

MODULE 1 ASSESSMENT

This topic has been developed with Debs Davies, practical, no-fluff coach & consultant who is committed to helping organisations and practitioners create affirming and inclusive environments where neurodivergent people can be valued for their strengths rather than be limited by their challenges. This course will support your understanding of ADHD through an inclusive lens.

QUESTION 1

In the podcast episode Debs explains the misconceptions of ADHD, could you please give an example of how ADHD may be misrepresented?

QUESTION 2

What is the best way to support somebody to manage their ADHD?

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

In relation to managing children with ADHD Debs explains in the podcast episode how important scaffolding is, could you please explain what is meant by the term 'Scaffolding' in relation to ADHD.

QUESTION 4

Could you please summarise why Early Intervention for children showing signs of ADHD is critical?

QUESTION 5

Could you please summarise the impact The Learning Environment could have on a Neurodivergent child.

MODULE 2 ASSESSMENT

QUESTION 1

Could you please explain what the term 'Executive Function' means?

QUESTION 2

Following on from the previous question, could you please now identify how Executive Function effects those with ADHD?

QUESTION 3

ADHD is a lifelong condition, developing and implementing strategies can minimise the impact of ADHD effects on the individual. As an educator could you please identify strategies you could implement to support children with ADHD in your setting?

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Which 'type' of strategies give an individual the greatest chance of thriving and succeeding?

QUESTION 5

In the podcast episode Debs explains there are three main types of ADHD, these are:

- Impulsive/Hyperactive type ADHD
- Inattentive Type ADHD
- Combination Type ADHD

Could you please summarise the features and differences of each:

MODULE 3 ASSESSMENT

QUESTION 1

In the podcast episode Debs explains that children with ADHD in particular find transitions challenging, could you please summarise why this is?

QUESTION 2

Following on from the previous question what can the effect of transitions be on children with ADHD

MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Could you please identify how as educators we can support children to manage transitions?

QUESTION 4

In the podcast episode Debs explains that children with ADHD by the time they are 12 years old, would have received 20,000 more negative reinforcements than a child without it. Could you please summarise what Debs means by the term 'Negative Reinforcements'?

QUESTION 5

Could you please identify what is meant by the term 'Inclusive practice, approach and/or ethos'?

MODULE 4 ASSESSMENT

QUESTION 1

In the podcast episode Debs explains that punishment can impact a child long term, she gives an example of missing break times as a punishment, could you please summarise why this form of punishment can have a severely negative impact on a neurodiverse child?

QUESTION 2

Encouraging children to understand and accept their neurodiversity can have what positive impact on them in adulthood?

QUESTION 3

In the podcast episode Debs highlights that our society is structured in a way that there is a level of compliance children need to learn, as an educator how can you encourage compliance in an appropriate and fair manor?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

In the podcast episode, Debs discusses the importance of a generational shift in relation to neurodiversity, could you please expand on what she meant by this?

QUESTION 5

Children with ADHD and neurodiversity quite often will challenge and ask why rather than comply. Debs explains that this is not defiance but rather:





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode Debs explains the misconceptions of ADHD, could you please give an example of how ADHD may be misrepresented?

- A misconception of ADHD would be that ADHD signs are physical and linked to challenging behaviour such as throwing chairs or unable to keep still however many individuals who have ADHD do not demonstrate these types of behaviour and rather struggle with attention, organisation and retention.
- Children with ADHD are often labelled as naughty.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

What is the best way to support somebody to manage their ADHD?

- The best way to manage ADHD would be in the coaching around how to recognise, manage and explore your ADHD, for children scaffolding is also an important part of managing children's ADHD.

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

In relation to managing children with ADHD Debs explains in the podcast episode how important scaffolding is, could you please explain what is meant by the term 'Scaffolding' in relation to ADHD.

- Scaffolding involves offering explanations, guidance, and appropriate questioning to help children with ADHD understand relationships, connect concepts, and bridge new knowledge with prior experiences. Scaffolding also helps children develop essential executive function skills.
- Every child is unique, and it's essential to adapt techniques to suit children's specific needs and developmental stage. With patience and consistent scaffolding, children with ADHD can build the skills they need to succeed and grow into confident, capable adults.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please summarise why Early Intervention for children showing signs of ADHD is critical?

- Early intervention is key as recognising the signs and symptoms, seeking timely diagnosis, and implementing evidence-based interventions, parents and educators can empower children to thrive academically, socially, and emotionally.
- Early intervention sets the stage for lifelong success and well-being, providing children with ADHD the support they need to navigate challenges and embrace their unique strengths.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Could you please explain the impact The Learning Environment could have on a Neurodivergent child.

- The environment is key to support children to be effective learners. If we place children in spaces that are full of very patterned, brightly coloured, dangly things that are blown in the wind etc these aspects of an environment can very easily be over stimulating for a neurodiverse child.
- Typically for somebody who's neurodivergent, they'll have a heightened sensitivity to all aspects of an environment, it is key to ensure that there's a quiet time or a quiet space where children can get away and regulate again.

MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please explain what the term 'Executive Function' means?

- Executive function is a set of cognitive processes and mental skills that help an individual plan, monitor, and successfully execute their goals.
- The “executive functions” include attentional control, working memory, inhibition, and problem-solving - These skills are needed for self-control and managing behaviours, and allow people to do things like follow directions, focus, control emotions, and attain goals.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please now identify how Executive Function effects those with ADHD?

