

ADHD / CLASSROOM MANAGEMENT STRATEGIES

Preparation

- Be aware of the type of ADHD a pupil might present with
- Seek advice about likely co-morbid (co-existing) conditions a pupil might have
- Be aware of any Learning Difficulties (LD's) the pupil might have
- Request and peruse any reports or professional correspondence
- Discuss with the pupil's past teacher/s any strategies that proved effective
- Seek out any support services within the school
- Consider accommodating the pupil's learning difficulties and learning style
- Develop a collaborative approach between school, home and professionals
- Seek support from other professionals, where appropriate, outside school
- Develop support networks for yourself, in school and outside
- Don't expect immediate success
- Develop a year long plan, with intermittent goals

Anticipation

- Be aware of learning areas a pupil likely finds more challenging or threatening
- Be aware of early warning signs that predict a pupil is not coping
- Look for signs a pupil's concentration or attention span is failing
- Consider how dramatically ADHD or LD's might impact on the pupil
- Expect variability of success

Accommodation and Classroom Management

Flexibility

- Adopt a "disability" approach, not a typical pupil approach
- Try to be flexible and open to unusual teaching methods
- Be prepared to trial techniques and adapt to a pupil's unique needs
- Consider reducing homework to allow for remedial work

Attention Capacity

- Decrease a pupil's work load to fit attention span and slow speed of processing
- Don't send all unfinished work home
- Use more frequent but shorter work periods
- Don't exhaust a pupil once attention span lost, rather break and refresh
- Be aware that agreed time off task can increase total on task behaviour

Environment

- Aim to maintain a good, firm, consistent structure
- Avoid frequent use of free contract learning or open learning circles
- Use a visible, very clear, brief set of class rules
- Consider sitting a pupil close to supervision and away from distracting peers
- Allow some restlessness or agreed upon "fidgeting"
- Reduce intense distractions
- Increase interest levels in work

- Use clear prompts and reminders, such as a vivid goal on desk or reminder page
- Consider using computers as a learning tool or reward strategy
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Instructions

- Cater instructions to a pupil's learning style where possible
- Give instructions one or two at a time
- Keep instructions very brief and precise
- Give broad sequential instruction to whole class, then break down for pupil
- Be brief and discreet when bringing attention to inappropriate behaviour
- Encourage and affirm the need to use a diary or communication book

Immediacy

- Rewards and discipline must be immediate to behaviour, not delayed
- Act immediately and consistently where possible, with less discussion
- Set short term goals, to be achieved in minutes, not long sessions
- Give frequent, immediate verbal and non verbal feedback and praise
- Deal with problems immediately and quickly
- Give immediate positive feedback

Accommodation

- Provide scaffolding to support the learning process, e.g. homework folder
- Present work in smaller chunks or separated segments, not week long contract
- Provide copy of teacher's notes where appropriate
- Allow use of accommodation aids, where appropriate, such as laptop
- Allow alternate, appropriate means of responding, e.g. dictating assignment
- Allow extra time to complete work

Rewards, Regard and Recognition

- Provide a high level of rewards, which are given more frequently
- Ensure that rewards are worthwhile and meaningful to the child
- Present rewards immediately but discretely, e.g. Magic Bucket system
- Agree on and monitor definite time allowance for rewards and discipline
- Be daring and offer leadership to change self image.
- Build strengths, not just weaknesses
- Use class member reward systems to increase child's class status

High School Management

- Focus as much on strengths as on weaknesses
- Discuss potential to thrive in areas of interest or niche of ability
- Relieve of belief that have to achieve in all areas
- Give accounts of other success stories, giving hope to pupil that they can achieve
- Make recognition or rewards more discreet
- Agree on goals and feedback / discipline system through discussion
- Out of class agree on discreet in-class cuing system
- Avoid discussing issues in front of audience
- Encourage use of diary

- Encourage use of year planner, to avoid procrastinating
- Use behaviour or period report cards more frequently than for typical pupils
- Arrange second set of text books for home, where possible
- Support use of tutors or other support professionals
- Allow special provisions toward realising potential; e.g. dictate assignments, scribes
- Support application for Special Provisions at formal examinations