**INV**-**011-T-U-S-PRI-M:** teacher, urban, south, private school, male

## General introduction

**INTERVIEWER:** OK, so if we just start off talking a bit about your general teaching experience. How long you’ve been teaching. Where you teach now. That kind of information.

**INV**-**011-T-U-S-PRI-M:** Yep, so, seventeen years so [unintelligible]…yep the first twelve of those were in a state school which was a very large state school, five form entry…[unintelligible]…and yeah just a vast range of needs within each class and each year group. I’m now teaching in an independent school. Very different setting, classes of about fifteen and yeah, as I was just saying quite high numbers of special needs children in different ways, behavioural and emotional, sometimes learning, well more learning related say, yeah two very different settings over that period of time.

**INTERVIEWER:** So, for the class you’ve got now, is that still quite a range of needs and children?

**INV**-**011-T-U-S-PRI-M:** Uh yes, yes, so there’s fourteen at the moment, and yeah really wide range in terms of academic ability. I’ve got three that are on IEPs and their needs are dyslexia. One of them, yeah, strong, I don’t know if he’s been diagnosed but very strong dyslexia and his parents are, so you know, yeah his dad’s dyslexic so yeah, and the other two more sort of around retaining information, speed of mental processing and not being able to just remember something the next day so yep, all boys, but yeah, the other end I’ve got kids who are, you know, able to do year seven or year eight maths so it’s a, it’s a huge range of academic ability but yeah, and quite boy heavy this year so eleven boys and three girls which does affect the [laugh] feel of the class, you know.

**INTERVIEWER:** And do you have other staff in with you or are you in there by yourself?

**INV**-**011-T-U-S-PRI-M:** It’s mostly me but I have staff who support me for English and Maths, so TAs, that’s each day also som-, half an hour each day, but also they do interventions with those three boys I mentioned specifically and that… sometimes they do that within the class and sometimes take them out to do that. So, they have programmes which-, so I read the targets and then they work on those, sort of, work towards those each term. UREP targets every term and yeah, so that’s kind of how support is so it’s not in a state school, I guess I had a dedicated TA and som-…a little team as well…that helped. So yeah, it’s…it’s different. There’s surprisingly a bit less funding really for interventions and TAs but we’ve…we’ve had an extra TA taken on this last year…actually one and a half so-…only three days a week as well, which has made a big difference to interventions. So we use all kinds of things like lexia is one of them, reading programme, lots of different things to boost their reading in particular. Seems to be everything.

## ADHD as a disorder and its symptoms

**INTERVIEWER:** OK, so we’re obviously particularly interested in ADHD and teachers’ perceptions and understanding of ADHD. So, could you describe to me how you…would understand ADHD, what it is, why children have it, how it presents itself?

**INV**-**011-T-U-S-PRI-M:** Yeah, well I guess the first ADHD child I taught was in about my third year of teaching…looking that up…yep. So it was…it was a pretty new concept to me back then I think. I suppose the good thing was I was in year three at the time so I got a handover from the year two teacher who had to tell me quite a bit about it, that was quite sort of important, but yeah, I think back then, you know, sort of twelve-…or more than that actually, sort of fourteen years ago, it was not really discussed at a whole school level a lot. I mean obviously the special needs team told me a bit about it, but I didn’t have a deep understanding of what it was back then. Still wouldn’t say I have a very deep one, but yeah, bit better now, and yeah so…you pretty much had to learn as-…once the child was in your class and, you know, you’d set different tasks for them, you would spend time trying to understand, I mean it-…I mean it would present in…um…from what I remember if-…this first lad, very…um…uh…very restless, kind of, behaviour, very [unintelligible] the concentration, he could write a sentence then he’d be drifting off quite quickly. Then that would lead to-…oh well there’s various other…boys with quite challenging behaviour in that class…um…he would gravitate towards them but h-…he had a really nice personality as well, like he wasn’t…you know…um…angry…um...he was...actually quite…uh…yeah…uh…an amenable kind of lad but…but yeah…um…getting more than a few sentences out of him was a-…was a real struggle…in an average lesson. So yeah, and that was-…so that was quite hard, quite a sort of learning as I went along really…um…there was TA support…um…but yeah, no real insert training I don’t think until…um…a little while later…you know, maybe a good while later. So…yeah.

**INTERVIEWER:** And…If you could think of the other child that you thought of, was it the same kind of behaviour?

**INV**-**011-T-U-S-PRI-M:** [clears throat] um…yes similar…um…he was probably a bit more severe actually…um…in terms of his symptoms. So…yeah…um…getting him to write anything was-…was-… was a struggle. It was a combination of that and-…and some learning difficulties I think with-…with-…uh…the second lad I taught. So…yeah, he seemed to have, yeah, quite a multiple things going on [laugh] as a…you know, you-…you might encounter with other ADHD children. So…yeah, he-…he took…um…more thought and…planning really to-…and, you know, careful seating him-…not just in my class but all his groups. I can’t remember if I taught him for Maths and English. I think I had him for one of those…but yeah he um…yeah…he…definitely was just at a low level academic, if you like, anyway…so…yeah to have…you know, difficulties with concentration, on top of that was, yeah, he found it really hard to progress.

