



Attention tips – Dr. Ebony Lindor

Transcript

- 0:00:00 - 0:00:16 [Music]
- 0:00:18 - 0:00:27 My name's Ebony and I'm a clinical neuropsychologist who specialises in diagnosing and supporting children with neurodevelopmental and other conditions that impact on brain functioning.
- 0:00:27 - 0:00:35 I'm also a research fellow on AllPlay and I'm here to provide some quick tips on managing attention as children prepare to return to on-site learning.
- 0:00:35 - 0:00:47 So attention is often more challenging for children with ADHD, autism, motor difficulties and language delays and can also present in a number of other neurodevelopmental and medical conditions as well.
- 0:00:47 - 0:00:57 Children with potential difficulties they might find it harder to direct where they're focusing, to block out those distractions, to sustain their concentration, and to hold and work with information in their mind
- 0:00:57 - 0:01:05 and really this makes it much more effortful to consistently follow along in class, to carry out instructions and to efficiently learn new information.
- 0:01:05 - 0:01:09 And so it's quite common for them to get easily overwhelmed and fatigue quickly.
- 0:01:10 - 0:01:19 Well heading back to the busier, noisier school environment might exacerbate some of these challenges, there are some really simple accommodations that we can make to try to help.
- 0:01:19 - 0:01:30 So as we start to rebuild those activities back into our days and weeks now is a really good opportunity for us to think about those in-class and after school schedules.
- 0:01:30 - 0:01:38 So teachers might like to plan challenging tasks earlier in the day or after an extended break
- 0:01:38 - 0:01:54 And where possible parents should try to schedule a thinking break after school to give their children a chance to engage in something that's a bit more relaxing or physical before trying those attentionally demanding tasks such as reading for learning and homeworking intervention.
- 0:01:55 - 0:02:06 Within each learning activity, try to remember to schedule short, purposeful bursts, with very regular breaks, and use countdown timers to help limit the amount of time the child is expected to concentrate.

- 0:02:06 - 0:02:17 Remembering that it's much better to underestimate the time you think they'll be able to stay engaged in a task so that we know that they'll experience success and we're not going to run their batteries right down to zero.
- 0:02:17 - 0:02:23 Even just one to two minutes rest from thinking and a chance to move and reset can really make a big difference.
- 0:02:23 - 0:02:32 Finally, providing a visual outline of what is expected, including time limits and breaks, can really help them to see the end and the progress they're making.
- 0:02:32 - 0:02:34 I hope you found these quick tips helpful.
- 0:02:35 - 0:02:42 [Music]