

Strategies to Support ADHD

@miss_aird



Distractibility

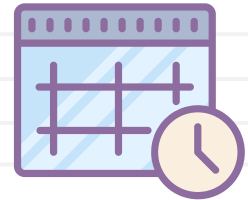
Strategies to support distractibility

- Seating position perhaps not facing doors / windows
- Pause and create time for children to focus their attention before asking questions
- Use the child's name in a question or in the material being covered
- Stand close to an inattentive child.
- Decrease the length of tasks or lessons as appropriate
- Alternate physical and cognitive activities
- Alter presentation of information throughout a lesson and incorporate a range activities.
- Incorporate interests into a lesson plan and use AiFL strategies to encourage motivation
- Use a timer or clock as appropriate.
- Give simple concrete instructions with individualised repetition if necessary
- Teach self monitoring strategies

Strategies to support impulsivity

- Quickly and clearly communicate consequences for misbehaviour
- Recognise good behaviour out loud be specific
- Visual timetable cross off or remove each item as it is completed to give the child more control

Impulsivity



Strategies to support interrupting

- Develop a 'secret code / language'
- Agree a gesture or word to convey that they are interrupting
- Praise the child for interruption free conversations
- AiFL strategies, whiteboards, lollipop sticks

Interrupting



Strategies to support fidgeting / hyperactivity

- Ask the child to run an errand / do a task that involves movement such as putting something away, sharpening a pencil etc.
- Encourage sports / exercise before or after school.

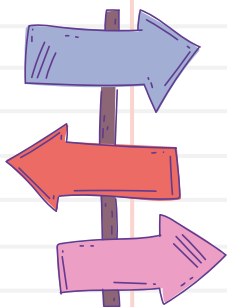
Hyperactivity



Following Directions

Strategies to support following directions

- Break down instructions, communicate them briefly
- Reinforce steps
- Redirect when necessary
- Write the steps down



Social Skills

- Praise for specific identified effort
- Offer guidance to express their feelings
- Praise for specific identified effort
- Offer guidance and opportunities to express their feelings
- Prompts to recognise own talents
- Encourage peer support to help enhance the pupils self esteem.
- Encourage and support pupils to work solutions out for themselves, be more independent

Time Keeping Skills

Time Keeping Skills

- Comment positively when a pupil is on task.
- Redirect if pupils are off task.
- Use a sand timer or clock to set time limits for tasks.
- Give regular brain breaks.

