

Organisation

- Plan with parents how you will ensure they get letters home and are aware of homework tasks so that you can work effectively together.
- Allow time for the student to organise materials and assignments for home. Post steps for getting ready to go home.

Teaching techniques for students with ADHD

Starting a lesson

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. (You can use subsequent cues to show how much time remains in a lesson.)
- Establish eye contact with any student who has ADHD.
- List the activities of the lesson on the board and what materials they need.
- what materials they'll need.

Conducting the lesson

- Keep instructions simple and structured. Use props, charts, and other visual aids.
- Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.
- Allow a student with ADHD frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet.

Ending the lesson

- If you give an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board.
- Be specific about what to take home.

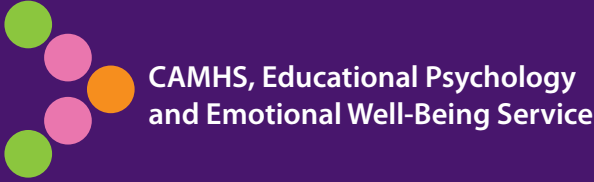
Homework issues

- Use a home-school diary or tell the parents what the homework is.
- Encourage the child to bring in something, even if they didn't finish all of it.
- Check if homework has been handed in. Completing homework is one problem for children with ADHD, but so is paying attention when you ask for homework before it disappears into desks, schoolbags etc.
- Remind pupils to 'check your work' so it becomes second nature. Children with ADHD tend to complete work and hand it in without checking it through.
- One of the simplest things that can help children with ADHD is providing them with a second set of textbooks that they can keep at home.
- Consider suggesting that the child exchange contact details with a peer or 'study partner'. This will help them clarify points they have missed and will allow the peer to benefit from their energy and enthusiasm.



Peer difficulties

- Find out what helps the student self-calm (doing star jumps, colouring in, reciting the alphabet backwards etc) and encourage them to use this.
- Make sure playtime is busy and fun. Vigorous exercise helps focus attention so should be encouraged at break times, and at other times if necessary.
- Keep a playtime diary: how did it go, were there any problems, what did you do, how did others react, what could you have done differently?
- Get them a play-buddy who's sensible and will be kind.
- Try circle time activities, such as choosing each child in turn and getting the rest of the class to say something nice about them.

(Adapted from www.helpguide.org and www.netdoctor.co.uk)



ADHD – Teacher Advice



CAMHS, Educational Psychology
and Emotional Well-Being Service

Barnet, Enfield and Haringey
Mental Health NHS Trust



CAMHS

www.enfield.gov.uk



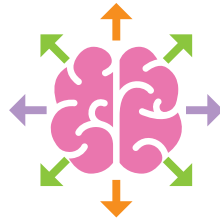
● ADHD and classroom challenges

Young people with attention deficit hyperactivity disorder (ADHD or ADD) have a hard time sitting still and focusing, not because they aren't willing, but because their brains won't let them. Students with ADHD might feel:

- Scared about not being able to finish their work
- Embarrassed that their work does not look as good as that of their peers
- Worried that they cannot get their ideas down in writing
- Frustrated that they cannot control their mood or behaviour
- Afraid teachers and peers will get annoyed with them
- Anxious about losing track, day dreaming or needing to move around.

● What teachers can do to help children with ADHD

Make the student your partner by saying, "Let's figure out ways together to help you get your work done." Tell them that you'll be looking for good behaviour and quality work. Reinforce with immediate praise. Look for ways to motivate a student with ADHD by offering rewards on a point or token system.



● Dealing with disruptive classroom behaviour

Private signal: Work out signals with the student to promote good behaviour or remind them to stay on task. This can be a hand signal, an unobtrusive shoulder squeeze, or a sticky note on the student's desk. If you have to discuss the student's behaviour, do so in private. Try to ignore mildly inappropriate behaviour if it's unintentional and isn't disrupting the lesson.

- Make simple, clear rules and have them on display. This includes rules about asking questions, interrupting and classroom conduct.
- Actively reward the behaviour you want from the class. Praise specific behaviour instead of using generalisms such as 'well done' or 'good boy'.
- Avoid giving the whole class a punishment based on the ADHD child's behaviour.
- If the child is having problems sticking to a task, try letting them move around for a couple of minutes by giving them a 'job' such as wiping the board, fetching materials or carrying something for you.
- If the child is refusing to accept a punishment, tell them they have a couple of minutes to think about their refusal. Explain that they can use the time to decide to accept your consequence or face a sanction.

● Whole Class strategies

- If they're taking turns in a group, use a timer to set limits.
- Remind the whole class before they speak that they should give one sentence only.
- Teach your pupils to stop and think before talking. This will help a child with ADHD to learn to slow down before talking. You can do this by waiting 10 seconds before you accept answers from the class.
- Remind the whole class about the rules for interrupting. If they persist, talk to them on their own – not in front of the class.
- You could also use a reward system that is visible to the child, eg colour-coded cards. If the child gets to the end of the session without a red card, they get a star. If they get to the red card, they know the consequences.

● Classroom accommodations for students with ADHD

Seating

- Seat the student with ADHD away from windows and away from the door, bright lights and colourful displays.
- Put the student with ADHD right in front of your desk unless that would be a distraction for the student.
- Seats in rows, with focus on the teacher, usually works better than having students seated around tables or facing one another in other arrangements.

- Create a quiet area free of distractions for test-taking and quiet study.

Information delivery

- Pre-teach new concepts when possible.
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, colour coding.
- Create outlines for note-taking that organise the information as you deliver it.

When making handouts for children with ADHD:

- use large type
- keep the page simple
- don't put in extra pictures that don't relate to the task
- underline key directions and vocabulary
- only put one or two activities on each page
- use borders to emphasise blocks of text.

Student work

- Create worksheets and tests with fewer items, give frequent short quizzes rather than long tests, and reduce the number of timed tests.
- Test students with ADHD in the way they do best, such as orally or filling in blanks.
- Divide long-term projects into segments and assign a completion goal for each segment.
- Accept late work and give partial credit for partial work.

