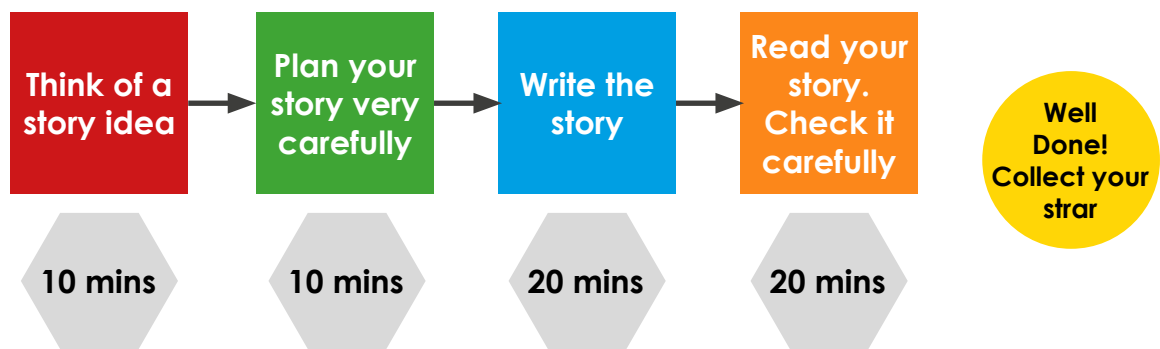


Supporting pupils with ADHD

- Offer a visual task timeline to support effective task organisation, maintenance and completion skills. This will help the pupil to know what to do and in what order so that they can achieve the end goal. It may be helpful to offer a timer so that they know how long they have to complete each stage of the task. Mini-motivators (small rewards) could be added for completion of each step.



- Agree and offer a discrete 'check your behaviour' signal. These are for times when you want to encourage the pupil to check and modify their own behaviour. This will stop you from repeatedly calling out their first name.
- Offer short, varied and practical tasks. Where possible make them as personally motivating and relevant as possible.
- Make sure that you have their full attention before issuing instructions and check carefully for understanding. It might be helpful to record instructions on a voice recording device so that they can play them back as often as needed.
- Offer frequent movement, refresh and refocus breaks to 'punctuate' learning or times when a great deal of focus is needed.
- Trial a number of sensory experiences that can be used to aid focus such as tangles, fiddles and koosh balls. You will need to experiment to find what works best.
- Build natural movement breaks into lessons. Allow this pupil to be the pupil that gives our resources or takes a message to another room.
- Provide lots of instant praise making it clear exactly what you are praising for.
- Provide a low arousal work space – avoid distracting stimuli. Try not to place the child near heaters, doors or windows or other potential distractions, such as gas taps in science room. High levels of traffic or background noise can also present as distractors.
- Sometimes it is helpful to sit the pupil on the periphery of the group out of your immediate eye line. This will allow everyone to relax as you do not constantly have to pick up on their behaviour.