

CoMLP SEMH Outreach Online Training

ADHD:
PRACTICAL CLASSROOM
APPROACHES.



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WHAT BEHAVIOURS MIGHT A CHILD WITH EACH FORM OF ADHD BE PRESENTING?

INATTENTIVE:

Struggle with concentration and attention span but NOT impulsive / over active

- 1) Difficulty following instructions / completing tasks
- 2) Short attention span - can't stick to an activity
- 3) Organisational difficulties
- 4) Easily distracted / forgetful
- 5) Finds it hard to listen

HYPER / IMPULSIVE

- 1) Fidgets and restless and can't sit still
- 2) Noisy and can't stop talking
- 3) Runs about even if it seems inappropriate

COMBINED

- 1) Interrupts
- 2) Blurts out answers
- 3) Cannot wait for others to stop talking so will talk over others and not wait for questions to finish
- 4) Struggles to take turns

YP with ADHD may feel:



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- Young people with ADHD can feel like the world is a constant stream of images and messages and it is difficult to focus on one thing at a time as something new is always happening.

- Confused;
- Like they are always doing something wrong;
- Always in trouble and get blamed;
- Unpopular;
- Like nobody understands/likes them;
- Unhappy, miserable, treated unfairly;
- Stupid (a failure);
- Bored;
- Different;
- Lonely;
- A victim

What can you do in the classroom?

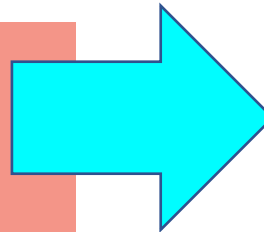


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- Reframe ADHD as a positive. We need to encourage and teach children that no matter what needs they have, they can learn and be included in the classroom.

NEGATIVE - Ignore

- Easily distracted
- Restless
- Can't stay focused and goes off at a tangent
- Easily forgets
- Interrupts
- Messy work
- Stubborn



POSITIVE - Praise and reward

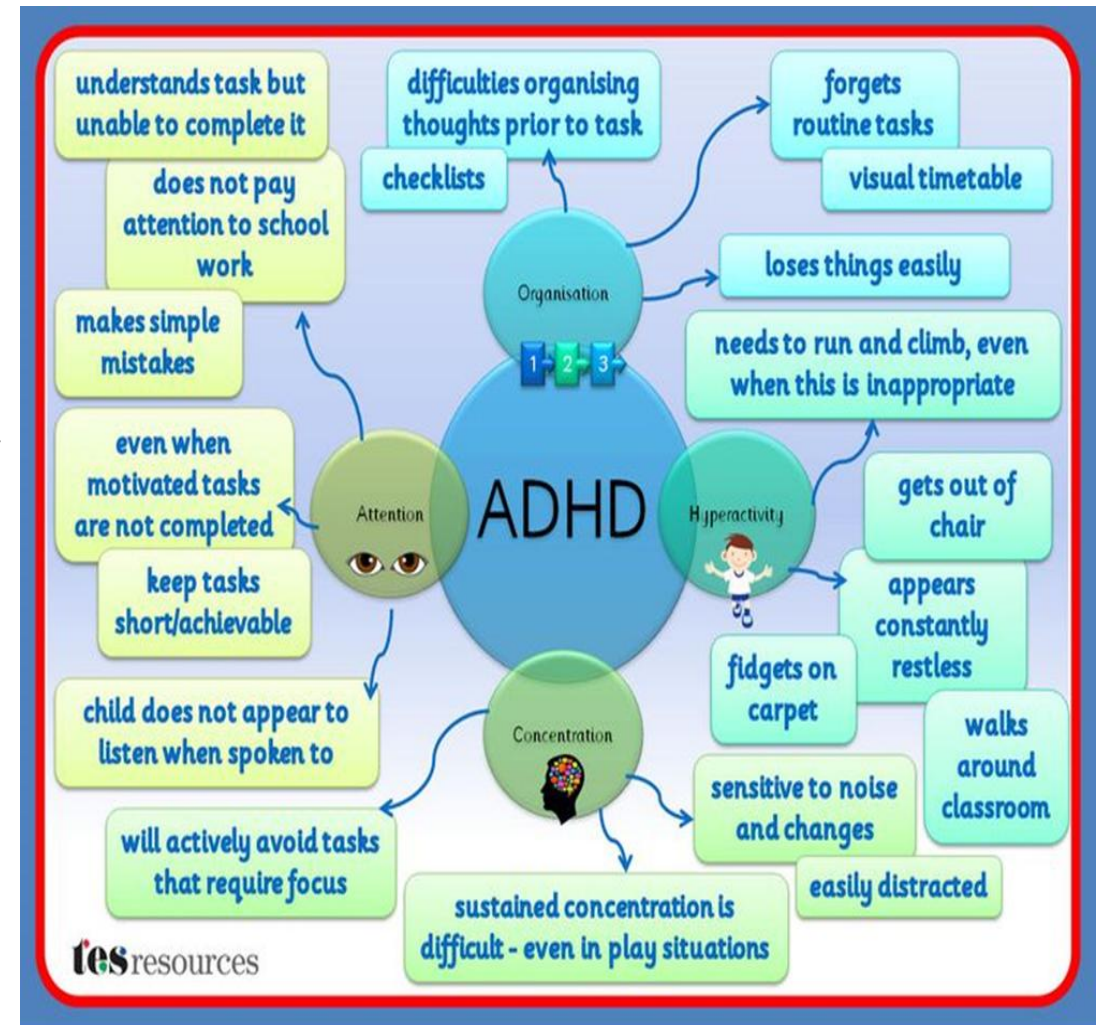
- High levels of awareness and great at observing
- Energetic and lively
- Individual, unique and independent
- Gets absorbed in their learning
- Enthusiastic
- Tries hard
- Determined to work for goals