**INTERVIEWER:** Yeah, people often describe ADHD in three ways so that-…three, sort of types of symptoms. So, hyperactivity, well you’ve mentioned restless behaviour, inattention, you’ve mentioned that, and impulsivity so, you know, acting without thinking. Do you think…all those characteristics would describe the children?

**INV**-**011-T-U-S-PRI-M:** Yep, yes definitely with-…with both of them. So sometimes they get quite-…quite a bit of trouble from the playground in particular…um…pulsivit-…impulsivity would…um…really show itself. So…um…yeah, yeah particularly with-…with XXXX, he-…he-…oh shouldn’t say names but um…he did-…he did clash quite a bit with one other of my class and best friends from them [unintelligible] falling out the next…um…XXXX had a similar-…oh just used a name again-…

**INTERVIEWER:** It’s OK-…

**INV**-**011-T-U-S-PRI-M:** …I’ll just-…

**INTERVIEWER:** …cause we’ll remove-…

**INV**-**011-T-U-S-PRI-M:** …anonymise it

**INTERVIEWER:** Yeah-…

**INV**-**011-T-U-S-PRI-M:** …yeah, yeah, you’re right**.** Um so…yeah he…um…again had a-…someone he was very close to…um…she had…um…some separate issues which were around learning as well. But they kind of gravitate towards [laugh] each other within the class sometimes and…that they would wind each other up and that-…it was a-…it was a classroom sort of thing. But then…yeah so impulsiveness, he-…yeah. I can’t remember the specific things he used to get up to but yeah, I remember…I’d often had to…have his parents in to…to chat things through and, you know, they were…quite upfront about it…um…quite upfront about medication he had as well…which was [unintelligible]…um…so that was-…I think that was…he didn’t ever take it in school…um…but…yeah so that was…um…administered if you like at home. But that seemed to be one of the main…ways of dealing with it was…you know, medication. Just see how it goes really. It wasn’t anymore…proactive than that, I would say, in terms of how we handle it. We did-…as I said, we had more training by the time I taught the second child but…yes [sigh]

## The diagnosis and treatment of ADHD

**INTERVIEWER:** OK, and…do you know what caused ADHD for those two children?

**INV**-**011-T-U-S-PRI-M:** No [emphasised] I-…I-…I’d have to be honest and say I didn’t know…how it started with them…um…and I think I had some discussions with the parents along those lines, but that wasn’t until, you know…first parents evening a few months in so…yh, I don’t know if it was always there or whether it was um…yh…do you tend to find it’s-…sorry to ask a question about it-…

**INTERVIEWER:** No, no. you can-…

**INV**-**011-T-U-S-PRI-M:** Is that…is that fairly typical, as in it develops…as they grow or-…

**INTERVIEWER:** Well, because it’s an-...the symptoms are described as age inappropriate examples of…things like hyperactivity and [unintelligible] impulsivity…then part of the diagnostic procedure is working out what is age appropriate and-…because children’s development-…

**INV**-**011-T-U-S-PRI-M:** -…yeah

**INTERVIEWER:** Is at different rates, it can be quite difficult to determine…ADHD’s…onset for some children, so…it might not be a plan as a toddler because they’re very active and they can be outside and there’s no demands on them to sit down-…

**INV**-**011-T-U-S-PRI-M:** Yeah, yeah

**INTERVIEWER:** -…particularly. When you go into a school environment, it’s a very different-…

**INV**-**011-T-U-S-PRI-M:** -…shows…yeah

**INTERVIEWER:** -…set of expectations so…for some children, it…it just displays the fact they have ADHD rather than it [coughs] being the onset. But…it’s-…

