



Below is an overview of strategies you could adapt to support students who have Attention Deficit Hyperactivity Disorder (ADHD)

# Attention Deficit Hyperactivity Disorder (ADHD)

Under the umbrella of SEMH. A condition in which people find it difficult to focus their attention or control their behaviour.

## Main areas of difficulty:

- Hyperactivity - the pupil is often restless, can't sit still, talks a lot, fidgets, runs or climbs excessively.
- Inattentiveness – the pupil lacks self-control, acts without thinking, interrupts or blurts out inappropriate comments, talks back, loses temper, can appear aggressive.
- Impulsiveness – the pupil is disorganised, has difficulty keeping on task, appears easily bored, is forgetful, loses things, makes careless mistakes, doesn't seem to listen.

## How might it manifest itself in lessons?

- Struggling to focus on conversations
- Struggling to stay on task
- Remembering to bring the right equipment and resources
- Difficulty organising their work
- Unable to appropriately prioritise tasks
- Difficulty adjusting to frequent changes of activity
- Not always realising or considering the consequences of their actions or seeing things from another's perspective
- Unable to co-ordinate their actions and/or sit still
- Unable to wait or turn-take
- Problems sequencing words when expressing themselves, both verbally and in writing
- Poor working memory
- Slower to process or recall information
- Struggle in afternoon lessons due to poor sleep patterns at night.

## Classroom strategies:

- Sit near to positive peer role models, but away from distractions like windows, heaters etc.
- Have a clear and consistent routine for every lesson eg they always have to come in and answer a question on the board.
- Keep instructions clear and simple.
- Use the pupils name and make sure you have their attention before you give them instructions.
- Ask the pupil to repeat instructions back to you or show you what they should be doing.
- Give clear expectations of the minimum amount of work you expect to be completed by a given time.
- Provide regular time updates or give the pupil a clock/timer to monitor their own tasks.
- If a pupil starts to lose focus during a class discussions, direct a question at them.
- If a pupil is struggling to maintain focus in group work, give each member of the group a role to fulfil, or a structure to follow.
- During longer tasks, build in a 'movement break' if it's appropriate.