

At primary school:

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

- 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
- Be kind