**INV**-**011-T-U-S-PRI-M:** -…yeah, interesting

**INTERVIEWER:** -…it’s all now very different.

**INV**-**011-T-U-S-PRI-M:** yeah

**INTERVIEWER:** Umm…so obviously you described some of…the impact that that had on your classroom-…

**INV**-**011-T-U-S-PRI-M:** -…yep

**INTERVIEWER:** Umm…can you describe what it-…did it have an impact on the other children in the classroom at all?

**INV**-**011-T-U-S-PRI-M:** mhmm yes…um…yeah very much um…first lad-…my…my memory’s a bit more vague but um…he could be quite vocal, so um…the impulsiveness would often show when, you know, asking questions in class he’d be first to shove his hand up and…and shout out so…that’d obviously distracting effect for quite a lot of them…um…and…yeah, I mean he could down to a task for a little while but they you’d…you’d see the…fidgeting in his seat and the…looking around and the uh…you know, starting to distract others. So yeah, I remember lots of issues around that. Um… with the other lad…yeah, well like I said he…he teamed up with this other girl [sigh] who had lots of…um…different things going on-…quite a difficult home life and um…yeah, the two of them were…were [laughs] yeah, challenging together and that would distract quite a lot of other kids so…yeah it was…it was hard to deal with in a…in a daily lesson sometimes and um…yeah I mean he would have…intervention times, he’d go out with TAs and…so, you know, you can just sort of minimise impact a little bit that way but…yeah um…yeah, the two of them did get into quite a lot of mischief [laughs] um…so yeah um…it did have a wider impact. I mean…[sigh]…yeah, I mean I suppose you could maybe say there’s some positive angles. They could come up with some good ideas, sometimes but…yeah um particularly with the second lad, he um…yeah, even making eye contact was difficult for him. He found it um…yeah really hard to…um…you know, sit down and write…um…was…was the same with a lot of boys but, you know, particularly so for…for him.

**INTERVIEWER:** And…so did it put more pressure in terms of when you were planning for the lesson or your management of the lesson as it was happening-…

**INV**-**011-T-U-S-PRI-M:** -…mmm yeap, yeap. Both.

**INTERVIEWER:** How…how did that work out?

**INV**-**011-T-U-S-PRI-M:** Both. Um...[clears throat]…yeah I mean I…[sigh]…I mean I think…you know…um… differentiation…definitely helped so you’d…you know, set the task at a good level for him…um…it’s…yeah, it did take more time and more TA support who, you know, delivered something that would…that would work. Um…and yeah sometimes-…I think I remember the room I was in-…sometimes it was just better for him to have the TA outside the room, and then I could get on with [laughs] you know, the other…twenty seven or however many and so…sometimes it was a matter of…of that which, you know, it was just a way of…kind of…yeah…um so…yeah, although I think that…you know…was probably better because he would get…you know…um…yeah…focused adult attention. They could keep him on track when I couldn’t because I was working [unintelligable]. So yeah, so obviously we’d then have to…plan with the TAs…um…in a bit more detail then as…as we went along, you know, if it weren’t working, have to adapt and ‘Right OK, do this instead’…so…obviously while you’re doing that, you can’t you know, so mhmm [shakes head]. It did have-…I remember being, yeah…with him and this other girl in the class, it was quite…quite hard yeah. But…yeah

**INTERVIEWER:** So I guess you’ve mentioned a few strategies there, in terms of differentiating the task, particularly for that child or them going outside with a TA [unintelligible] or moving seat in the room. Was there any other strategies that you used that you can think of?

**INV**-**011-T-U-S-PRI-M:** Um…yeah I mean…[unintelligible] be scribing for him I think…um…sometimes he’d use a laptop, I think, rather than write, physically write. He found that a bit easier…um…yeah those are the two…main other ones I can think of but…yeah, yeah…bless him yeah…he uh…he did struggle but, you know, certain thing he enjoyed more. He enjoyed getting out, you know, sport…um…yeah, so um…yeah but his um…I thin-…I think his parents were quite aware of his troubles, maybe had some similar tendencies themselves so…I think they found the school environment quite difficult to come into…uh…to chat about what was going on…with uh…with XXXX so…yeah, that was another factor really, you know, the amount the parents wanted to engage or…accept his, you know, ADHD. Yeah, but you know, I guess they dealt with it at home privately you know and they…they obviously…consult the doctors on the medication but…yeah, yeah…and you could alw-…you-…and th-…and the other thing was you…you could tell if he hadn’t had his medication, if he missed it in the morning, you know, hyperactivity levels would be much higher…um so…yeah, I can’t remember what we do in those circumstances but…um yeah…we’d just phone home and make sure it didn’t happen again or…but yeah um…[laughs]…yes um…that was definitely notable if he hadn’t had his medication…which I guess just…I don’t know I feel about it. It maybe just supresses rather than deals with-…but I’m not sure. I mean it’s…is there a popular way with dealing with I and I don’t know if you’re…be more up to date…I am…than I am with that but…yh…um [sigh]…it-…if [unintelligible] need uh…medication

**INTERVIEWER:** OK, it sounds like you’re a bit hesitant about the medication-…

**INV**-**011-T-U-S-PRI-M:** Yeah, well-…

**INTERVIEWER:** -…like you have concerns about it.

**INV**-**011-T-U-S-PRI-M:** I suppose…yeah, I don’t know if it’s really…well it just like any medication to an extent where it deals with…um…the symptoms rather than the cause. Whether there’s, you know like I mentioned here, you can’t depend on it too heavily so…you know…presuming he’s a [unintelligible] I don’t know what’s happened, you know…but beyond primary school and into life, you think well you’ve got to find ways to manage it other than just that…um…that’s my feeling…um…yeah, you know use a range of…ways of…coping with it, you know…so yeah, yeah [unintelligible].

