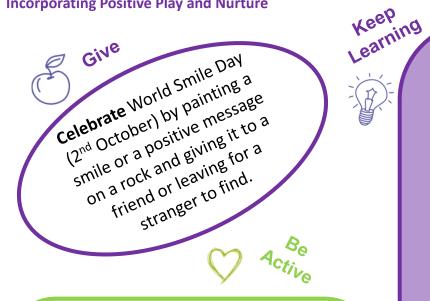


October 2020

Behaviour Support Service

Incorporating Positive Play and Nurture



As the weather begins to change we may be less keen to spend time outdoors, but it's important to do so for both our physical and mental health.

Geocaching: There are millions of geocaches worldwide. They can be found in parks, urban areas, forests, underwater - anywhere! Using the Geocaching® app you can join in this realworld treasure hunt.

Or find these signs of autumn on a Scavenger Hunt:

A red leaf, a pine cone, an acorn, a yellow leaf, a conker, red berries, a tree that's lost its leaves, an evergreen and a brown leaf.

BSS Bulletin

Be Kind, Be Curious, Be Connected...

For further advice and support, please feel free to contact us. Helen.Wallace@derbyshire.gov.uk





With the current restrictions in place it can be difficult to spend time with others.

Create virtual opportunities to connect with your friends and colleagues. The Behaviour Support Team are organising a virtual curry during National Curry Week (5th-11th October). If you're not keen on

curry you could join in National Baking Week (14th-19th October) and have a virtual afternoon tea!



Take Notice 'It is my job to help all the students belong. This means part of my job is to educate the wider community about the needs of a child who may be perceived as 'different' to help them become embraced as part of the ^{community.}' Gayle Hernandez

ADHD Awareness Month

October is ADHD Awareness Month in the UK. Attention deficit hyperactivity disorder (ADHD) is a common diagnosis recognising difficulties with focus, impulse control and emotional responses. There are three ADHD subtypes: Hyperactive-Impulsive: they are often over-active in talking or movement, impulsive and are always looking for new things to do. Emotions can escalate quickly and they might blurt out inappropriate things in their fight against perceived injustices.

Inattentive: they might appear to move unusually slow, as they are distracted by their hyperactive mind. They might not notice when they're being spoken to but will often notice things that others don't.

Combined type: Often confusing because symptoms are apparent from both of the above categories.

A range of interventions such as physical exercise, adapted teaching styles, skill building programmes, expectations shared explicitly, support with planning, organisation and structure to reduce anxiety, and classroom accommodations will all help to build resilience in the child's developing brain and nervous system. **Useful resources** can be found at: https://www.adhdfoundation.org.uk/information/schools/

Recommended reading: 'Cory Stories: A Kid's Book About Living With ADHD' by Jeanne Kraus will help children, and the adults working with them, to understand the condition and has useful strategies for both home and school.