General Strategies:



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- An easy to access and recall behaviour system.
- Opportunities to earn rewards.
- Restorative practices
- ABC reporting and post incident learning opportunities.
- Listening and computer areas are available to enhance concentration.
- Key information is in child friendly language.
- Multi sensory learning approaches
- Staff prompt and cue children with non verbal signs.
- No over reliance on teacher talk.



ADHD

Organisation

1 → 2 → 3

Attention



Concentration



Hyperactivity



understands task but
unable to complete it

does not pay
attention to school
work

makes simple
mistakes

even when
motivated tasks
are not completed

keep tasks
short/achievable

child does not appear to
listen when spoken to

will actively avoid tasks
that require focus

difficulties organising
thoughts prior to task

checklists

forgets
routine tasks

visual timetable

loses things easily

needs to run and climb, even
when this is inappropriate

gets out of
chair

appears
constantly
restless

fidgets on
carpet

walks
around
classroom

sensitive to noise
and changes

easily distracted

sustained concentration is
difficult - even in play situations

Strategies to support YP with ADHD in LEARNING...



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- **STRUCTURE**: Routines make ADHD children feel safe as they know what to expect. Changes need to be structured and supported or they will cause confusion.
- **MODEL BEHAVIOUR**: How you deal with ADHD behaviours models it to the rest of the class - you need lots of patience and tolerance but this can help them feel less isolated.
- **EFFECTIVE DIFFERENTIATION**: They may have learning difficulties or just need help to access a task to help them organize / access a task. Do they struggle to record things effectively on paper - what can you put in place? Use IT so they can do it verbally, use thinking frames/sequencing charts to support them being able to record ideas. Lots of opportunities for talk - sharing ideas with a partner

Strategies to support YP with ADHD in LEARNING...



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- **MEMORY WEAKNESSES:** Connect up learning so they revisit learning. Use Mnemonics to remember facts; Repetition and pre-learning; Lots of visuals; Colour coding; Flash cards; Build up routines.
- **CONCRETE / RESOURCE BASED LEARNING:** Make the learning fun and practical to avoid boredom and teach independent learning
- **REINFORCE / CHECK UNDERSTANDING:** Ask children to repeat instructions back to you to check they know what they have to do. Revisit learning to overlearn. Teach them to ask for help / use a cue card to signal they don't understand. Memory aids / post it notes to learn routines
- **VOICE:** Change the pace and tone of voice to keep them interested

Strategies to support YP with ADHD with BEHAVIOUR...

