

ADHD

classroom tips



tips to assist with homework

ADHD students often have difficulty with following instructions, being accurate, completing homework and prioritizing.



break large tasks into steps



post examples to model after



assist the child with time management



organization & management aids will be required



tips to assist with behaviour

ADHD students who experience impulsivity, distractibility & hyperactivity may present a behavioural challenge.



use proactive strategies



allow time for lesson breaks to move around



use discreet private cues to redirect



use preferential seating system



tips to assist with social interactions

ADHD students often have difficulty understanding social cues, how to behave appropriately towards their peers and in competitive situations.



model frustration control



role play social situations



provide social opportunities



give positive recognition

more tips

Set your ADHD students up for success:



self-esteem

Allow your students to demonstrate their strengths in front of others.



transitions

Provide students with a definite purpose for activity. (We are going to the library to...)



ask questions ?

Assist students in preparation for starting tasks; ask 'What do you need to be able to do this?'

be clear

Use a multi-sensory approach with both visual and oral instructions - ask students to describe to you what their assignment is. Allow time for processing.

be positive

Stress effort and enjoyment for self, rather than competition with others.

Kings College University carries out research and studies into ADHD and is one of the leading universities in developing understanding in ADHD. They have written a document aimed at teachers on how to get the most out of an ADHD child. This is used by local authorities all over the country to provide to local children's services.

<https://f.hubspotusercontent30.net/hubfs/5191137/attachments/publications/ADHD%20Guide%202013.pdf>

Courses for teachers

For any teachers wishing to carry out any training on the subject, there are 2 courses that come recommended. They are both free of charge and don't require any questions to be answered. These are very informative and help to give a better understanding into the condition, now that more research has been carried out on both adults and females.

Slideshow for teachers

Attached is a slideshow/document that is supplied by the NHS and is provided to professionals that work with individuals with ADHD. This may be useful if you wish to gain more of an insight into ADHD, how it displays, how it affects individuals with the condition and how you can help to support your students, if you feel they have or may be displaying traits of ADHD.

<https://www.england.nhs.uk/north-west/wp-content/uploads/sites/48/2019/03/Training-for-specialist-ADHD-teams.pdf>

Another useful document was created by the ADHD foundation and contains information on how to support a child with ADHD, have them understand the condition thus better understanding themselves.

https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD_FOUND_Takeda_ParentBooklet_May22_2.pdf

Books for teachers

When children are referred for an ADHD assessment through CAMHS, they then provide the parents with material on the New Forest programmes courses. The 6 step programme that this is based on is from a book called “Step by Step help for ADHD Children. This book can be purchased online and may help school to implement strategies and methods to manage, help and support those children with ADHD.) <https://amzn.eu/d/dAMdMRk>

Another book that may be helpful for teachers and professionals working with ADHD children is “teachers how not to kill the spirit in your ADHD kid”. This is written by Sarah Templeton, an author that also wrote a similar book aimed at parents. Helping to give them a better understanding of the lesser known ADHD traits, how not to react and how to react when those traits are displayed. Sarah has ADHD herself and has worked in numerous roles, including in prisons, helping individuals to manage their ADHD and to avoid reoffending. <https://amzn.eu/d/f2F845K>

Top tips for teachers

Some of the lesser known traits in an ADHD child:

- Constant need for re-assurance
- Needing to achieve the best in all they do
- Sensory issues – this may be that you notice they wear their socks inside out, won't wear a coat with their jumper,
- isn't very affectionate with friends
- Can appear to be very "bossy" or the "class clown"
- Gets very excited when they talk and has a loud voice
- Talks over others when they are talking
- Struggles to wait their turn
- Loses their temper very easily
- Can complete work and has the ability to, but needs to see an example first (this will be continual through that subject)
- With perfectionism do they always strive to be the best, the highest score, the quickest?
- Masking- see if they tend to mimic other children
- Do they role play – tend not to?
- Do they talk in a loud, fast pace way and tend to get very passionate about things? (the class clown or the loud girl)
- Do they get very defensive/lie a lot? Oppositional defiance disorder
- Do they get really hyper focused on one subject/idea/event and continually talk about.
- Do they struggle to follow any instructions past the first one or two? can seem very bright just either get distracted/daydream or struggle to recall something previously learned. Can they have a separate book with an example in for recall?
- Do they have sensory issues with clothes? Do they not wear underwear, constantly fidget with clothes?
- Get frustrated and lash out very easily? struggle to say sorry?
- Are they quite hands on with friends?
- Do they make random noises, squeaking or making noises at themselves?
- Do they have other conditions like dyslexia, dyscalculia or dyspraxias (dozy, falling, bumping into things, hurting themselves?)
- Do they swing their legs, sit with their legs up?
- You may also spot traits in parents. Parents may be late, disorganised, not doing homework, reading, spellings.
- Do they have any other co-occurring conditions such as dyslexia, dyspraxia (balance, grip, clumsiness issues), dyscalculia or Autism?

Management techniques

Don't put near friends, don't put at the back of the room where they can be distracted.

Give them the opportunity to go and have a walk around.

Give feedback – as with need positive praise and reassurance

Be conscious if they are trying to please and impress as may be going down the route of perfectionism

Certain words and phrases can trigger oppositional defiance disorder in ADHD children. This means the tone of a voice or certain words at the start of a sentence will instantly irritate a child

Whilst they are working, could they put on headphones to reduce the noise and the chance of distraction?

Whilst sitting exams can they go into a quiet room/where headphones to reduce the chance of any sensory triggers?

Do not restrict any form of physical activity as a punishment.

<https://www.rolemodels.me/news/how-to-support-my-child-managing-perfectionism>