

SUPPORTING ADHD



IN THE CLASSROOM

Breaks should not be earned. A break is not a reward. It is a need and is integral to your students regulation and learning. You would not ask a student to earn a toilet break and this is not different

Incorporate movement

- Wobble chairs
- Resistance bands
- Fidget toys
- Delivering a note
- Wall push ups
- Standing desks
- Getting a drink

It is so important that your ADHD student experiences praise and success in front of their peers. Showcase their work, highlight a strength, use something of theirs as an example, use them in a demonstration

So often, ADHD student's have their names associated with "bad" or "naughty" behaviour. This can have negative impacts on their self-esteem and social connections. Let's change that

Be prepared for impulsive reactions. This is part of an ADHD brain and it requires patience and understanding. Impulse reactions can be more common during unstructured parts of the school day including mat time and outdoor play

Incorporating visuals to communicate rules, schedules and expectations can be a great way to support impulse control. A visual can serve as a reminder. You can direct your student to the visual to decrease the amount of times you are saying their name out loud and associating it with a negative behaviour

Instead of "stop calling out Matthew" you could say "Matthew" and point to a hand up visual

Reinforce effort, intention and attempts more than output or desired behaviour. Your student with ADHD is applying themselves, they are not disrupting others on purpose and they are working really hard to get through the day

Instead of waiting for Matthew to produce a page of writing before praising him you could praise him for getting started, putting an idea down on paper, expressing an idea to a peer or taking a break

"I love how you have started thinking about your idea"

"Nice job getting your idea down"

"That sounds awesome, I wonder what else you'll think of"

"I really like how you listened to your body"