**INTERVIEWER:** Um and were you…as his teacher, were you asked to provide information for doctors or CAHMS or any other services?

**INV**-**011-T-U-S-PRI-M:** Um yes…yep, I think CAHMS…CAHMS were involved…um… certainly with XXXX, the second lad…um…yep, sorry but I think I remember a couple times of coming to visit him, watching in class…uh which is good…um…I mean you generally…hear back…a little while later…a report…so yeah, maybe just describing his, you know what he’s like…so, I can’t…yh I can’t honestly remember whether he got good recommendation coming out of those sort of times…um…I think they just had so many other children to see, I don’t know…um yeah…they’re always quite stretched, I felt, at CAMHS…and referrals took a long time…um…but yeah I think they were involve with XXXX…um…and yeah there was…there was other paperwork, I mean obviously just the regular IP…um…but yeah, and that all had to centre around the fact that he had ADHD and he uh…you know, providing something which met…his particular needs.

**INTERVIEWER:** So, would that be your job to fill that in quite regularly?

**INV**-**011-T-U-S-PRI-M:** Um…yep so…with…with TA support though so…I mean I’ve um…special needs team obviously had a bit more training and specialist knowledge so…I’d worked with them to, you know develop good targets for him and then we review those. Definitely once a term, maybe a bit more regularly…um…yeah, I mean what I found with all those processes was that it was really easy to set the target and monitor it for a bit, but then…it would drift somewhere in the middle and then at the end of term, you go ‘ahhhh’ [unintelligible] let’s look at the targets again and…yeah, it just…it can still feel like that but um…yeah but I mean…a good way of keeping up with it though was the…sort of more one to one work he did so…TAs could pick up where I was…[unintelligible] you know, focus on the target the whole time…um…yeah, yeah

## Training and support for teaching children with ADHD

**INTERVIEWER:** Um…you said that…initially when you had the first child with ADHD, you hadn’t had any specific training so it was more-…

**INV**-**011-T-U-S-PRI-M**: -… No

**INTERVIEWER:** -…seeing the child in the classroom-…

**INV**-**011-T-U-S-PRI-M:** -…yep, learning as I go

**INTERVIEWER:** -…and working out what to do.

**INV**-**011-T-U-S-PRI-M:** -…yeah

**INTERVIEWER:** Um…and then you said you did have some-…

**INV**-**011-T-U-S-PRI-M:** -…yep

**INTERVIEWER:** So, can you describe what training you did have?

**INV**-**011-T-U-S-PRI-M:** mmm…yep, I’m…I’m going to refer to my file here [takes out file]-…

**INTERVIEWER:** -…OK

**INV**-**011-T-U-S-PRI-M:** -…which may help me a bit, but we did something called…um…I…what’s it called [open file], inclusion development programme was the first sort of proper [opens file and takes out paper] training we had, which um…looked at…a number of things…um so…looked at a number of different…um…types of behavioural issues that you might face, and then-…from what I remember, it’s kind of an online programme but we did some…whole school training altogether and particularly it was a year team so…I guess it was five…teacher in my year team and remembered we discussed it…you know…[unintelligible] um…year team meetings, and we go through so…um…yes so that…I mean that was first of structured stuff I remember and this was round about 2011/2012, so it would’ve been about the time I taught the second lad, so that was-…that was helpful timing. Um…and yeah…um…behavioural, emotional and social difficulties, that…that BSD…was that…that was the first time I heard…heard it defined like that. Um…and ADHD hasn’t had ac-…actually been [flips pages] mentioned in these notes but, you know, a lot about autistic spectrum disorders which…I don’t think necessarily relate do they? Autism and ADHD.

**INTERVIEWER:** They can-…

**INV**-**011-T-U-S-PRI-M:** -…be connected both, yeah

**INTERVIEWER:** -…children can have both

**INV**-**011-T-U-S-PRI-M:** OK…um so…I remember doing this as part of that, the autistic spectrum disorder unit we did on…online. We did do some specific ADHD…stuff…um…yeah so…so that was good to…to have that um…

**INTERVIEWER:** So was that training…generally broadly looking at behavioural, emotional, social difficulties but then focusing in on certain…conditions-…

