***Blurred Lines: ADHD, Autism or Attachment Difficulties?***

**Webinar: Tuesday 28th June 2022**

**09.00-14.00**



There is no question that there are similarities in the presenting behaviours of children and young people with **Autism Spectrum Conditions** (ASC), including Pathological Demand Avoidance (PDA), AD(H)D and those who have experienced developmental trauma, although of course, the causes are very different. T**he exact causes of ASCs are unknown, although most researchers believe that it is an innate condition and that several complex genetic and environmental factors are involved. The same is generally believed about AD(H)D. Chronic developmental trauma, which often leads to insecure attachments, is not innate; rather, it is caused by the failure to connect consistently and in a positive manner, with primary caregivers. For these children, t**here is no innate, organic, underlying condition; rather, their ‘disorder’ is a normal, adaptive response to abnormal circumstances.

Not only Looked After and adopted children and young people suffer from issues around attachment; indeed, there are many causal factors, and it is known that many educational practitioners have too narrow a view of the subject, considering only the extremes of neglect and abuse, and not recognising that they are likely to have attachment fuelled issues within every class that they teach. What we do know is that adverse childhood experiences are vastly more common than recognised or acknowledged and there is an argument that there are many more children with significant attachment difficulties than are identified and diagnosed, and many of these have a misdiagnosis of AD(H)D and/or autism. This workshop aims to raise awareness of the subtle differences in the observed behaviours within each group of children, and to enable educators to recognise the differences in order to first, provide the right sorts of interventions, and second, to facilitate accurate diagnosis through informed feedback to clinicians and parents. Delegates will explore:

* **What is attachment and why does it matter?**
* **Overviews of ASC and AD(H)D**
* **Similarities and differences**
* **Common strategies**

**The webinar is suitable for practitioners from all phases and in mainstream or special settings**

**About the trainer**

Dr Jennifer Nock is an Educator and Chartered Psychologist, with many years of experience working with children and young people, their families and educators. She is passionate about supporting educators and parents to better understand mental health, behaviour and relationships, and to view children and young people through a developmental lens.

For additional information, and testimonials from our clients please visit our website: <http://www.jennifernocktrainingandconsultancy.com/>

**NUMBER OF AttendeeS IS LIMITED TO TWENTY AND We anticipate high levels of interest. Please book early to secure your place**

**Date: Tuesday 28th June 2022 09.00-14.00**

**Venue** **WEBINAR [on ZOOM]**

**Fee: £90 + VAT per person registered**

**To reserve your place and request an invoice please contact us at: jennifernock@protonmail.com**

**and complete and send the booking form below.**

**NB: It is most important that you include both the contact email details of the attendee AND those of the person in your organisation who processes payment of invoices.**

**BOOKing form, Blurred Lines ADHD, Autism, Attachment Difficulties**

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| **Name of ATTENDEE:** | **School/organisation name and FULL address:** |
| **Role IN SCHOOL:**  | **Contact e-mail of attendee:** **Mobile for contact on the day if needed:** |
| **Date: Tuesday 28th June 2022, 09.00-14.00** **Fee: £90 +VAT (£108) for each Attendee** |
| **PAYMent Details:****Please supply the name and contact details of the person who will process payment of invoice:** **BACS payments are our preferred method (details will be furnished on the Invoice) but we also accept cheques made payable to ‘Jennifer Nock Training and Consultancy’****You can also Pay by PayPal, but there is a small commission charge for this.** |