

CaribECD Link Newsletter

October 2012
Issue 15



- Special points of interest:*
- Feature: *Attention Deficit Hyperactive Disorder (ADHD)*
 - New Course: *BEd Early Childhood Development and Family Studies*

4th Annual Attention Deficit Hyperactive Disorder (ADHD) Conference

The Caribbean Child Development Centre, UWI Open Campus (CCDC UWIOC) in collaboration with the McCam Child Development Centre hosted the 4th Annual Attention Deficit Hyperactive Disorder (ADHD) Conference from May 3 to 4, 2012.

The goal was to build regional stakeholders' awareness of ADHD. Presentations focused on good practices for treatment of children with ADHD in education, medicine and mental health, and emphasised that ***a diagnosis of ADHD does not carry a negative prognosis; rather, it can be successfully treated with positive outcomes.***

Four Caribbean sites participated via UWIOC teleconferencing with 80 persons at the Mona Lodge, in Jamaica.

For more info, visit: <http://www.mccamcentre.com/>

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Strengthening ECD – 2012 Highlights from across the Caribbean



In celebration of the life of a dedicated ECD colleague, the Cayman Islands Early Childhood Association recently established the **Marjorie Beckles Scholarship Fund** to support individuals pursuing tertiary Early Childhood Studies.

Visit:
www.caymanislandearlychildhoodassociation.com
for information on ECD in the Cayman Islands

The UWI Open Campus offers Certificate, Diploma and Degree programmes in ECD. For information on the new BEd in ECD & Family Studies programme, visit:

<http://www.open.uwi.edu/undergraduate/bed-early-childhood-development-and-family-studies>



VINSAVE impacts young children:

2012 Summer Programme Info

http://www.open.uwi.edu/sites/default/files/Vinsave_Child_Development_Summer_Programme_Children.pdf

Graduation of Parents and Early Childhood Caregivers at Vinsave Child Development Centre,

<http://www.open.uwi.edu/sites/default/files/Parenting%20Training%20at%20Vinsave.pdf>

Free ECD resources and information, regional highlights and opportunities for practitioners, parents, students and others

<http://www.open.uwi.edu/caribecd/welcome>

Causes and Treatment of ADHD - Extract from the Conference

Dr. Andrea Garbutt, Jamaica-based Developmental Paediatrician, described ADHD as the most common neuro-behavioural disorder diagnosed in childhood. The Caribbean prevalence rate is estimated at 3 percent, international rates vary from 3 to 10%. Dr. Garbutt explained the exact causation has not been completely defined, however environmental exposures as well as genetic influences both play a role.

Diagnosis of ADHD is based on internationally recognised criteria which demonstrate the presence of hyperactivity, impulsivity and or inattention which causes impairment in functioning in the patients' environment.

Dr. Garbutt clarified that in many instances there are co-morbidities associated with the ADHD. These include oppositional defiance disorders, conduct disorders, anxiety, depression and learning disorders. Management of ADHD, she explained, is multidisciplinary involving home, school, behavioural therapist, psychologist and paediatrician; the combination of medication and behavioural treatment is the most effective approach for problems associated with ADHD.

Send your CaribECD submissions,
comments and questions to:
caribecd@open.uwi.edu

Recent Research on ADHD from the Region: *Prevalence of and Screening for ADHD Costa Rica*

Dr. Kent McIntosh, of the University of British Columbia, shared on the *School-wide Positive Behaviour Support (PBS) – a Systems-Level Approach to Improving Pro-social Skills and Reducing Challenging Behaviour*. PBS aims to foster social responsibility and academic achievement. Students know what is expected of them and choose to do so because they know what to do, have the skills to do it and see the natural benefits for acting responsibly, allowing more time to focus on relationships and on classroom instruction. Children learn and practice pro-social behaviour.

PBS uses systems to define school-wide expectations (i.e., social competencies), teach and practice expectations, monitor and acknowledge pro-social behaviour, provide instructional consequences for problem behaviour, and collect information which is used for decision-making. Children are 'taught' social and emotional skills, "just like academic skills", explained Dr. McIntosh. Adults acknowledge appropriate and discourage negative behaviour. using *universal interventions* for all students, staff and settings, and specialised *intensive individual interventions* for students with high-risk behaviour.

PBS research findings indicated: a reduction of discipline referrals which translated to significant savings in school staff time and student instructional time; suspensions declined; student satisfaction increased; and, academic results improved. For more information, visit: bcpbs.wordpress.com

FEATURE ARTICLE

Attention Deficit Hyperactivity Disorder (ADHD) – Behavioural Disorder or Normal Childhood Behaviour?

