

Some of the more common conditions associated with learning difficulties are:

ADHD

Stands for Attention Deficit Hyperactivity Disorder; people with ADHD are inattentive, easily distracted, impulsive and hyper active. These characteristics are usually combined to varying degrees in severity.

ADD

Attention Defecit Disorder without hyperactive and impulsive symptoms.

Autism

Difficulties in relating to and communicating with others resulting in social isolation. People with autism often live in a world of their own.

Asperger syndrome

Often referred to as 'high functioning autism'. People with Asperger syndrome frequently have one special interest to the exclusion of anything else and often become obsessively involved in it. They can function adequately on their own but may have difficulties in relating to and communicating with others.

DAMP

Deficit in Attention Motor control and Perception is the medical term; it may mean having some or all of the ADHD characteristics as well as having motoric difficulties and problems interpreting what you see and what you hear.

Predominately diagnosed by the co-existence of Dyspraxia (DCD) and ADHD.

Dyslexia

Specific difficulties with reading and writing. Associated difficulties Dysgraphia (poor handwriting) and Dyscalculia (difficulties with math).

Tourette syndrome

Involuntary movements or sounds which may come and go and vary in severity.

It is very common for these difficulties to co-exist in various combinations.

We would like to thank all of those people with learning difficulties who have helped us write these leaflets.

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mindroom
learning without boundaries

Meet James
He is full of energy
He is always enthusiastic
He can come up with great ideas
He can get his point across

But he can't always sit still
and concentrate
**Understanding
ADHD**

ADHD

Facts

Attention Deficit Hyperactivity Disorder

ADHD is a neuro-developmental condition – which means that it is part of the make-up of the brain.

ADHD is probably the most common of all learning difficulties.

A person with ADHD will almost certainly have difficulties with impulsiveness, inattention and hyperactivity.

They may be unable to sit still, plan ahead, finish tasks or, because of their short attention span, be unaware of what is going on around them. However, on a good day they may seem fine, leading others to think the person with ADHD can actually control his/her behaviour, resulting in frustration and misunderstanding on both sides of the fence.

ADHD is assumed to be more common among men, although ongoing research is indicating that ADHD is almost as prevalent among women.

It is now well-recognised that some people have attention disorder without hyperactive and impulsive symptoms. These children often struggle to pay attention, plan, organize and complete school work for instance.

Only by understanding both strengths and weaknesses can we bring the very best out of others and ourselves

What can you do to help students like James?

How to help

A student with ADHD often needs help with organisation and structure

- Break large assignments down into smaller blocks of work
- Discuss and agree a structure and priorities
- Set achievable deadlines for each block of work
- Check results regularly and give feedback and encouragement
- Review study plans daily and make schedules and lists
- Let 'James' have a number of short breaks each day
- Encourage use of a diary for notes and reminders
- Keep routines consistent but vary assignments and tasks
- Where possible assign fresh duties to help stay on task
- Talk to 'James'; does he work best in a solo situation or as part of a group? Does he need peace and quiet?

So what can James do for you?

Creating a mutual benefit

Try to put him in a position that demands short term bursts of concentration and give him good organizational support. A minimalistic environment with 'a place for everything and everything in its place', would help to reduce stress and hyperactivity.

Capitalize on his enthusiasm, his energy and his curiosity. 'James' is best at projects and tasks that can be completed quite quickly; he is probably personable and good at looking after people. He thrives on new challenges with a short term deadline.

The so called 'norm' would not 'norm'-ally include 'James', yet he has plenty to offer and a contribution to make. By working together to understand the strengths and weaknesses of students like him, we create the opportunity to bring the best out of them – and out of everyone they encounter.

We are all unique in our personal make-up and in the way we function. So these general guidelines are just that. Please interpret them and adapt them to suit each individual and each situation.