**INV**-**011-T-U-S-PRI-M:** -…yes

**INTERVIEWER:** -…rather than, sort of specifically saying it’s ADHD or ASD, it was-…

**INV**-**011-T-U-S-PRI-M:** -…yeah

**INTERVIEWER:** -…these are the various-…

**INV**-**011-T-U-S-PRI-M:** -…yeah, so it’s-…

**INTERVIEWER:** -…ways in which children might struggle

**INV**-**011-T-U-S-PRI-M:** -…yeah, yeah

**INTERVIEWER:** -…and then you apply what is appropriate for the children that you’re teaching

**INV**-**011-T-U-S-PRI-M:** yes, yes so it…it…it gave an understanding of what the conditions were and then…um…it was kind of down to you to go on and apply that…um…which yeah…again there was sort [unintelligible] environment you…you could do to…you know certain level of success if you like but…yeah, it was you know…I still find it hard to…hard to apply if I’m honest because…yeah it’s uh…yeah it’s difficult to…keep on track of a lot of different things…as…as…as the case for any teacher but…yeah um…it still helped like in terms of understanding the conditions better…um…[sigh]…slightly mixed things about doing it online because, you know you’re kind of going through the screens and…and you know, you’re trying to get to the end of a…you know…um…a series of tasks and then it’s very hard to, I find remember-…but it’s…it’s…so the notes are a bit more helpful, I can prefer to nose a bit more…um...but yeah I mean it’s…quite…tricky I suppose educating a whole staff on something. I mean it was more relevant to some staff than others…um…but yeah um…like I think there’s lo-…looking at the dates, came a year before I taught this lad [open file] I think…so…you know so-...oh right so it was right about the same time, so yeah it was…it was helpful timing…for that…um…but yeah, I mean stuff like, you know promoting early recognition interventions…was all helpful…um…so…yeah, yeah it was…it was good timing. I re-…remember discussing it as a year team there and…it was good. I think towards the end, we were getting quite tired and [laughs] not sure how focused we were in ALL the different units so…yeah, I think I found discussion with TAs almost more helpful. You know, those daily discussions were more helpful in…in some ways because you’re working it out with the child and with someone else. It’s important to bounce I think when you’ve got a child like that. You can’t just do it on…all on your own. So um…yeah so it was helpful framework um…definitely but…yeah, and it’s obviously fantastic than it is that emphasis on being including…um…I think there was a whole phrase really when special schools were being closed down…you know…uh…[unintelligible] and nationally so…and the whole focus was keeping these children in mainstream schools and able to engage with learning as best we could so…uh did stretch resources. It was-…I think idea was…was good. I’d say mixed results but yeah

**INTERVIEWER:** So I…I think what you’ve said you identified it…there was good material but it’s difficult to implement partly because of time-…

**INV**-**011-T-U-S-PRI-M:** -…yep

**INTERVIEWER:** -…like the number of children, partly because there was a vast volume of information…that you were getting through-…

**INV**-**011-T-U-S-PRI-M:** -…yeah, yeah

**INTERVIEWER:** -…and partly that you as a team had so many children to look after-…

**INV**-**011-T-U-S-PRI-M:** -…yep

**INTERVIEWER:** it’s hard to be quite [unintelligible]. Is that fair? Is-…

**INV**-**011-T-U-S-PRI-M:** yeah, I mean in particularly when…I mean this was a big school so you’ve got year groups of one hundred and twenty or one hundred and fifty so…yeah spending a lot of time on maybe three or four with ADHD was…was always gonna be difficult but um…but yeah, those sort of [unintelligible] levels like I was saying with…TA discussion, that was…really helpful…yeah to deal with them

**INTERVIEWER:** And having the written material that the you could refer back to if appropriate

**INV**-**011-T-U-S-PRI-M:** Yep absolutely um…was…was good…um…yeah, I mean there was…I mean the general theme of mental health came up as well…um…earlier than that. Every child matters, that was going on like that…but…yeah um…that’s-…that was our general way of dealing with children’s mental health…you know in the sort of yeasr prior to that as well which was good. So yeah, I thin-…I think that was helpful…um…context…as well um

**INTERVIEWER:** So would you say that’s the only direct training you’ve had particularly on ADHD or have you had any others?

**INV**-**011-T-U-S-PRI-M:** Um I think that’s the main direct…um…training I’ve had…um…It’s definitely come up in insets before so that’ll just be visiting speakers…um…I was [unintelligible] here in 2007 and this lady mentioned it here. ADHD, Dyslexia, Autism all increasing. So that was part of her…she was talking about technology actually being a problem…um…in children’s lives. That were kind of her theme…um…and uh yeah she’s a very engaging speaker so she mentioned, you know the increase in those kind of um…uh…di-…disorders sound a bit heavy but yeah um…so yeah um…but yeah that’s the only direct training I had around that, 2012…yep

**INTERVIEWER:** And do you have…staff in your school for example a SENCO or part of senior leadership who you would go to if you had a child with ADHD and you weren’t sure how to approach them?

