# How ADHD can influence learning

## CHALLENGES
Will vary from student to student

- Settling down to work.
- Learning routines.
- Grasping and retaining important information.
- Being attentive and organised.
- Impulsively calling out, acting without thinking or talking excessively.

## STRENGTHS
Will vary from student to student

- Persistence and energy.
- Creativity, enterprise and willingness to take risks.
- Problem-solving.
- Leadership.
- Sense of humour.
- Empathy and sensitivity.

### Adjust the classroom

**1**

- Redesign your classroom to make it stimulating but not too distracting.
- Seat students away from high-traffic, distracting areas of the classroom.
- Allow access to something tactile to fiddle with or for focus and concentration.
- Provide opportunities to take breaks and get refreshed.
- Establish routines, schedules, organisational habits with the class, and teach changes.
- Write down homework instructions and give a verbal outline.

- Provide students with a clear structure for each day, lesson and tasks. Break the school day into broad units of time that will appear more manageable.
- Use visual organisers or planners that identify what is happening when and what will be achieved throughout the day or class.
- Ask students to develop a 'things to do' checklist each day.
- Verbally prompt students to settle in – start 10 minutes before class and repeat your message every few minutes as a reminder.
- Have a clock in class, verbalise the passing of time, practise time estimation.

### AVOID:

- penalising students for behaviour they cannot control
- talking about medication while in class
- having students complete work during class breaks.
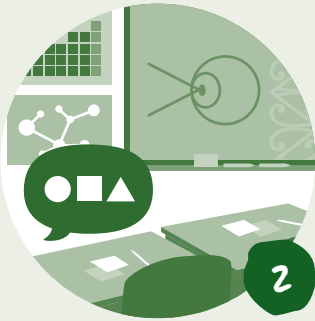
## 2 Present curriculum content in different ways

- ▸ Use visual and graphic resources.
- ▸ Use reference aids, classroom posters and colour-coding to teach and to emphasise key points.
- ▸ Reduce the amount of writing required and include non-writing activities (particularly for students with ADHD and dyslexia).
- ▸ Use repetition and link learning to students' experiences.
- ▸ Teach social and organisational skills.

## 3 Use technology and equipment

- ▸ Have the students use netbooks or laptops to construct and present their ideas.
- ▸ Encourage the students to use digital tools rather than handwriting.
- ▸ Encourage the use of graphic organising software and tools.
- ▸ Use cushions for side-to-side movement on chairs.
- ▸ Use standing desks for standing movement.
- ▸ Adapt chairs for seated movement.

## Stimulate interest and motivation

**4**

- ▸ Support concentration, attention and organisation.
- ▸ Encourage organisation and focus with checklists and verbal prompts.
- ▸ Regularly remind students when to start or complete tasks.

- ▸ Break down complex tasks and instructions into smaller chunks, one instruction at a time.
- ▸ Slow down your rate of speech and give students time to respond.
- ▸ Allocate additional time to complete tasks.
- ▸ Help consolidate learning through repetition and linking to life experience.
- ▸ Scaffold tasks for students who do not do this for themselves for example, beginning, middle and end framework.
- ▸ Provide checklists, colour coding, sequential processes to guide/teach students to manage time, materials, processes.
- ▸ Plan for a range of 'interruption tasks', such as delivering messages.

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