

POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH
**ATTENTION DEFICIT
HYPERACTIVITY DISORDER**

 **Behaviour Help**



Registered NDIS Provider



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ENROL NOW!

ADHD can interfere with a student's time in the classroom, but it can often feel like we're making little success in trying to help students with ADHD do their best.

*Positive Behaviour
Support for Students
with Attention Deficit
Hyperactivity Disorder*

This course will equip you with a toolkit of practical strategies to help students with ADHD develop the skills to reach their full potential in the classroom.

TELL ME HOW



Self-paced

Completed at your
own pace



5 Hours

To complete



Resources

Specially designed,
yours to keep



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Positive Behaviour Support for Students with Attention Deficit Hyperactivity Disorder

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Disclaimer

The information contained in this booklet and course is general in nature and does not take into account your personal situation. You should consider whether the information is appropriate for your student's needs.

If you have any concerns about a student, please raise them with the student's caregiver/s. The caregiver can then raise these concerns with their local doctor who can provide a referral to the relevant professional (e.g. paediatrician, psychologist or psychiatrist) for diagnosis and treatment if appropriate.

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DEFINING ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder, which means there is atypical growth and development of the brain or central nervous system, resulting in their abnormal functioning.

ADHD is characterised by a persistent pattern of:

- Inattention, and/or
- Hyperactivity
- Impulsivity

that interferes with development or functioning in social, educational or work settings.

Children usually must be five years or older to be diagnosed with ADHD, with symptoms having started before the age of 7 and having persisted for 6 months or more.

TYPES OF ADHD

The DSM-5 identifies three types of ADHD:

1. ADHD, Predominantly Inattentive Type – The individual has poor concentration and trouble paying attention, ignoring distractions and getting organised. The individual can sit still and appear to be working, as their symptoms are less obvious.
2. ADHD, Predominantly Hyperactive/Impulsive Type – The individual has difficulty staying on task, constantly talks and fidgets, and never seems to slow down. The individual doesn't think through consequences before acting so they may constantly be interrupting others and taking risks.
3. ADHD, Combined Type – The individual exhibits both inattentive and hyperactive/ impulsive symptoms.



CHARACTERISTICS OF ADHD

This is a list of symptoms you might observe in these two categories:

Inattention

- Failing to pay attention to details or making careless mistakes in schoolwork
- Difficulty sustaining attention during tasks or play
- Appearing to not listen when spoken to directly
- Failing to follow through on instructions, and moving from task to task without finishing anything
- Having difficulty with organising tasks and activities
- Avoiding or disliking tasks that require sustained mental effort or concentration
- Often losing things needed for tasks or activities
- Easily becoming distracted
- Forgetfulness

Hyperactivity/Impulsivity

- Constant restlessness, fidgeting with hands or feet or squirming in seat
- Leaving seat in classroom or in other situations in which remaining seated is expected
- Running around or climbing excessively in situations where it's inappropriate
- Having difficulty playing quietly
- Often 'on the go' acting as if 'driven by a motor'
- Talking excessively
- Having difficulty waiting their turn
- Interrupting or intruding on others
- Constant impatience
- Prone to accidents
- Blurting out answers before questions have been completed or before raising hand
- Showing emotions without restraint

CAUSES OF ADHD

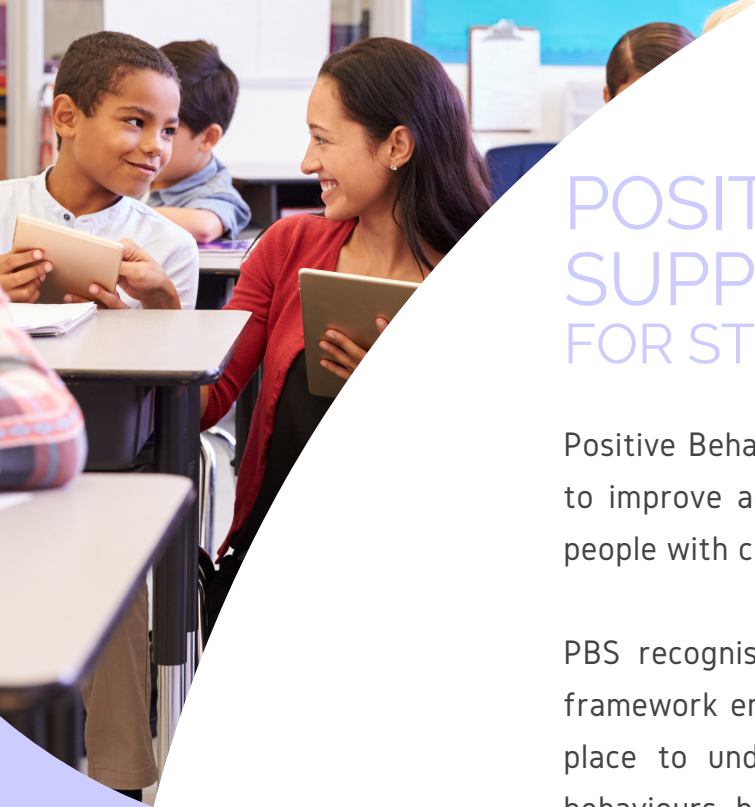
There is no single cause for ADHD; however, there are a number of risk factors that contribute to its development, including:

- Genetics (i.e. a genetically transmitted disorder and inherited from birth via genes)
- Parental health (e.g. infections and diseases the mother might have had during pregnancy)
- Parental behaviours (e.g. smoking, drinking and drug taking during pregnancy)
- Exposure to high levels of environmental toxins in utero
- Perinatal factors such as low birth weight, prematurity and obstetric complications
- Postnatal factors such as exposure to infections, diseases, malnutrition, brain injury and a history of abuse and neglect
- Temperament (e.g. reduced behavioural inhibition, negative emotionality and elevated novelty seeking)

CO-OCCURRING CONDITIONS

Some children with ADHD may also have one or more of the following conditions:

- Mood disorders (e.g. depression, bipolar disorder, anxiety, OCD)
- Neurodevelopmental disorders (e.g. Autism Spectrum Disorder, Tourette Syndrome)
- Disruptive behaviour disorders (e.g. Oppositional Defiant Disorder, Conduct Disorder)
- Addiction (e.g. substance abuse, gambling, video game and internet addiction)
- Medical problems (e.g. sleep disorders, epilepsy)
- Specific learning disorders (e.g. difficulties with reading, maths and written expression)
- Speech and language difficulties



POSITIVE BEHAVIOUR SUPPORT FOR STUDENTS WITH ADHD

Positive Behaviour Support (PBS) is a framework that aims to improve academic, social and behavioural outcomes for people with challenging behaviours.

PBS recognises that all behaviour serves a purpose. The framework emphasises the need for an assessment to take place to understand the reason for specific challenging behaviours before they can be addressed. Based on the assessment findings, PBS uses multiple approaches to minimise or prevent the occurrence of these behaviours.

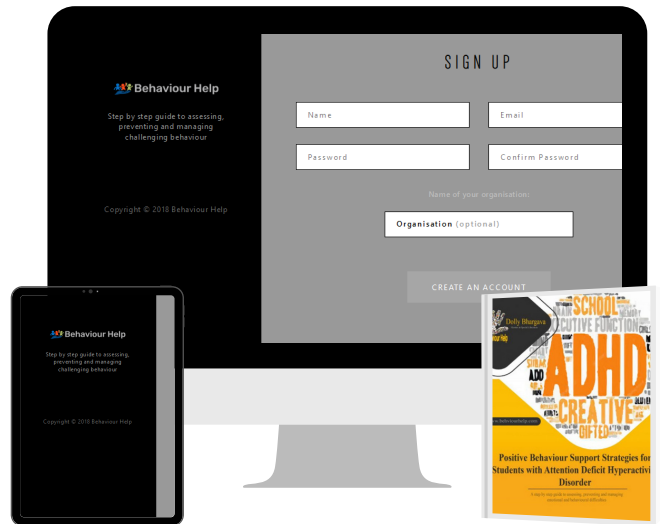
Behaviour Help
applies PBS to assess,
prevent and manage
behaviours and
improve a student's
quality of life.

PBS focuses on teaching, increasing and strengthening helpful behaviours through reinforcement, and anticipating where things may go wrong, rather than just reacting when they do. By changing interactions, activities and altering environments, specific behaviours can be prevented and we can improve the student's quality of life.

Behaviour Help utilises PBS in the Assess – Manage – Prevent cycle to assess challenging behaviour, determine appropriate ways to manage it, and implement plans to prevent it.



MORE RESOURCES!