ADHD is an explanation of behaviours but never an excuse. It is always best to be solution-focused and Positive.

When communicating with young people with ADHD, always:

- 1) Address the student by name
- 2) Keep instructions short
- 3) Eye contact - if appropriate for that child
- 4) Speak clearly and maintain a calm, even tone
- 5) Don't ask 'WHY' to avoid conflict - try What should you be doing?
- 6) Use phrases such as Now...next / when...then
- 7) Give clear instructions and keep them to a minimum.

Positive Rewards



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Take every opportunity to tell children with ADHD that they are doing well. Be specific with praise and catch them making the right choices - it will help to improve their focus and concentration.

Types of reward schemes:

- Stickers / points
- Certificate
- SLT praise
- Choice of activity
- Free time
- Trips and outdoor time



Pupil voice is important in setting up rewards - children with ADHD are often creative, active etc.
Build on what they are good at

Strategies to support YP with ADHD with SOCIAL SKILLS.

Relationships are key to understand the needs of others and recognising the difficulties they face. There needs to be a co-operative approach to support the needs of a child with ADHD for the most successful outcomes and for the positive well-being of the child.

Developing Friendships:

YP with ADHD can be easily distracted and can be worked with on how to respond to bullies / teasing.

Structure break times.

Consider a buddy system

Get them involved in devising games: a position of responsibility

Praise them for the right choices

Working with Families:

No shame or blame

Assure families you are aware of ADHD and have strategies to use

Try to use a consistent approach

Keep regular communication with parents

Give advice on strategies they can use at home

Key points



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ADHD can present in different ways in different people
- inattention, hyperactivity or a combination



Reframe ADHD behaviours from negative to positive



Relationships are key to understanding what children with ADHD need and are trying to communicate.



Put structures and strategies in place through the day to support children with ADHD needs.



Reflect regularly, alter strategies and try others. Support each other and don't give up!



Changes won't happen over night - know you are making a difference!

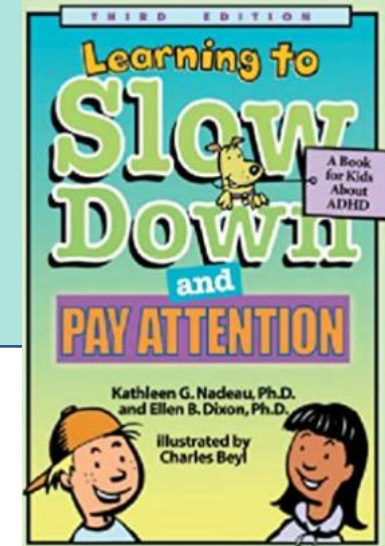
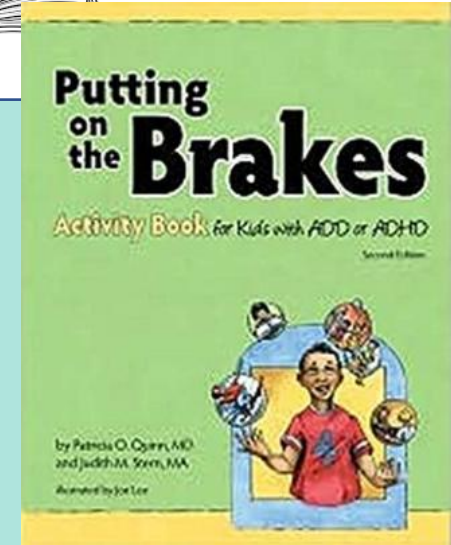
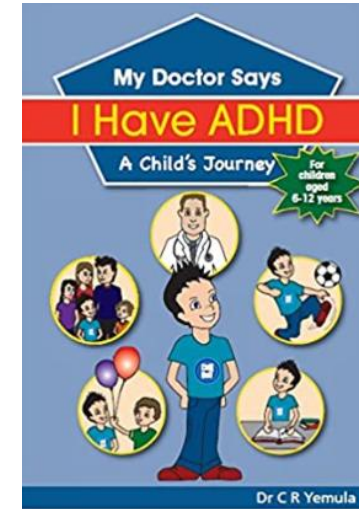
Resources



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