

Supporting ADHD in school.....

- whole class relaxation: breathing/peer massage/PMR
- use of stress/tactile toys
- chair push ups
- movement breaks or jobs involving movement
- have calm space
- use time out
- allow doodle/note taking

- display rules clearly
- step by step tasks
- calming strategies
- visual cues (raise hand etc.)
- rewards
- clear timescales
- clear language, no ambiguity

- consider access arrangements: quiet space/movement breaks/other
- check visuals: too much or too little?
- check sensory systems: tactile, vestibular, proprioception (seeking or avoidant?)

- be kind
- be respectful
- be patient
- be fair

ADHD is an invisible difficulty which can result in professionals seeing behaviours first.

Reducing stress and minimising the over or under stimulation of school stresses can make a great difference.

What can you do?

For more information contact:
info@adhd.foundation.org.uk

- monitor progress
- regular feedback
- whole class direction to help 'one'
- count down to transitions
- stop, think, do
- when and then
- use a timer