**INV**-**011-T-U-S-PRI-M:** Yep, yep absolutely so...yep in my-…in my current school…yep um…I’ve got a child who in my new class in September who’s been recently diagnosed, I think with quite mild, ADHD…um…so yeah she’s already started to talk to me about that and she’ll give me some sort of passport which just has all this relevant information on and then she’s had a lot of meetings with…um… the child’s mother…um…about the diagnosis so…yeah I should be in better position this time particularly in a smaller setting…um…to…you know find strategies and…things that will help her. So yeah.

**INTERVIEWER:** So is it…would you prefer to have the information, say some training or other information available for when you actually have a child with ADHD in your class, rather than the training just happening every so many years, and you…can get scored?

**INV**-**011-T-U-S-PRI-M:** yeah…yeah I guess it’s almost sort of…need to know basis isn’t it since it’s hard to…remember all the…training if…if…if you have it in regular slots I guess…yeah, you know if it’s relevant I don’t know it’s a child that’s coming up I think that’s…that’s a good time like right now for me…um…yeah um…although you know it can be helpful to have little refreshers…um…but I suppose it depends on the needs of the school isn’t it? The children in your classes and cohort…that are coming up I guess you’re just training for…what’s coming…um…but yeah um…yeah I think I’d prefer it, you know when time is appropriate.

**INTERVIEWER:** mm…so for this particular child that is coming in September, what do you want to know before they arrive?

**INV**-**011-T-U-S-PRI-M:** Um…I’d think I want to know how it’s impacted his learning…in class…um…I wanna know what family feel dynamic and how it’s cause…yeah…suppose I see a little more of parents now than I use to…um…and I suppose I wanna know…um…how it’s been…yeah I mean it’s-…you know how it’s been managed at the moment with the current teacher so…a [unintelligible] with her would be quite important…in that regard. Although it’s very recent so I’m not sure she’s necessarily put in place anything specific for him…um…but yeah…with it being year six there’s a little bit of-…a LITTLE BIT of performance pressure round year six maybe. We don’t do SATs like other state schools. We stopped those two years ago but…they do have entrance exams for, you know independent schools so…yeah there’s a little bit of you know…um…a need to make sure that he can do certain things by January when his entrance exams are so…so yeah autumn term would be pretty important to get things in place quickly…uh…to help him.

**INTERVIEWER:** So I guess that’s focused more on the practical management for that child of his learning, his classroom behaviour, maybe peer relationship-…

**INV**-**011-T-U-S-PRI-M:** mmm [in agreement]

**INTERVIEWER:** Would you…you know having got a child coming, would you want to know about the causes of ADHD or the-…

**INV**-**011-T-U-S-PRI-M:** Yeah! Yeah, yeah yeah-…

**INTERVIEWER:** -…bigger picture of it or is that something that’s not quite as relevant for you?

**INV**-**011-T-U-S-PRI-M:** Um…I would. I mean the fact that I asked you the question earlier does it, you know how does it begin? Um…so something I think-…so I think a better understand…is good, particularly if you’ve got a child that’s current who’s gonna be…spending more time with. So yeah I think it’d be really good to know how it begins. I mean sounds like it might be quite unique to each individual and how it…begins but yeah there must be certain traits and tendencies which…it’d be helpful to know about and understand before…yeah I think that’s gotta be…gotta be good…um…the more…you know…knowledge you have before you start surely the…the better…um…yeah as long as it’s practical I suppose…and uh…yeah it’s…gotta be good.

**INTERVIEWER:** And you mentioned about the parents in a-…you’d like to know how a parent are sort of thinking about it or coping about it. Why…why are you interested in the parents?

**INV**-**011-T-U-S-PRI-M:** Um…I suppose I mean I happe-…I happen to know the child that’s coming that…um…it’s been quite difficult at home. Home life been affected by…um…yeah all these conditions so…um…it’s been quite difficult for mum to cope…um…with his behaviours at home and it’s um…yeah I think it’s…yeah um…you know so obviously, the whole family stays there, I think his older sibilings and [unintelligible] and you know there’s all sorts of things going on…but yeah um…so yeah I thin-…I think knowing…about home life [coughs] might be help somehow by this diagnosis and…you know she might have a better understanding of what [coughs] what’s happening then…you know caus-…cause they get fed up with their homework and you’re sitting here and just things like that you know the interaction between home and school, making that better for him…um...yeah and will help me to have more understanding if there’s problems with…written work or homework and those sorts of things and yeah I thin-…I think…yeah I think it you know-…and it must have a big impact on family life if…you know well I-…I already know it is in this case so…yeah.

