



Australian Education Union

Federal Office

*Ground Floor, 120 Clarendon Street, Southbank, Victoria, 3006
Federal Secretary : Susan Hopgood
Federal President : Angelo Gavrielatos*

*Phone : +61 (0)3 9693 1800
Fax : +61 (0)3 9693 1805
Email : aeu@aeufederal.org.au
Web : www.aeufederal.org.au*

28 July 2008

ADHD Guideline Review
Royal Australasian College of Physicians
PO Box 7210
St Kilda Rd Vic 8004

E-mail: adhd.guideline@racp.edu.au

Dear Sir/Madam,

Re : Submission to Draft “Guidelines on Attention Deficit Hyperactivity Disorder (ADHD)” of the Royal Australasian College of Physicians

Please find attached a submission from the Australian Education Union (AEU) in relation to the Guidelines on Attention Deficit Hyperactivity Disorder (ADHD).

Please contact Susan Hopgood, Federal Secretary, if you have any questions in relation to this submission.

Yours sincerely,

Angelo Gavrielatos
Federal President

Draft *Guidelines on Attention Deficit Hyperactivity Disorder (ADHD)* Submission Form

Please complete the form below and attach it to your submission. submissions that do not have this form attached will not be accepted

1. Does this submission reflect the views of the organisation or an individual?

An individual An organisation

2. Contact Details

Name: **Angelo Gavrietos (Federal President)**

Susan Hopgood (Federal Secretary)

Organisation: **Australian Education Union**

Address: **Ground Floor, 120 Clarendon St. Southbank, Victoria 3006**

Phone no: **(03) 9693 1800**

Fax: **(03) 9693 1805**

Email: aeu@aeufederal.org.au

3. My submission is confidential/not confidential.

CONFIDENTIAL NOT CONFIDENTIAL

(Please Note: You should be aware that any submission made to the RACP may be subject to the requirements of the Commonwealth *Freedom of Information Act 1982*.)

4. The Royal Australasian College of Physicians (RACP) has my permission to place my submission about this consultation draft on the RACP website. (Please Note: The RACP retains the right to determine whether or not it will post submissions on the RACP website.)

YES NO

5. The RACP can include my name, and where relevant the name of the organisation I represent, with my submission on the website

YES NO

6. The RACP has permission to quote from my submission in any reports prepared about this document. (If you do not agree to your submission being quoted, the issues you raised in your submission may be referred to, however, no direct quote would appear.)

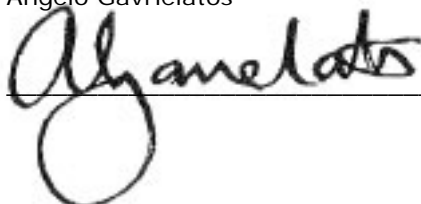
YES NO

I am aware that if I agree to release information from my submission, it will be widely available, e.g. it may be placed on the RACP website and made available in hard copy. I am also aware that the information may be further referenced in later publications. If I have named an organisation at question 2, I agree that my comments are representing the views of the organisation.

Any personal information provided, e.g. contact details, will only be used for the purpose of developing this document and will only be disclosed to members of the Guidelines on ADHD Reference Group. In addition personal details will not be used or disclosed for any other purpose, without prior written consent.

Name (please print) Angelo Gavrietos

Signature:





The Royal Australasian
College of Physicians

Official Use Only	
ID:	

Draft “Guidelines on Attention Deficit Hyperactivity Disorder (ADHD)”

Feedback Template

In your submission please note the relevant page number/s that contain the issues on which you are providing comment. Please also provide complete references for any research articles you deem relevant that may not have been considered in the development of the guidelines. All comments will be considered by the RACP.

Closing Date for Comments: Monday 28 July 2008, 5:00 pm AEST

Name: **Angelo Gavrietos (Federal President)**
Susan Hopgood (Federal Secretary)

Organisation: Australian Education Union

Chapter	Page No.	Comments
Chapter Eight	121	<p>Teacher and support staff knowledge</p> <p>The AEU supports the recommendation that pre-service and in-service courses should provide all teachers with the specific knowledge and skills to accommodate and manage students who have additional learning, behaviour, organisation and concentration needs. At least one branch of the AEU is providing this support for its teacher members, which is evidence that departments must provide a greater level of support in this area.</p> <p>The AEU notes, however, that teachers are not the only people in contact with students in schools, and that it is also important that other school staff involved with students be informed about issues relating to such matters. Accordingly, the AEU believes that the guidelines should include a recommendation that all staff in contact with students, such as teacher aides and other support staff should be provided with in-service courses about issues relating to ADHD and the skills and knowledge needed to accommodate students requiring additional support.</p>

Chapter Eight	127	<p>Supporting school based intervention policies and procedures to support students with ADHD with guidelines from State and Territory governments.</p> <p>The AEU agrees with the recommendation that schools must have policies and procedures in place to support students with ADHD. The AEU believes, however, that such policies and procedures cannot be made in a vacuum. State and Territory education departments have a responsibility to guide the development of such policies and procedures at a systems level, through appropriate collaborations with experts, including teachers, in order to ensure consistency of the subsequent development and implementation of school-based policies and procedures.</p> <p>Accordingly, the AEU believes that the guidelines should include a recommendation that State and Territory education departments develop evidence-based guidelines for schools on the development of effective and appropriate policies and procedures for supporting ADHD students.</p>
------------------	-----	---

General Comments

The Australian Education Union has a membership of 175,000 educators who work in public schools, colleges, early childhood centres and TAFEs in all states and territories of Australia.

The AEU is in broad agreement with the thrust of the draft recommendations accompanying the draft guidelines on ADHD issued for public consultation by the Royal Australasian College of Physicians. There are a number of matters, however, that the AEU believes have been overlooked that should be addressed in the final recommendations.

Resourcing and implementation support

While supporting draft recommendations in the consultation document, the AEU is aware that the implementation at a school level will impose a considerable burden on schools. Accordingly, the AEU believes that the guidelines should contain a recommendation that schools be supported with sufficient resources to support various aspects of implementation of the recommendations.

Role of school based psychologists and counsellors

The AEU also believes more psychologists and trained counsellors in schools would add expertise to issues related to ADHD and support for both students with ADHD and teachers. Accordingly, the AEU believes the guidelines should contain a recommendation to this effect.

Developmental Indexes and their limitations

The AEU is aware that at least one Department of Education is developing indices to be used to determine funding for students with disabilities, such as that being developed in Victoria for the Programs for Students with Disabilities.

The AEU is concerned that such models may be constructed in a manner in which ADHD students may not attract funding. The AEU strongly believes that ADHD students should attract funding under such programs, and that the guidelines should contain a specific recommendation in this regard.