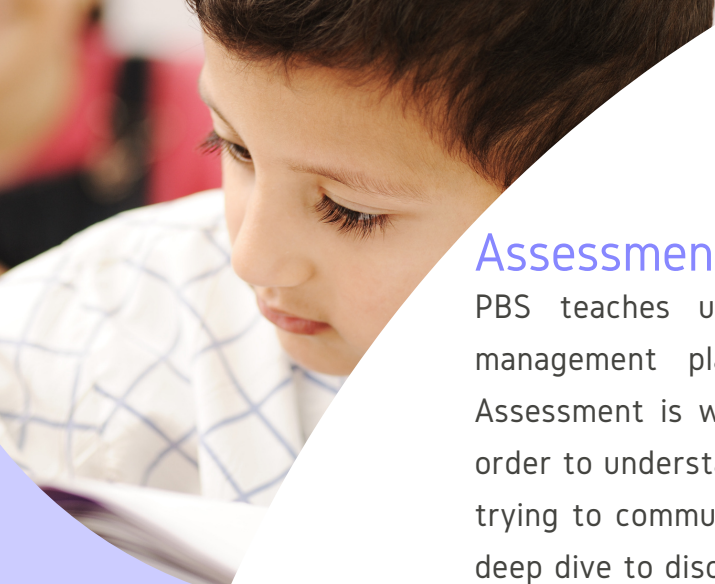


The Behaviour Help app and the booklet Positive Behaviour Support for Students with Attention Deficit Hyperactivity Disorder by Dolly Bhargava will guide you through the Assess – Manage – Prevent process.

Use the templates and instructions provided to determine why the student is behaving a certain way and develop comprehensive Management and Prevention Plans to help the student reach their full potential.

[GET THE APP](#)

[GET THE BOOK](#)



Before we can address challenging behaviours, we must assess the meaning behind them.

Assessment Stage

PBS teaches us that before we implement any behaviour management plans, we need to complete an assessment. Assessment is when the educator engages in detective work in order to understand the message, or function, that the student is trying to communicate through their challenging behaviour. It's a deep dive to discover what the student is trying to tell us, if they get what they want by behaving a certain way, or if they behave this way because it's the only way they know how to respond to a situation.

A thorough assessment can't be conducted by you alone. Instead, a team of people should work together to paint a comprehensive picture of the student's situation. This team will comprise various people in the student's life, depending on their individual needs.

Management Stage

The management stage involves designing a comprehensive behaviour Management Plan based on the assessment findings.

The behaviour Management Plan aims to provide guidelines to help everyone supporting the student to manage the behaviour as it escalates in a planned, safe and least disruptive manner.

Prevent Stage

The prevention stage involves designing a comprehensive Prevention Plan based on the assessment findings.

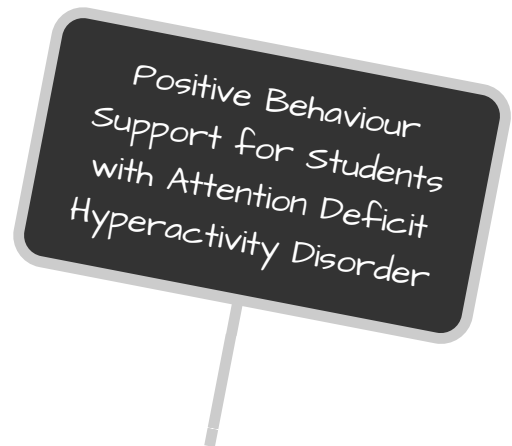
The Prevention Plan aims to:

- Minimise or avoid the triggers that set off challenging behaviours
- Tailor the activity, environment and interactions to match the student's skills
- Teach the student positive ways of communicating their messages, and managing their emotions and behaviours

DON'T FORGET TO ENROL!

At the end of the course you will have:

- A toolkit of practical strategies to assess, manage and prevent challenging behaviours in students with ADHD
- Actionable tools for developing a behaviour support plan that you can apply immediately with your student in your setting
- Lifetime access to the Behaviour Help app, allowing you to develop a behaviour support plan for any student with ADHD that you support



The course will introduce you to the topic of Attention Deficit Hyperactivity Disorder in students, its different types, its characteristics, and its causes.

It will then teach you how to use the Assess – Manage – Prevent cycle using the Behaviour Help app to help the student achieve greater academic and social outcomes and reach their full potential.

[ENROL NOW](#)