The following information was adapted from PubMed Health (2012), a service provided by the National Center for Biotechnology Information (NCBI) at the U.S. National Library of Medicine (NLM)

Children with ADHD are often labeled as over-active, inattentive, and/or impulsive but children normally exhibit these traits, some more than others. Other disorders, such as depression, lack of sleep, learning disabilities and behaviour problems may be confused with, or appear with ADHD. Problem behaviours are diagnosed as ADHD when children exhibit them beyond the normal range for their age and development.

Any child suspected of having ADHD should be carefully examined by a suitably qualified doctor to rule out other possibilities. The experts cannot clearly say what causes ADHD, it is believed to run in families and neuroscience suggests that brains of children with ADHD differ from those of other children. Most children with ADHD also have at least one other developmental or behavioral problem. They may also have a psychiatric problem, such as depression or bipolar disorder.

SYMPTOMS

The symptoms of ADHD are usually grouped into three categories:

1. Inattentiveness
2. Hyperactivity
3. Impulsivity

SIGNS AND TESTS

Too often, difficult children are incorrectly labeled with ADHD. On the other hand, many children who do have ADHD remain

undiagnosed. In either case, related learning disabilities or mood problems are often missed. The American Academy of Pediatrics (AAP) has issued guidelines to bring more clarity to this issue.

The diagnosis is based on very specific symptoms, which must be present in more than one setting:

- Children should have at least 6 attention symptoms or 6 hyperactivity/impulsivity symptoms, with some symptoms present before age 7.
- The symptoms must be present for at least 6 months, seen in two or more settings, and not caused by another problem.
- The symptoms must be severe enough to cause significant difficulties in many settings, including home, school, and in relationships with peers.

In older children, ADHD is in partial remission when they still have symptoms but no longer meet the full definition of the ADHD.

Evaluation may include:

- Parent and teacher questionnaires (for example, Connors, Burks)
- Psychological evaluation of the child and family, including IQ and psychological testing
- Complete developmental, mental, nutritional, physical, and psychosocial examination



FEATURE ARTICLE Cont'd....

TREATMENT

Treating ADHD is a partnership between the health care provider, parents or caregivers, and the child. For therapy to succeed, it is important to:

- Set specific, appropriate target goals to guide therapy.
- Start medication and/or behaviour therapy.
- Follow-up regularly with the doctor to check on goals, results, and any side effects of medications. During these check-ups, information should be gathered from parents, teachers, and the child.

If treatment does not appear to work, the health care provider should:

- Make sure the child indeed has ADHD
- Check for other, possible medical conditions that can cause similar symptoms
- Make sure the treatment plan is being followed

A combination of medication and behavioural treatment is believed to be most effective.

BEHAVIOUR THERAPY

Talk therapy for both the child and family can help everyone understand and gain control of the stressful feelings related to ADHD. Parents should use a system of rewards and consequences to help guide their child's behaviour. It is important to learn to handle disruptive behaviours. Support groups can help parents and practitioners connect with others who have similar problems.

TIPS

More tips for children with ADHD:

- Keep a consistent daily schedule; regular times for daily meals, indoor and outdoor activities.
- Make changes to the schedule in advance, not at the last moment.
- Limit distractions in the child's environment.
- Ensure the child gets a healthy, varied diet, with plenty of fibre and basic nutrients.
- Ensure the child gets enough sleep.
- Praise and reward good behaviour.
- Provide clear and consistent rules

EXPECTATION (PROGNOSIS)

ADHD is a long-term, chronic condition. If not treated appropriately, ADHD may lead to:

- Drug and alcohol abuse
- Failure in school
- Problems keeping a job
- Trouble with the law

About half of children with ADHD will continue to have troublesome symptoms of inattention or impulsivity as adults. However, adults are often more capable of controlling behaviour and masking difficulties. Although there is no proven way to prevent ADHD, *early identification and treatment can prevent many of the problems associated with this disorder.*

HELPFUL ADHD Links

ConnectABILITY
<http://connectability.ca/>

Hincks-Dellcrest <http://www.hincksdellcrest.org/ABC/welcome>

Helping Young Children to Learn Self Control

The term “non-spectrum impulsive behaviour” refers to the “misbehaviour” of children who need to learn how to control their impulsive natures and who do not have Attention Deficit Disorder (ADD), ADHD, Oppositional Defiance Disorder (ODD) or any disorders on the spectrum. These are children who need to learn self control.

Parenting website , Circle of Moms , has provided 7 tips to help children learn self-control, noting our responsibility includes helping children to learn self-control through discovery, repetition and positive reinforcement. Punishments will likely only serve to make the problem worse. Remember that learning is a life-long, often slow process throughout childhood; therefore adjust your expectations in accordance with each child's capacity.