- Individuals with ADHD may have impairment in several areas of executive functioning. As such, people with ADHD may struggle with:
- Self-control/impulse control
- Maintaining focus
- Organising their schedule
- Completing tasks
- Getting motivated
- Feeling overwhelmed.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

ADHD is a lifelong condition, developing and implementing strategies can minimise the impact of ADHD effects on the individual. As an educator could you please identify strategies you could implement to support children with ADHD in your setting?

- Using positive reinforcement,
- Sticking to consistent routines,
- Reducing distractions,
- Taking regular breaks,
- Encouraging physical activity,
- Creating quiet break out spaces and calming areas to support regulation.

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Which 'type' of strategies give an individual the greatest chance of thriving and succeeding?

- Mental health and wellbeing strategies are the most important and impactful for the greatest chance of thriving and succeeding.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast episode Debs explains there are three main types of ADHD, these are:

- Impulsive/Hyperactive type ADHD
- Inattentive Type ADHD
- Combination Type ADHD

Could you please summarise the features and differences of each:

- Impulsive/Hyperactive type ADHD

This type of ADHD predominantly presents with symptoms of hyperactivity and impulsivity.

- Inattentive Type ADHD

This ADHD type mainly presents with symptoms of inattention and distractibility. Inattentive type ADHD is what is often referred to as ADD.

- Combination Type ADHD

This is the most prevalent type of ADHD and is characterised by symptoms of inattention and distractibility in addition to hyperactivity and impulsivity.

MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode Debs explains that children with ADHD in particular find transitions challenging, could you please summarise why this is?

- Children with ADHD can have difficulty transitioning between activities, year groups, homes schools etc. This is because transitions require cognitive skills that are often impaired in children with ADHD, such as hyperfocus, time awareness, and emotional regulation.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Following on from the previous question what can the effect of transitions be on children with ADHD

- Transitions can cause stress, anxiety, and resistance in children with ADHD, who may react with tantrums, regression, or refusal.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please identify how as educators we can support children to manage transitions?

- To help children with ADHD cope with transitions, as educators we can use strategies such as allowing extra time, creating routines, using visual reminders, adapting the environment, communication and using positive reinforcement.

MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the podcast episode Debs explains that children with ADHD by the time they are 12 years old, would have received 20,000 more negative reinforcements than a child without it. Could you please summarise what Debs means by the term 'Negative Reinforcements'?

- Negative Reinforcements would be removal of the child or item that the child is reacting too, quite often though negative reinforcement if used too often can lead the child to become resistant to it.
- Impulsive behaviours, academic struggles, and social challenges may cause educators and parents to critique these children on their behaviours more often than they do others which is also a form of negative reinforcement.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Could you please identify what is meant by the term 'Inclusive practice, approach and/or ethos?'

- Inclusive practice in the early years refers to an approach to education that values diversity and promotes inclusiveness. Additionally, it aims to ensure that all children, regardless of their background, abilities, or needs, have equal educational opportunities and can fully participate in the learning process. It is crucial to create a supportive and inclusive classroom environment and using various teaching methods and materials that cater to different learning styles.
- creating an inclusive environment where every child has equal opportunities to learn and grow is crucial. Inclusive practice in early childhood education is about accommodating individual needs to ensure every child can participate and succeed in their learning journey.

MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode Debs explains that punishment can impact a child long term, she gives an example of missing break times as a punishment, could you please summarise why this form of punishment can have a severely negative impact on a neurodiverse child?

- Breaktimes and physical outdoor activity is crucial for all children but especially those who are neurodivergent as this supports their regulation, wellbeing and in turn their motivation and focus when returning back to learning.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Encouraging children to understand and accept their neurodiversity can have what positive impact on them in adulthood?

- Teaching children to accept and understand their neurodiversity not only supports their self esteem, wellbeing and confidence but will support them in understanding themselves and how they work best. Implementing this approach in the Early Years will enable children to confidently explain how their brain works and what support they need in adult hood. For instance, when an individual starts employment they can articulate their own preferred learning style or how their neurodiversity presents, they can then go to an employer and be able to say, this is who I am, this is what I am, this is how I work best.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

In the podcast episode Debs highlights that our society is structured in a way that there is a level of compliance children need to learn, as an educator how can you encourage compliance in an appropriate and fair manor?

- Every child is unique and as an educator it is our duty to know the children we are working with and therefore be able to set realistic expectations based on their needs, development and difficulties.
- Implementing suitable strategies to support children such as regular breaks for children to regulate, visual timetables and communication will then encourage compliance as you are meeting the child's needs with positive reinforcement before requesting compliance.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the podcast episode, Debs discusses the importance of a generational shift in relation to neurodiversity, could you please expand on what she meant by this?

- Debs meant that our generation should be the last generation of late diagnosed, misdiagnosed, undiagnosed people to create a generational shift now that we have learnt so much more about neurodiversity all individuals should now be supporting from childhood.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Children with ADHD and neurodiversity quite often will challenge and ask why rather than comply. Debs explains that this is not defiance but rather:

- Neurodivergent children want to understand the reason 'why' they have been asked to do an action, what is the purpose. They need to process and understand the request and the reasoning behind it. They're not being challenging. Usually what they're trying to do is understand why it is important that I do this thing that you've asked me to do – Communication is key.