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

**Tuesday 2nd October 2019**

**Douglas, Isle of Man**



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 workshop is suitable for practitioners from all phases and in mainstream or special settings.**

**We anticipate high levels of interest. Please book early to secure your place Booking information below**

**Date: Wednesday 2nd October** 2018, 9.30 to 3.00.

**Venue**: **The Empress Hotel, Central Promenade, Douglas IM2 4RA**

**Fee:** £140+VAT for first delegate, £120+VAT for additional delegates.

To reserve your place, call Jennifer Nock on 07983 482 804/01384 392599, **E-mail** [**jnock@hotmail.co.uk**](mailto:jnock@hotmail.co.uk) or complete and post the booking form below. Please complete a separate form for each delegate.

Please note that this workshop can be tailored to meet the specific needs of your staff and can be delivered as a full- or part-day INSET session in your setting. Contact us for more information.

**Application form Blurred Lines: ADD, Autism, Att’Mt Diff? Douglas, Isle of Man**

**Please complete in block capitals**

**CANCELLATION POLICY:**

**IF YOU CANCEL YOUR PLACE ON THE WORKSHOP WITH LESS THAN 48 HOURS PRIOR NOTICE BEING GIVEN, THE FULL COURSE FEE WILL BE CHARGED**

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| **Name of delegate:** | **School/organisation name and address:**  **‘Phone:** |
| **Role:** | **Email:** |
| **Date: Wednesday 2nd october, 9.30AM to 3.00pm**  **Venue:  The Empress Hotel, Central Promenade, Douglas IM2 4RA**  **Fee: £140+VAT for first delegate, £120+VAT for EACh additional delegate** | |
| **Do you have any dietary or access requirements? If yes, please give brief details.** | |

**I enclose a cheque for £……………………… made payable to Jennifer Nock**

**TRAINING AND CONSULTANCY**

**Please invoice the school or other organisation**

**Authorised signature (+ Name in Block Caps.): …………………………………..**

Jennifer Nock is a Chartered Psychologist with more than 25 years’ experience of working with children and young people, families, educators and those in the caring professions. She has worked in diverse education and special needs settings, including special secondary and primary schools, mainstream primary and nursery schools, FE colleges, and as an SEN advisor. She works with children with a range of learning difficulties, behaviour, emotional and social difficulties, including attachment disorder, AD(H)D and autistic spectrum conditions and is up-to-date with current issues around inclusive practice. Our website: <http://www.jennifernocktrainingandconsultancy.com>