**INTERVIEWER:** And do you think your SENCO and senior leadership will be …you know providing the support you need?

**INV**-**011-T-U-S-PRI-M:** Yeah, oh definitely yeah. I mean I already know the SENCOs met with the family quite a few times so…personally [unintelligible] yeah I mean she’s brilliant at following up dependent-…making sure things are done. So yeah um...yeah and I-…the leadership, the senior leadership are really supportive of that too…and I think part of the ethos of the school is um…er nurturing every child so that’s kind of our…our [unintelligible] line if you like. So yeah I don’t know I think that really happens with...um…loads of, you know IPs and identifying conditions and that’s…yeah probably one of the strengths I think…of the school…yeah certainly with the recent inspection anyway the…special needs came out really well in terms of provision and inspectors were pleased with it so…yeah I think that’s good so hopefully we can continue supporting them, you know even better in year six.

**INTERVIEWER:** So we, in our project, have been working with parents who have children with ADHD and some of the strategies they might use are thing, for example like time out where the child has a safe place to go where they can take themselves if they’re feeling that their emotions are getting high or that their behaviour’s getting out of control. They can remove themselves, take some time to…manage their own emotions before coming back. Is that a realistic option in…in a classroom or to go outside of a classroom or-…

**INV**-**011-T-U-S-PRI-M:** Yep. No it is. And it’s…it’s…a safe place is a good idea…um…yeah um and there’s…there’s um…there’s a special needs room, there’s a library close to my room. So there’s obviously good places in the library. It’s less private…um…yeah and that’s certainly something that…that can work well. I suppose…there’s practical issues of when it happens. I mean it may not mean that I got around to go sit with him…um so…well I guess he will have, you know regular intervention slots. In fact, he even knows because I taught him for a lesson a…a week this year so during that time he’d…he’d have some reading intervention. So…I guess that’s good in a way cause he know there’ll be, you know varied places where he’ll be able to go. Yeah, he could talk to those TAs as well if he needs to. So…yeah it is a good idea in theory. In practise though, if another adult isn’t around to sit with him this is tricky. Although, there are areas within the room he can go sit, except for table, you know when emotions get high…um…then that’s an option but…yeah I mean a lot of it would be to getting to know him better and I know him a little bit…um…maybe that’s what the school wants actually because he’s a keen runner which is good, like on a park run so…I’ve talked to him about that before which was…which was quite cool so um yeah um…that’s good you know we’ve got a little sort of…link there talking about running. So…yeah um…yeah there’ll be hopefully other things I get to know about him as a…as a person. But yeah…I think the first few meetings with mum, mum seems to be on her own quite a bit. His dad’s away working a lot so first few meetings with mum will be quite key really. It’s good to know what’s going on…hmm.

**INTERVIEWER:** Cool…I think we have covered most of what I wanted to cover or ask you about. I think that one of the main outcomes that we are aiming for is to help us to understand, for a teacher in a busy classroom with the demands of the whole class, you know what…what kind of training would they want on ADHD and how specific, given that it’s one of many things. And how would they want it available to them. So you’ve talked about when a child is coming with ADHD, being able to access the information then, understanding a bit about the causes, having some strategies. Is there anything else that you think if you, you know had an ideal world and budget was no issue or time was no issue, is there anything that you would want in terms of training and either with content or delivery that you haven’t said?

**INV**-**011-T-U-S-PRI-M:** Um…yeah…I m-…It’s always useful I think to have case studies, what other teachers have done that’s been successful. I think that’s really really helpful so…cause I mean a lot of it you’re-…you’re just having to figure out as you go along by the nature of the job really…um…but yeah if you could seek good practise in another situation, that really helps. It help me loads in other areas of the job so why not this you know? Um…so that…that…that’ll be good and I think…yeah again just…maybe even visiting a scho-…I mean it’s difficult visiting schools and observing and those kinds of things but…visiting a school setting where it’s…where it’s working well…um…is always helpful. And plus it’s just…you know expert knowledge on the matter so…you know someone at the university with good knowledge or…who’s seen things work well in a school context as well would be very very helpful.

**INTERVIEWER:** And would you prefer like face to face as opposed to say online in a book-…

**INV**-**011-T-U-S-PRI-M:** Um…face to face is…is great. I mean I guess time constraints and you know um it’s…it’s difficult for everyone there. Or even good videos you know that could…cover you know a range of strategies and…I suppose in some ways that’s more efficient although less interactive maybe…um…yeah that’s…that’s good…um…yeah that could be quite…powerful.

**INTERVIEWER:** Some schools have suggested having some input either as an insert day or an online…thing or a twilight session. But then having maybe six months later, a consultation to say ‘I’ve tried all those things they didn’t work’ or ‘I’ve tried this and that worked but this didn’t’. Have you got any other ideas? Do you think that would be useful?

