






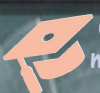







KEY STRATEGIES FOR CLASSROOM MANAGEMENT OF STUDENTS WITH ADHD:

-  Seat the student near to the teacher with his/her back to the rest of the class to keep other students out of view.
-  Surround ADHD students with good role models, preferably those seen as 'significant others' in order to facilitate peer tutoring and co-operative learning.
-  Avoid distracting stimuli. Place the learners away from heaters/air conditioners, doors or windows, high traffic areas and computers.
-  Create a 'stimuli reduced area' for all students to access.
-  Children with ADHD do not handle change well so minimise alterations in their schedule and physical location. If there will be pre-arranged disruptions, i.e. a fire alarm drill or building works being carried out, give plenty of warning when changes are about to occur and let the students know what they should expect to encounter.
-  Maintain eye contact with ADHD student during verbal instruction; avoid multiple commands/requests.
-  Make directions clear and concise. Be consistent with daily instructions and expectations.
-  Give one task at a time and monitor it frequently.
-  Introduce alternative environments for some tasks and activities.
-  Allow students to fiddle with an agreed object, e.g. stress ball or other manipulative item.
-  Set a variety of tasks and activities. Where possible include 'hands on' activities.
-  Set short term mini-targets, i.e. "In the next ten minutes you need to complete numbers 1 - 4. I'll be back to check in ten minutes."
-  Include fun starters such as video clips, educational games, energisers, magic tricks and brain teasers in your lessons from time to time to break up monotony.

Two specific areas that will need attention are organisation and homework.

ORGANISATIONAL SKILLS

are crucial in surviving secondary school and this can be extremely difficult for children with ADHD, who often have difficulties in remembering what is needed for multiple class settings.

Therefore, the key is to support organisational issues rather than penalise them when, or if, it goes wrong. Prioritise the important ones. For example; getting to class on time is non-negotiable but not having a sharpener or pencil is not a crime against humanity.

Tips for supporting organisation include:

1 Clearly identify certain places in the room such as trays, shelves, boxes where students know to put their assignments.

3 Colour code books, folders, materials by subject or class.

2 Have a daily assignment schedule booklet/sheet that is prominently placed and easy to read.

4 Use a clipboard for papers on the desk.

5 Use post it notes for recording information, ideas and thoughts.

6 Try to have a 2nd set of key textbooks at home and not bring them to and from school.

7 Get them to use a watch/phone with alarms and set it to vibrate or beep at certain intervals during the day to remind them of places to be on time

HOMEWORK STRATEGIES

Studies have shown that in many cases it takes a child with ADHD three times as long to do the same piece of work at home as in school and therefore strategy and expectations on homework need to reflect this.