

# ADHD

ATTENTION-DEFICIT HYPERACTIVITY DISORDER



## HOW DOES IT AFFECT YOU?

ADHD IS A LEARNING DIFFERENCE THAT MAKES IT DIFFICULT FOR SOMEONE TO FOCUS. SOME PEOPLE WHO HAVE ADHD ARE HYPERACTIVE WHILE OTHERS CAN SEEM 'DAYDREAMY'. ALL PEOPLE WITH ADHD STRUGGLE WITH SKILLS CALLED EXECUTIVE FUNCTIONS SUCH AS PLANNING, PRIORITISING, ORGANISING, PAYING ATTENTION TO AND REMEMBERING DETAILS, AND CONTROLLING EMOTIONAL REACTIONS.

## WHAT ARE THE SIGNS IN LEARNING?

INDIVIDUALS WITH ADHD MAY HAVE DIFFICULTY WITH SOME OF THE FOLLOWING:

- PAYING ATTENTION
- SELF-CONTROL
- SITTING STILL
- FOLLOWING DIRECTIONS
- MANAGING EMOTIONS
- GETTING AND STAYING ORGANISED
- REMEMBERING INFORMATION LONG ENOUGH TO USE IT
- SHIFTING FOCUS
- LACK OF INTEREST AND INVOLVEMENT IN PREVIOUSLY ENJOYED ACTIVITIES.

**ADHD ISN'T A LACK OF DISCIPLINE OR BAD BEHAVIOR**

## ADHD TEACHING TIPS

- Place them closest to you. This can enable discreet interaction between you and the learner and help keep the learner on task.
- Avoid seating learners with ADHD in large clusters with many learners at each table.
- Staying in a seat for any length of time can also be difficult for ADHD learners. Consider allowing learners to stand for periods, as long as they are not too disruptive to others.
- Use displays to outline the classroom rules, assignment tasks, daily schedules or celebrate individual learner's good work.
- Clear and concise instructions will enhance their ability to comply.
- Ask questions to actively engage the learner.
- Give them responsibility. Being the teacher's assistant will help them to participate in the lesson.
- A daily routine that outlines timing and stretch breaks will assist with staying on task.
- Learners with ADHD require regular reminders of classroom rules to consolidate them as part of every training day.
- Give praise to those learners who are following the rules, especially those with ADHD.
- Learners with ADHD deserve praise for achieving seemingly simple things other learners can do without much effort. For example, staying in their seat or putting up their hand before speaking. Positive attention is powerful - "Catch them being good".
- Give corrective feedback immediately after negative behaviour is noticed.
- Be "matter of fact" in attitude rather than dramatic.
- Use a brief and specific statement outlining a clear consequence.