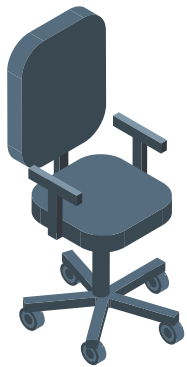




STRATEGIES TO HELP LEARNERS WITH ADHD



Give opportunities for students to stand up and stretch



Use a timer for work sessions

Give clear, written and verbal direction



Spend time on confidence building



Encourage learners to keep a journal of their thoughts



Set up a work station in each classroom



Stick to a routine where possible

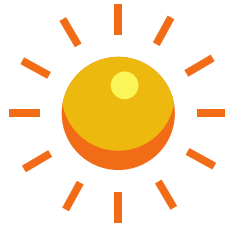


ADHD Calming Strategies



Music

The songs we listen to can change our mood dramatically



Sunlight

Vitamin D is essential for improved mood and a healthy immune system.



Nature

Getting outside improves mental health and well-being



Stay Positive

Watch funny movies and video clips. Laughter is good for you and helps reduce stress!



Sleep

I know it's hard but keep trying as it's essential for good health



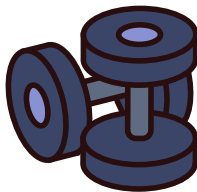
Meditate

Breathe, relax or do whatever makes you feel calm and chilled



Get Creative

Use your creativity to help others by thinking outside the box



Exercise

Helps burn off excess energy whilst producing dopamine and endorphins



Reduce External Stimulation

Give your brain a break



ADHD Organisation

- **Provide a predictable routine - class timetables and pupil checklists**
- **Have an uncluttered environment**
- **Give visual warnings for transitions - 5 minute timer or a countdown clock**
- **Give guidelines for work**
- **Have strategic desk placements - away from windows, doors and pupils who distract**
- **Have a work-station set up for independent work times**
- **Set up buddy pairs - pair with a peer with good organisation and study skills**
- **Build movement breaks into the routine - take message to another class, move seats mid-task, hand out equipment**
- **Set short, achievable targets and activities**
- **Use colour coding or visuals to support organisation**



ADHD Behaviour Management

- **Have simple classroom rules on display with visuals to support understanding if needed**
- **Give specific praise - "Well done for finishing all 5 sentences!" rather than "Well done!"**
- **Give immediate praise or consequence that is clearly linked to behaviour**
- **Praise effort as well as work produces**
- **Give frequent feedback**



ADHD Inattention

- **Simple classroom rules on display with visuals to support understanding**
- **Immediate reinforcement of consequence, clearly linked to behaviour with a visual, such as a behavioural chart or working for card**
- **Reinforcement and rewards specific to individual interests (many with ADHD do not respond to social based rewards such as praise), vary these rewards to keep interest high**
- **Try to avoid over stimulation**
- **A safe, quiet place to calm down**



ADHD Impulsivity

- **Minimise waiting times – give an activity to do while pupil is waiting for something**
- **Give quick non-confrontational feedback when pupil shouts out, such as a ‘hands up’ card or write their name on a board**
- **Give lots of reinforcement for positive behaviours (more than feels natural)**
- **Set up a contract to outline expectations for behaviour**
- **Use visual prompts as a reminder of expected behaviour**



ADHD Hyperactivity

- **Use a sit and move cushion or a weighted blanket, when sitting for long periods**
- **Use fiddle toys during listening activities (monitor whether these are more of a distraction than a help, give clear instructions about how they should be used)**
- **Give breaks between activities**
- **Do stretching/exercise routines at the beginning of morning, break and lunch sessions**
- **Vary types of tasks – physical movement tasks, relaxing tasks, noisy tasks, quiet tasks**
- **Chunk tasks into shorter pieces – pupils can tick off checklist or similar to indicate when each section is complete.**

SYMPTOMS & EXAMPLES OF ADHD IN THE CLASSROOM

Symptom

- **Failing to complete tasks**
- **Making frequent , seemingly careless mistakes**
- **Difficulty following multi-step instructions**
- **Losing or forgetting things**
- **Poor organisational skills**
- **Reluctant to engage in tasks that require sustained effort**

Examples

- **Missing important parts of instructions**
- **Asking for instructions to be repeated frequently, even after they have confirmed they understood**
- **Losing equipment frequently**
- **Not 'seeing' where things are**
- **Answering the wrong questions on assignments or tests.**

Elaboration/ Explanation

A person with ADHD may know something but have trouble accessing it when needed. Time-blindness is also a feature of ADHD, meaning they have difficulty creating a mental image of the processes involved in multi-step instructions or imagining accurately how long something will take. This can result in the failure to finish tasks due to poor time management or missing important steps in instructions. It is important to understand that there is no correlation between ADHD and intelligence. These functions are separate in the brain. People with ADHD have the same spectrum of intelligence as neurotypical people. However, both significantly low intellect and significantly high intellect can make behavioural symptoms of ADHD worse due to the frustration this causes.

SYMPTOMS & EXAMPLES OF ADHD IN THE CLASSROOM

Symptom

- **Failing to pay close attention to detail**
- **Getting easily distracted**
- **Having difficulty listening, even when speaking one-on-one**
- **Constantly needing redirection or prompting**

Examples

- **Daydreaming**
- **Reacting to external stimuli**
- **Missing non-verbal cues for attention**
- **Not responding to questions accurately**
- **Looking to other students for cues on what they should be doing**
- **Inability to identify what they have just done or said**

Elaboration/ Explanation

ADHD brains have difficulty filtering thoughts - it's like a constant internal noise. It can be hard to focus on specific details when there is so much going on internally.

People with ADHD often get 'lost' in thoughts triggered by a conversation and tune out of what is being said to them.

SYMPTOMS & EXAMPLES OF ADHD IN THE CLASSROOM

Symptom

- **Fidgeting, tapping feet or ‘squirming’**
- **Leaving seat when expected to stay seated, even when reminded**
- **Running or climbing in inappropriate situations**
- **Talking excessively**
- **Blurting out answers before a question is completed or being called on**
- **Having difficulty waiting their turn**
- **Interrupts others**

Examples

- **Tapping pencils, swinging on chairs, banging the desk**
- **Wandering around for no reason and seem surprised when you mention it**
- **Making non-verbal noises without realising**
- **Forgetting to raise their hand, even when reminded**
- **Arguments with peers over turn taking**

Elaboration/ Explanation

The ADHD brain has been described as “A Ferrari engine with bicycle brakes”. Even those with inattentive subtype share this trait but for those with the hyperactive subtype, it’s more outwardly obvious.

These outwardly hyperactive symptoms aren’t deliberate or conscious ‘bad’ behaviour, rather, the neurochemical differences affecting ADHD brains mean people with ADHD don’t have the same impulse control as others. They cannot just ‘stop’ and they can’t remember that you have just told them to stay seated or stop fidgeting.



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A multidisciplinary wraparound team supporting Families, Schools & Services



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Sources

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