

Inclusive Education

From

Guide: [ADHD and learning](#)

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

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

Date

23 June 2026

Link

[inclusive.tki.org.nz/guides/adhd-and-learning/support-processing-and-organisation-skills](https://inclusive.tki.org.nz/guides/adhd-and-learning/support-processing-and-organisation-skills)

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## 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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