

Support processing and organisation skills

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [ADHD and learning](#)

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- Includes:**
- Support transitions between activities
 - Model planning and thinking with mind maps
 - Support concentration
 - Use graphic organisers to support writing
 - Offer visual timers
 - Useful resources

Inclusive Education

From

Guide: [ADHD and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Support processing and organisation skills](#)

Date

06 October 2021

Link

inclusive.tki.org.nz/guides/adhd-and-learning/support-processing-and-organisation-skills

Support transitions between activities

Support students with ADHD to end one activity and begin another.

- ✓ Provide a warning five to ten minutes in advance that a class or lesson is about to end.
- ✓ Use physical activities, such as standing and taking deep breaths, to mark the change from one lesson to another. Simple stretching or singing exercises are other ways to mark the transition.
- ✓ Display a visual, daily timetable on the whiteboard with the outline for the day and refer to it when letting students know what is coming next.
- ✓ Encourage students to self-manage timing with a vibrating watch or a timer on their cellphone. They can set it to silently vibrate at particular intervals as reminders to transition to the next activity or class.

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Model planning and thinking with mind maps



Source:

Laurie Sullivan

<http://www.flickr.com/photos/32561453@N05/8711384625/in/photolist-egN89D-egTTVS-egN86c-egN8kp-egTTA1-egN8tv-egN8ja-egTTPG-egTTXN-egN88e-egTTUC-egN8eX-egTTYj-egTTHQ-egN8di>

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Support concentration

Attention, on-task, and activation strategies.

- ✓ Provide instruction in short segments (teach → student activity → teach → student activity).
- ✓ Provide students with checklists, with tasks broken into smaller segments. Colour-highlight key parts of a task.
- ✓ Before beginning a task, have students explain their understanding of the task to a buddy.
- ✓ Give positive feedback for immediate starts to work.
- ✓ Check-in frequently with students to ensure they are not having problems.
- ✓ Ensure that all materials and resources are accessible.
- ✓ Partner students with well-focused buddies.
- ✓ Encourage students to self-manage their timing with a vibrating watch or a timer on their cellphone.

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Use graphic organisers to support writing

5th-grade teacher Jon Weinberger shares his strategies for improving the classroom experience for children with ADHD.



Video hosted on Youtube <http://youtu.be/Dd62-eLoJYI>

No captions or transcript

Source:

InsideADHD.org (US)

<http://youtu.be/Dd62-eLoJYI>

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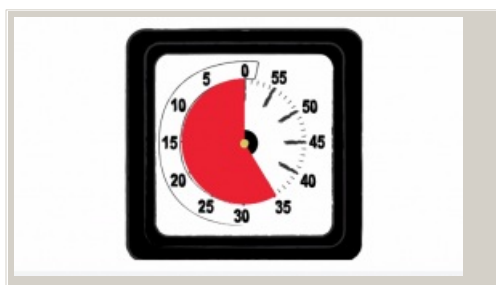
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Offer visual timers

Visual timers, can help students "see" the time they have for a task.

This can reduce stress and increase motivation.



Video hosted on Vimeo <http://vimeo.com/27596627>

No captions or transcript

Source:

[Time Timer \(US\)](#)

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Useful resources



Graphic organizers

Publisher: For The Teachers

[Visit website](#)



Free graphic
organizers

Publisher: Education Oasis

[Visit website](#)

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