The following tips were provided by Sharon Silver, a Circle of Moms member, proactive parent and blogger, who advocates correcting behaviour without anger by reminding, inspiring & empowering:

1. Help Your Child Notice His Impulses

Impulses can feel like they've overtaken you, bypassing any rational thinking, causing you to disregard what you know you should do. In order to help your child learn about self-control you need to break down that process for him, helping him to become aware of his impulses before they lead him to a bad choice.

2. Give Specific Strategies for Self Control

Focusing on what your child did wrong is only half the equation. Make sure to tell your child what you want him to do instead.

3. Don't Lecture

Children need time to process and integrate information. When you lecture, your child becomes overwhelmed with too much information, shuts down and stops listening.

4. Be Succinct

Use short statements and use instructive action.

5. Give Cues

Use reminder cues. For example, if your child won't stay within the designated play area, outline the boundary with tape, rope or furnishings and tell your child to stay within it, while you sit outside of it. If he comes outside the boundary, enforce the boundary by taking him inside for a count of 20.

6. Be Willing to Repeat Yourself

The key to curtailing impulsive behaviour is to teach your child how to think before he acts, and that requires repetition of your lessons.

7. Give “Do-Overs”

Children learn from experience far more than they learn from words. The best way to increase their learning is with repetition. After you've completed any instructive corrections make sure to give your child a chance to “try again.” Doing this serves as a punctuation point on the lesson.

Finally, teaching a young child how to control himself now is the best insurance you can have that he will know how to apply internal self-control when it's really important - the teen years.

Source: http://www.circleofmoms.com/article/7-ways-help-your-child-learn-self-control-04773?trk=digest_editorial_4803_title

The two hardest tests on the spiritual road are the patience to wait for the right moment and the courage not to be disappointed with what we encounter.”

Paulo Coelho

News from across the Caribbean

Montserrat Celebrates Early Childhood Practitioners' Day

Early Childhood Month celebrations in **Montserrat acknowledge the critical care provided to our region's youngest citizens by early childhood practitioners.** The first Monday in June is Early Childhood Practitioners' Day. This year, the day began with Dr. Sheron Burns, EC Officer, delivering floral arrangements to early childhood practitioners including several baby sitters and all kindergarten and Grade One teachers on the island. The evening culminated with an awards ceremony celebrating the partnership between home, community and school, acknowledging the contributions of parents, community care providers and services, and teachers. For more info, <http://www.open.uwi.edu/caribecd/montserrat>



Floral delivering on Practitioners' Day, June 4th

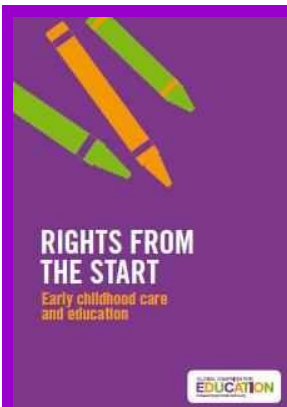


Joycelyn Hogan (L), a Parent of the Year Awardee

High marks for SVG – Uniting health and ECD services to reach young children

The **Early Childhood Health Outreach (ECHO)** programme (derived from the Roving Caregiver Programme model) in St. Vincent and the Grenadines is designed to **provide disadvantaged families with increased and improved health care services at the community level.** ECHO serves as a model for replication and adaptation across the Caribbean. With support from the Foundation for the Development of Caribbean Children's (FDCC), building blocks are being created for **an integrated approach to ECD, especially for the birth to three cohorts.** Partners are working to establish an ECD framework of collaboration, across sectors within countries, "one that is grounded in the science of ECD and engages both public and private sectors", according to FDCC's Director, Susan Branker. For more information, see the CaribECD website feature, ***St Vincent Applauded for its Efforts in Child Health Care*** <http://www.open.uwi.edu/caribecd/st-vincent-and-grenadines>

Now available!



Progress & Challenges

Recognising young children's right to full citizenship

Adopt a holistic approach to ECD

Global Campaign for Education 2012 Report

http://globalactionweek.org/app/webroot/files/reports/GAW_RFTS_FINAL_ENG.pdf



Caribbean Journal of Education
CALL FOR PAPERS
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in the Caribbean: Two Decades of
Progress*

<http://www.open.uwi.edu/sites/default/files/Caribbean%20Journal%20of%20Education.pdf>

Learning Outcomes for Early Childhood Development In the Caribbean: A Handbook for Practitioners



Also for Parents

Cost:
J\$2500
USD30 + shipping

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