**INV**-**011-T-U-S-PRI-M:** Yeah, yeah I think so because um…yeah you do…um…by the nature of teaching you…you…you get tired by the end of a long term and…yeah strategies maybe don’t work as well as they did so I think that’s…that’s really good actually. Just a little quick revisit as the year goes on or halfway through could be really effective to just…say ‘right ok yeah. I need more help’ or ‘that’s worked really help thanks’. Which…which ever way so…yeah, yeah I think that’d be…a good idea.

## Conclusion

**INTERVIEWER:** OK. Well thanks. That’s everything I wanted to cover. Unless there’s anything else you want to throw into the-…

**INV**-**011-T-U-S-PRI-M:** -…Um yeah there was…there was one-…

**INTERVIEWER:** -…conversation.

**INV**-**011-T-U-S-PRI-M:** There was one um…other lad that I taught actually who…um…just wanted to mention because you mentioned Autism crossover with ADHD. Um…he…came to a diagnosis of ADHD at the start of year four…and um…it was interesting because yeah he…he was [unintelligible] and regular medication. And his…his behaviours were a lot more extreme…um…so he refuse to engage in task completely, run around the room…um…yep he…he effectively needed one to one, although we…we didn’t really get a diagnosis of Autism until the end of the year. So…for the first term I was thinking this child’s ADHD and he…he wasn’t in the end. So…yep there’s a lot of discussion with the parents…um…around his behaviour [unintelligible] parents pretty regularly and that was to be honest…I think…inaccurate diagnosis there cause a lot of you know time to be wasted on wrong strategies f-…for this particular child…um, so yeah I think whether diagnosis can be accurate, I think that’s really…and you know…obviously it’s…it’s tricky cause you know a child develops don’t they and you know we got too nosy and went on and we realised no rea-… you know this medication is not having…any effect. I mean he displayed a lot of anger as well. He’d refuse to go into assembly…um…[laughs]…yeah I remember a lot of crazy times with him…he…he’d just refuse to come in from break so he’d be wondering round outside and we’d have to keep an eye on him. So…yeah um…by the end of the year I think we had more of an idea it was…it was full autism with a lot of anger presented in on a formula and you know…actually one great thing for him was…was a BOOK…um…which kind of personified anger in a particular way. I used to sit and read that with him…um…when he refused to go into assembly and that would actually…yeah he actually quite connected with that. He’d respond well to one to one but in a class of thirty, it was very hard for him to…so yeah, yeah that kind of misdiagnosed there…had quite an impact on…my teaching that year. But um…but yeah I even had my brother, he’s a teacher, he came to visit in the summer term and he…spent some time and then went ‘mm yeah he needs one to one. Why has he not got one to one?’. So yeah I think um…maybe there are more extreme cases of ADHD where that’s…necessary to but um…yeah.

**INTERVIEWER:** So do you think maybe if…either teachers or if that’s not possible, SENCOs haver a better awareness of what symptoms do present as ADHD so that they’re able to look at the child and, not diagnose but be aware of whether it seems to be right?

**INV**-**011-T-U-S-PRI-M:** Yea, yeah that right I m-…I mean I guess the patterns showed at a time with…with that particular lad…um…so it’s probably hard for anyone to spot. You know he comes with a diagnosis of ADHD from…I guess the previous school and you think ‘well that’s right’ so [laughs] but yeah. But the more it went on though, the more we thought there’s…there’s more to this…and uh yeah so…yeah.

**INTERVIEWER:** So how was it resolved in the end?

**INV**-**011-T-U-S-PRI-M:** Um…I think by the end of the year, he had something called a statement of special education needs and…yeah he then had a dedicated TA for the rest of his time at school. But yeah, for that year thou-…but he didn’t know. It was pretty…pretty torrid year. A lot of…yeah quite a heavy emotional impact on me and the TAs working with him. So yeah that was quite an interesting case really…um…because of…yeah um…that inaccurate diagnosis. But then you know, the parents were presumably taking doctor’s advice [clears throat]. That’s what they thought it was. But it must happen quite frequently but…that’s the most sort of memorable one…um…yeah…stands out in my memory quite well…so mm.

**INTERVIEWER:** Well thanks [Tom]. Thank you very much.

**INV**-**011-T-U-S-PRI-M:** Thank you!

**INTERVIEWER:** Um…that was really helpful and to try and understand different people’s perspective because your experience might be different from other teachers. It’s great to get such a broad range [coughs] excuse me. I have got this debrief sheet so if there’s anything you’ve said and you later think ‘oh I wish I hadn’t said that’ or if there’s anything I’ve said that you’re not happy with, then you can either contact me or you can go straight to the university.

**INV**-**011-T-U-S-PRI-M:** OK

**INTERVIEWER:** And there’s a number there so that…you are happy. So, I’ll leave you with that.

**INV**-**011-T-U-S-PRI-M:** Thank you.

[End of interview]