

Support thinking

A suggestion for implementing the strategy ¹

Support self-regulation and positive
behaviour ¹ from the Guide: [ADHD and
learning](#)

Includes:

Options for ākonga expression

Schedule regular breaks

Using organisational tools

Suggestions for presenting content

Inclusive Education

From

Guide: [ADHD and learning](#)

Strategy: [Support self-regulation and positive behaviour](#)

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Date

23 June 2026

Link

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Options for ākongā expression

Provide a range of ways for ākongā to express what they know.

- ✓ Give learners a range of ways to communicate their ideas and complete their work. Encourage them to work on computers.
- ✓ Allow ākongā to choose how to communicate about a topic. Give ākongā with ADHD fewer written tasks and opportunities to present their ideas visually or orally.
- ✓ Provide options for exams – use digital rather than hand-written text or access a supervised reader. If your learner also has dyslexia, organise an early assessment for reader/writer support or specialised software for reading/writing.

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Schedule regular breaks



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Using organisational tools



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Suggestions for presenting content

Suggestions for presenting curriculum content in different ways.

- ✓ Provide hands-on learning activities or activities that involve movement, drama and interaction.
- ✓ Teach in 10-minute blocks. Many ākonga with ADHD need support with working memory and recall (by holding facts in their heads briefly and manipulating, sequencing, organising, and recording factual information).
- ✓ Order or sequence information simply and clearly.
- ✓ Make use of digital technologies. These provide learners with interactive resources, and the ability to pace and control their learning.
- ✓ Use a wide range of visual learning materials, such as video clips, posters, diagrams and so on.
- ✓ Establish peer tutoring. This provides many instructional variables that help students with ADHD to succeed, including frequent and immediate feedback.

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