

At primary school: Help create a structured environment so that these children have less problems with starting and completing tasks, making transitions, working with others, following directions, organising multi-faceted projects and maintaining attention: They need predictability, structure, short work periods, more individual instruction, positive reinforcement and an interesting curriculum, try:

- having rules clearly displayed on the wall
- establishing a daily classroom routine – have regular times for stories, desk work, etc
- displaying the day's lessons on the wall or board
- providing structure through lists, timetables, timescales and regular reminders
- appreciate and accept that the child cannot help her/himself: her/his behaviour is not prompted by naughtiness
- have positive expectations
- monitor progress regularly throughout the lesson
- be consistent, firm, fair and patient and give constant feedback and rewards
- display 'classroom rules' which are unambiguous and written in a positive way
- use deliberate eye contact when speaking to her/him (almost 'staring')
- allow 'time out' if required to move/de-stress/breathing/relaxation
- adopt stop, think, do approaches
- adopt when and then approaches
- facilitate a quiet space in school that is accessible (chill out zone/tent)
- support smooth transitions between lessons (minutes earlier to/from lessons with a reliable buddy)
- use learning mentor/buddies
- allow de-stress, tactile or fiddle toys: tangle toys, stress shape etc
- allow to doodle/make notes/mind maps when listening
- consider access arrangements for tests/assessments/exams
- minimise stress
- make learning FUN – all children hate being bored
- sit near you; near the blackboard; at the front of the room; away from windows; away from bright, colourful displays
- count-down to transitions (in 10, in 5 etc)
- when taking turns in a group, use a timer to set limits
- remind the whole class before they speak to give one sentence only.
- remind the whole class to put their hand up if they want to talk, not one child
- encourage pupils to stop and think before talking - this will help a child with ADHD to learn to slow down before talking - you can do this by waiting 10 seconds before you accept answers from the class
- remind the whole class about the rules for interrupting - If one persists, talk to them on their own – not in front of the class
- use visible reward/motivations systems not punitive
- do not mention their diagnosis/medication publicly – would you like it?
- try desktop screens to minimise distractions
- use large type on hand outs
- have one '*calm wall*' – consider sensory/distractibility overload
- Check out sensory stimuli – too much or too little?
- be kind