

Project Spark

7-31

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Project Spark - Written Report

Section 1: Overview

A. Area of Concern

The area of concern is ADHD, a mental disability that affects people. Based on a study by National Stigma Study, 25% did not want their child to make friends with someone with ADHD, 50% did not want to engage with someone presenting ADHD behaviour and 50% attached a stigma to help seeking behaviour like medication or therapy.

There are many misconceptions on ADHD, and is seen to be more or less serious to the average person than it really is. For example, some may think that ADHD only affects people when they are younger or is not a serious condition. We made a form asking the public to answer to answer true or false for some statements about ADHD and out of 5, the public got an average score of 2.75.

Some may also think that ADHD has to do with a person's attitude, and is not truly a disability. This can result in prejudice against the ADHD community and lead to various problems, such as Relationship problems, Stress, Suicide, Depression or even Substance Abuse.

As such, the area of concern that we are covering is the lack of awareness and knowledge of people with ADHD, as well as assisting the ADHD children in learning social and life skills in order to be able to interact normally with others.

B. Challenges Identified

We have identified 2 problems we aim to tackle:

1. Misinformation/lack of awareness of people with ADHD
2. Lack of peer support

C. Underlying Problem

Given that people may have a lack of awareness regarding ADHD and thus have prejudice and misconceptions about people with ADHD resulting in ADHD children having trouble making friends and forming relationships, how might we spread awareness and increase understanding of people with ADHD in 2021 and beyond, while also supporting and helping the ADHD children in 2021 and beyond, allowing them to feel better about themselves?

D. Aims

1. To support the ADHD children go about their daily lives
2. Raise awareness of the problems ADHD children face daily
3. Facilitate interactions between the public and ADHD children

E. Plan of Action

We formulated a suitable plan of action to build an ADHD-friendly society. Initially, we aimed to create interaction opportunities between youths and people with ADHD and raise awareness for our cause through physical campaigns. Due to COVID-19, we shifted our focus online and due to the restrictions of the Organisation, we could not allow volunteers to work together with us and decided to adopt a two-pronged approach.

1. Organising and facilitating online interaction sessions
2. Shifting large-scale educational campaigns online on social media

Through awareness campaigns, we aimed to raise awareness about ADHD. We uploaded social media posts featuring news articles and facts. Furthermore, we created resources such as posters to furthermore increase awareness of what people with ADHD are going through in their daily lives. We also organised online sessions with a trained and experienced psychologist. Through online interaction sessions, we hoped to help bring happiness and allow people with ADHD to help interact with others in an environment where there is no discrimination or prejudice against them. These interaction sessions would allow our clients to remain physically and mentally healthy while giving us the opportunity to brighten their lives and let them lead a happier and exciting life.

Section 2: Implementation of Action Plan

A. Actions and Outcomes to date

Month	Action	Objectives
2021		
February	<ul style="list-style-type: none"> ● Setting up of Instagram account ● Interviewing SPARK personnel 	Raising awareness Understanding the challenges
March - May	<ul style="list-style-type: none"> ● Planning for sessions ● Creation of posters ● Social media campaign 	Raising awareness
June	<ul style="list-style-type: none"> ● Sessions with ADHD children <ul style="list-style-type: none"> ○ Gartic phone ○ Werewolf ○ Skribbl.io ○ Uno Online 	Interaction
July-August	<ul style="list-style-type: none"> ● Formulated new plans for the mentoring session. ● Regular meetings with the psychologist and representatives from the SPARK organisation. ● Mentoring session with the ADHD children from the SPARK organisation. ● Raise awareness of ADHD through ADHD experience sessions 	Interaction

Section 3: Scope of Impact

A. Accomplishments

We have been able to impact **10 to 20** ADHD children through several sessions totalling four hours, affecting their lives positively. Our sessions were interactive and fun and managed to engage the ADHD children, with about **68%** of them putting a score of above 8 when asking if they wanted to attend another session (on a scale of one to ten).

We have impacted 60 people through our public education on social media. We have posted informative posters that help to raise awareness of ADHD and educate the public.

Throughout the year, we have readily utilised our resources and organised more focused targeted activities that do not require much resources, especially as our activities were forced online, however we still managed to significantly impact the community.

B. Scope of Impact

Impact on ADHD children: We managed to form real relationships with the children, having fun with them and bringing joy to them. Through our games we also impart important skills such as social skills like trust and communication through werewolf.

Resolution of UP: We have managed to reach out to the public and raise awareness of ADHD to resolve the underlying problem of lack of awareness by posting informative posters on instagram, we have managed to befriend and have fun with the ADHD children resolving the problem of them being unable to form relationships, through our sessions and also impart important skills that they can use in the future.

C. Long-term Impact

In the long term, the individual ADHD children will have more confidence in themselves due to the sessions and the skills they learn like trust and communication through werewolf, they would also be able to make friends on their own. The public could also be made more aware of the

ADHD community preventing discrimination. In general, the ADHD community can now receive support from us and would thus feel less isolated.

Section 4: Reflections

Yue Kang: During the sessions we had with the ADHD children, I felt that I learned to be more patient and also to be clear with my instructions. Especially when the instructions are long winded and unclear, many of the children would not be able to understand. I had to repeat my instructions in another way to get my point across. However, it was certainly a fun and enjoyable experience overall as we were able to play games with them like skribbl and werewolf which were very exciting. It certainly felt like I was making a difference as we managed to make the session fun for the children.

Heyi: After the sessions we conducted with the ADHD kids, I understood the frustrations of parents with ADHD children and what they have to go through in their daily life. For example, whenever the parents ask the child to do something, they might be focused on doing something else and not listen to the parent for a long time until their attention gets diverted away from it. I felt the same frustration during the zoom session as it would take us very long just to get them focused on the activities we are going to conduct. I also realised that not all ADHD children are the same, while some of them feel just like children without ADHD when interacting with them, there are also others whose cases of ADHD are slightly more severe than others. Although there were some problems while conducting the session, it was a fruitful experience and I have learnt a lot from doing this Project work category.

Wenqian:

From the sessions conducted, I exercised patience to the fullest extent, explaining instructions many times, especially more complicated ones. Although this is true, I think it is only because they are of younger age, not because of their ADHD. It is true that they are just like any other person and most definitely deserve the respect that everyone gets. It was a fun experience, not only allowing us to interact with ADHD children but also to exercise patience and hone our explanation skills.

Clive:

After having the online sessions with the ADHD children, I have managed to have a better understanding of them. They were not any different from ordinary children, and all they needed was a little more guidance and patience. These sessions were a very fulfilling experience. Even though our instructions may not have been communicated clearly at times, I still felt that getting to spend time with the ADHD children was very helpful. I had a slight glimpse of all the things

that ADHD children go through such as a short attention span, lack of patience etc. through both the online sessions and interviews with the parents, and realised that everyone has different experiences. Only through each other's support and help can we overcome our faults and difficulties.

Min Hao:

During the sessions that we had with the ADHD children, I initially assumed that we would have an easy and smooth session and close to zero difficulty in conducting the session. However, after the first session with them, I realized that we had to exercise extreme caution and patience in order to ensure that all of the children would understand the instructions. The sessions truly made me understand that simple and concise instructions were the easiest to understand, and that I truly had a lot of fun with them and it was a memorable experience that taught me a lot.

Section 5: References

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