Attention deficit hyperactivity disorder

	Knowledge	**Skills**	**Wider personal competences**
Level 3			
Learning Outcome	She/he describes the three indicators of attention deficit hyperactivity disorder (ADHD).	She/he recognises potential distractions in the learning environment that may disturb the child, leading to reduced concentration and attention.	She/he is able to communicate his/her observations to the team. He/she makes proposals to improve the child´s learning environment in class.
Exercise	What three features in a child's behaviour suggest Attention Deficit Hyperactivity Syndrome? What three features in a child's behaviour suggest Attention Deficit Hyperactivity Disorder?	Please observe the child when they transition around the environment. Observe their strengths. Can you identify specific external factors within the learning environment that interfere with the child's concentration levels that might distract them from the task? Please describe them and share your ideas for improvement.	Who can you can consult with for a new and reliable framework for the child? Are there external professionals or support groups you can collaborate with?
Level 4			
Learning Outcome	She/he describes features, which must meet in order to diagnose ADHD and has profound knowledge about causes of this syndrome.	She/he is able to put her/his theoretical knowledge into practice: She/he helps the child to follow the day´s routines and to stay engaged by using individual timetables, diaries, lists and other planners.	She/he describes the importance of positive reinforcement for children with ADHD as well as the importance of clear rules, routines and structured teaching approaches. She/e is able to explain her/his position professionally.
Exercise	Which features must meet in order to diagnose ADHD? What typical behaviours show in children with ADHD? What is known about the cause of this syndrome?	Create personalised learning for the child, which helps transition independently between activities and/or environments. Make a schedule to inform the child what is happening ,now & next '(for a half day/full day or full week). Assess how the child reads ,top- bottom' OR ,left-right '? For communication, how does the child communicate? Written word/written word & symbol/pictures/photos/TOBIS (True Object Based Icons) or objects of reference. Consider using high interest cues to encourage the child to use it.	Why do clear rules and a structured learning environment benefit the child? What positive reinforcements support challenging behaviours? (Challenging behaviours are not always physical; it can be something that is done repeatedly but irritating). Please think about, difference of opinions with others (e.g. the team, family, social support workers etc...).

Level 5			
Learning Outcome	She/he knows about approaches and strategies to support children with ADHD and explains the most common concepts in education, psychology and therapy.	Observing a child, she/he is able to organise her/his observations systematically and to perform screening processes towards the assessment of ADHD.	She/he is able to reflect diverse life conditions which have an impact on ADHD und to identify possible thresholds and facilitators.
Exercise	Please explain briefly your known concepts, models and approaches to monitoring and support of children with ADHD	You/facilitators observe a child whom you suspect has ADHD OR in fact they already have a diagnosis of ADHD. What do you focus on in your observations? What points seem important to you? In what form can they be documented and reflected? What are your thoughts? Is there a method you can recommend?	Please think about collecting and promoting factors for the development of a child diagnosed with ADHD. Which factors you do consider in your immediate work with the child? What aspects are meaningful to reflect to the caregivers in the child's environment? Which areas are you looking for working with e.g. families?