

# **Wave 1 Quality First Teaching: strategies used in the classroom to support students with ADHD**

## **ADHD**

ADHD is a genuine medical condition that requires specific support, often medication, depending on severity of the symptoms. Some behaviours of a student with ADHD can be challenging; the key issue is that the student is not doing it on purpose. At Redborne, we make 'reasonable adjustments' for a student with ADHD to support them to manage their behaviours so they can learn and thrive in a classroom environment.

ADHD can explain behaviours, but it is essential we support students to gain tools to manage negative behaviours. We support students who have impaired executive functioning skills to understand they have a responsibility to learn, over time, to manage them.

What we ask staff to do to support a student with ADHD

### **1. Read the information on the student's dashboard and apply it in the classroom, the tutor base, around school and on school trips**

Don't underestimate the power of noting what the student says about themselves on the dashboard.

### **2. Make learning accessible**

- Seat appropriately - consider if the student should sit on their own; near the front or possibly with a calm peer.
- Have checklists of the routines you expect taped to the front of their book. Keep their book in school if they are likely to lose it and post it home when it is completed.

- Sort their organisation and aim to avoid sanctions for losing or forgetting things.
- To avoid boredom, try to keep the content and even your voice stimulating and varied.
- Sequence tasks clearly.
- Minimise distractions. (Close the doors, keep walls clutter free, don't write on board and talk at same time, aim for a calm classroom).
- Check a student has heard and understood by asking them to repeat back to you. If someone else is talking nearby, chances are they have not processed what you said.
- Use charts, graphic organisers, visuals, dual coding, mnemonics.
- Reduce the amount of written work by providing handouts to complete or annotate.
- Provide movement breaks (up to 5 minutes is recommended).
- A student may wear ear loops or defenders to reduce outside noise.
- Praise effort.
- Model good social skills - ADHD can mean frequent interruptions and outbursts.

**Bear in mind it can be very frustrating for the person with ADHD to not be allowed to speak, because they worry they will forget what they want to say.**

### **3. Homework**

- Put this on google classroom.
- Consider if the task can be related to the student's interests or involve less writing.
- ...or give them less homework, especially in KS3. Build it up slowly and make it successful.

## 4. Understanding behaviour

ADHD can manifest as uncontrolled outbursts; an inability to sit still; shouting out; finding it hard to concentrate.

Social skills can be difficult for students with ADHD who cannot always wait to take their turn, blurt out inappropriate comments and may be overtly antagonistic and even aggressive.

**Make clear what you do want, rather than what you do not want.**

**Be crystal clear on what is and what is not acceptable.**

**Ensure the student knows it is the behaviour, not the student you do not appreciate.**

Girls may display ADHD traits slightly differently and could show one or more of these:

- May appear withdrawn; over emotional and can take things very personally
- Daydreams; easily distracted
- Disorganised and messy; indecisive
- Can appear unmotivated and forgetful
- May be over sensitive to noise/ fabrics/ emotions
- Hyper-talkative (always has lots to say, but is not good at listening)
- Hyperreactivity (exaggerated emotional responses)
- Often late (poor time management)
- Problems completing tasks
- Takes time to process information and directions; seems like she doesn't hear you

## 5. Have high expectations

Reference guides:

<https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/Teaching-and-Managing-Students-with-ADHD.pdf>