifestyle.







# True or False?







- Hyperactivity tends to diminish with age.
- ADHD resolves at puberty.
- ADHD is a childhood disorder.
- Prevalence ratios of boys to girls with ADHD are currently 3:1.
- Girls with ADHD are not diagnosed easily because they are typically less disruptive, aggressive, impulsive, and hyperactive.
- Poor parenting causes ADHD.
- They focus on their video games for hours. They can't have ADHD.

# Emotional Literacy



## ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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# Final thoughts...





# Useful Website



- **NHS**

Website: <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

- **ADHD UK**

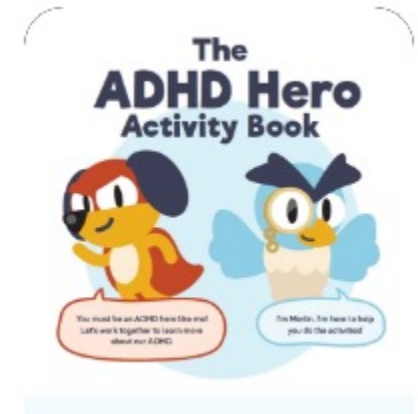
Website: <https://adhduk.co.uk/>

- **ADHD Foundation**

Website: <https://www.adhdfoundation.org.uk/resources/>

- **Emotional Wellbeing Team**

Website: <https://sway.office.com/ZOy5Y7ViWgHzvuYR?ref=email>



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Thank you for listening!

Q&A



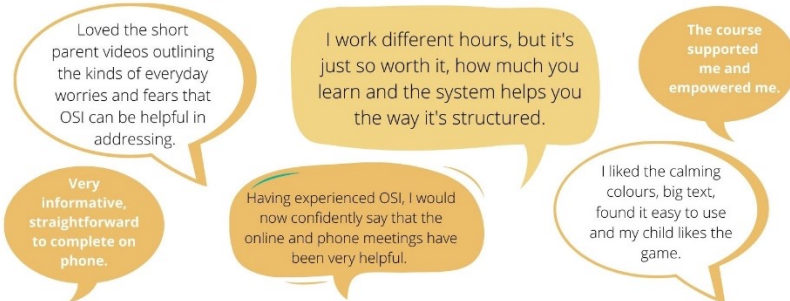


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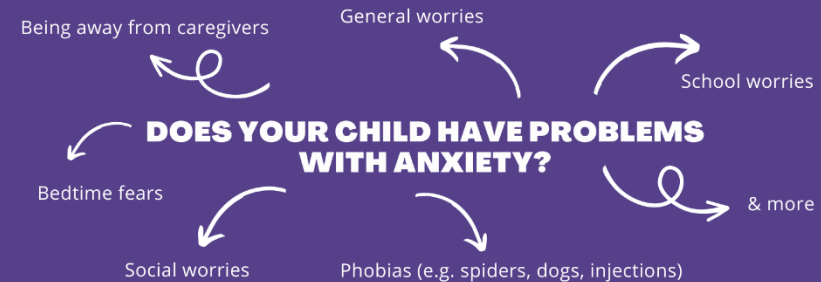


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