

ADHD: WAYS TO HELP

Early Years:

- Let the child sit on a wobble cushion
- Give visual clues
- Use a visual timetable routinely with Velcro to detach the activities which have occurred
- Encourage task completion
- Talk in monotone and monosyllables to aid memory
- Teach prepositions explicitly, through movement and dance
- Use activities such as: Simon Says, to encourage appropriate movement
- Provide the child with a place to sit quietly with headphones on to avoid distractions

Primary:

- Give blue-tac or plasticine to fiddle with while you are talking
- Keep items which you don't want to be fiddled with out of reach
- Provide activities around the classroom which are meaningful
- Provide marker pens and allow children to underline or draw on handouts while you are talking
- Encourage a stop, wait and count to 10
- Allow a maximum number of questions to encourage them to think before they ask
- Keep a visual record of the number of interruptions and limit them – provide a reinforcer (treat) for when they are under the target, gradually reduce the target number
- Reinforce positive behaviour through rewards – find out what motivates the child and provide a short break (2-5mins) undertaking this activity
- Start with a number of points, and take away points for poor behaviour, add points for positive behaviour – display on a ladder to show the increase
- Use visual reminders and prompts – E.g. stop! (one hand up),
- Speak in monotone and repeat instructions where necessary
- Provide structure and routine
- Seat near you and at the front to avoid distractions
- Provide movement breaks – use a visual reminder for when these will be
- Change is not usually easy to handle; such as changes in timetable, physical relocation, disruption. Give ample warning if there are any changes foreseen
- If possible, produce a 'stimuli-reduced' area and let all children have access to it

Secondary:

- Seat near the teacher's desk
- Place at front with back to rest of class to keep other children out of view
- Surround with good role models; encourage peer tutoring and co-operative learning
- Keep to routine as much as possible
- Be firm but fair – stick to the plot, only caution with sanction which you would carry out



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Access-Achieve-Empower

- Provide frames and planners for organisation of written work
- Encourage the use of a diary APP to aid organisation
- Get things ready for school the night before
- Walk through routines so that they become automatic
- Substantiate your request – why are you asking them to do this?
- Mix high and low interest tasks
- Avoid confrontation
- Provide social communication intervention which teaches how to respond in social situations

Giving instructions:

- Maintain eye contact during verbal instructions
- Make directions clear and concise. Be consistent with daily instructions
- Simplify complex instructions. Avoid multiple commands
- Make sure pupil comprehends before beginning the task
- Repeat in a calm, positive manner
- Give one task at a time and monitor frequently
- Modify assignments as necessary
- Make sure you are testing knowledge not attention span
- The pupil may become easily frustrated – provide assistance or allow time out where necessary
- Stress, pressure and fatigue may cause loss of control and poor behaviour

Beyond Secondary:

Focus is upon developing independence in study, work and daily living

- Don't debate or argue, state the situation calmly and provide the consequence of the behaviour continuing
- Continue to keep instructions to a minimum and repeat in a patient way
- Continue to keep to a routine and structure
- Enable organisation of essays through essay frames and planners
- Continue to set clear boundaries
- Use headphones to revise to block out distractions
- Set targets and goals and give rewards when these are reached
- Plan ahead – use a diary routinely
- Provide plenty of movement breaks when revising or working on an extended task
- Play background music, without words, to block out unwanted distractions

Access arrangements in exams:

The most common access arrangement for ADHD is a supervised rest break. This is usually to reflect the fact that the student struggles to concentrate well for the entire duration of the exam. Other access arrangements to consider are:

- Separate invigilation to reduce distractions
- The use of a prompt to maintain focus and concentration
- Very rarely there might be a need for 25% extra time when a student struggles to read for meaning at an appropriate pace, or they write slowly. However, as a general rule, students with ADHD tend to work more quickly and finish exams early

For more detailed intervention approaches contact SENDISS