

## ADHD Classroom Toolkit

### Strategies to help pupils with ADHD

#### SEATING

1. Away from distractions	Offer seating options such as single desks instead of two-person desks or tables; U-shapes, E- shapes, and rows (straight or staggered) often help. Consider sit-stand desks or panels to aid concentration.
2. Near teacher or supportive peers	Teacher can help focus attention to tasks, clarify directions. Seeing others at work can cue a pupil to return to task.

#### ORGANISATION

1. Homework/work notebook	Many children with ADHD have trouble remembering and tracking homework due dates.
2. Backup way to get homework	Children who struggle with organisation need strategies that help them complete their work, in spite of their struggles.
3. Teach & practise organization skills	Children with ADHD need to be taught missing skills or compensatory strategies on a level that matches their younger developmental age.
4. Notify parents of important due dates for homework/projects	Everyone who touches a child's life has a role to play. Regular communication is essential.

#### CLASSROOM MANAGEMENT

1. Teach and reinforce good listening.	Be specific about what to do (eye contact, not interrupting). Reward good behaviour. Positive reinforcement works best.
2. Use procedures and routines	Practise, monitor, review, and reteach routines. Keep reviewing until it becomes a habit.
3. Allow some fidget objects	Fidgeting objects may help some children with ADHD focus rather than being a distraction.
4. Give at least 3x more positive feedback than negative	Positive feedback is more powerful in changing behaviour. It should also be specific so they know what behaviour to repeat.

#### INFORMATION DELIVERY

1. Add written or pictorial directions to oral directions.	Children may miss parts of oral directions. Written or pictorial instructions help fill in the gaps. Consider miming practical demonstrations before talking through.
2. Use graphic organisers. Give outlines for note taking.	Children understand and remember information better when ideas, words, and concepts are associated with pictures, diagrams, charts, and maps.
3. Give multisensory instruction.	Use song and movement to practise spelling words. Use colour to call attention to letters with the word and to aid memory.
4. Give instructions one at a time.	Children with ADHD may struggle with working memory and may only be able to remember one step at a time. Repeating directions helps keep them in memory longer.
5. Break large projects into small tasks with deadlines for completing each task.	Children with ADHD have difficulty breaking down large projects into smaller tasks, leading to projects that are not completed or rushed work.

#### INDEPENDENT WORK

1. Visual prompts, cues, frequent redirection to task	Use a prearranged private signal. Ask child for input on what will work best.
2. Use task cards to reinforce directions	Task cards serve as reminders. Explain to class that everyone learns differently or give everyone task cards to avoid stigmatising the child with ADHD.
3. Shorten independent work (every other maths problem, shorter spelling list, 1 <sup>st</sup> paragraph of a story)	This is to compensate for the length of time it takes to complete or to break a longer task down in to manageable 'chunks'.
4. Reduce handwriting (write answers only, word processor, or dictate to LSA)	Motor skills may not be fully developed in some children with ADHD.