

Attention Deficit Hyperactivity Disorder (ADHD) Strategies

Organisation

- Provide a predictable routine – class timetable and pupil checklists.
- Have an uncluttered environment.
- Give visual warnings for transitions – 5-minute sand timer or a countdown clock.
- Give structured guidelines or in-task schedules for work– work on plan for 10minutes, then write for 15 minutes, then check over for 5 minutes.
- Have strategic desk placements – away from windows, doors and other pupils who distract.
- Have a work-station set up for independent work times that is away from distractions and has organisation supports, such as checklists, success criteria and anchor charts.
- Set up buddy pairs – pair with a pupil who has opposing strengths.
- Build movement breaks into the routine – take a message to another class, move seats mid-task to talk to a new peer, hand out equipment or use a move and sit cushion.
- Set short, achievable targets and activities.
- Use colour coding or visuals to support organisation.

Behaviour Management

- Have simple classroom rules on display with visuals to support understanding if needed.
- Give specific praise – “Well done for finishing all 5 sentences!” rather than just “Well done!”
- Praise effort as well as work produced.
- Give frequent feedback.

Inattention

- Simple classroom rules on display with visuals to support understanding.
- Be aware of each individuals 'sensory diet' and cater for this accordingly.
- A dedicated space to self regulate.

Impulsivity

- Minimise waiting times – give an activity to do while the pupil is waiting for something.
- Ensure that praise and feedback is personalised for each pupil - not all pupils respond in the same way.
- Work together with the pupil to discuss school or classroom rules and whether they think these would work for them. If not, how could they be negotiated so that they are sensitive to the pupil as well as the school and/or classroom.

Hyperactivity

- Be aware of each pupils' sensory diet and cater for this accordingly. For example, the use of a weighted blanket or a sit and move cushion may work for one child but not for another.
- Use fiddle toys during listening activities (if these are required as part of each individual pupils sensory diet).
- Give breaks between activities.
- Do stretching/exercise routines at the beginning of morning, break and lunch sessions.
- Vary types of tasks – physical movement tasks, relaxing tasks, noisy tasks, quiet tasks.
- Chunk tasks into shorter pieces – pupils can tick off a checklist or similar to indicate when each section is complete.

Disclaimer: We hope you find the information on our website and resources useful. These resources are those which we have generally found to be of benefit to learners with SEND. However, every child's needs are different and so these resources may not be suitable for your child. It is for you to consider whether it is appropriate to use these resources with your child.