**Teaching and supporting students with ADHD (Attention Deficit Hyperactivity Disorder)**

**Symptoms of ADHD\***

While the actual symptoms that appear will vary from person to person, here are some of the basic indicators that someone may have ADHD.

**Inattention symptoms**

* Difficulty paying attention to details.
* Does not or appears not to pay attention when spoken to.
* Difficulty with organization.
* Frequently loses things.
* Very forgetful in day to day activities.

**Hyperactivity symptoms**

* Fidgeting and restlessness.
* Need to move when others are sitting still.
* Speaking loudly and rapidly and switching from topic to topic.

**Impulsivity symptoms**

* Problems waiting for the appropriate time to respond.
* Frequently interrupts others.
* Impatience at minor things, events and situations.

**These symptoms may mean that students with ADHD may experience problems at college, for example they may**

* Be unable to concentrate on college work or homework.
* Be easily distracted in college or when doing routine tasks.
* Have trouble following instructions and completing tasks.
* Talk excessively, or move around in class when it is not appropriate.
* Have difficulty with working quietly.
* Have a poor awareness of danger.
* Have difficulty following rules or boundaries.
* Seem unable to wait for their turn in group situations.

**Strategies for teachers teaching students with ADHD**

* Seat the student with ADHD away from windows and the door, right in front of your desk unless that would be a distraction for the student.
* Give instructions one at a time and repeat as necessary. If possible, work on the most difficult material early in the day.
* Use visuals: charts, pictures, colour coding. Create frameworks for note-taking that organize the information as you deliver it.
* Where possible reduce the number of timed tests. Test the student with ADHD in the way he or she does best, such as orally or filling in blanks; give frequent short quizzes rather than long tests.
* Allow the student to use a computer/ laptop in the lesson.
* Divide long-term projects into segments and assign a completion goal for each segment.
* Have the student keep a folder with a separate section for each subject, and make sure everything that goes into the folder is put in the correct section. Colour-code materials for each subject.
* Encourage student to make a note of the homework in their Student Planner, or take a photograph using their mobile phone of the homework that’s written on the board.
* Make sure the student has a system for writing down assignments and important dates and uses it. Allow time for the student to organize materials and assignments for home
* At the start of the lesson list the aims/ objectives of the lesson on the board. Create a predictable well-structured environment.
* Keep instructions simple and structured. Use props, charts, and other visual aids.
* Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.
* Allow a student with ADHD frequent breaks if necessary.
* Try not to ask a student with ADHD perform a task or answer a question publicly that might be too difficult.
* Ending the lesson: summarize the key points. If you set homework write it on the board.
* Build self-esteem through praise.
* Build in positive goals and rewards.
* Pairwork can be motivating.
* Peer tutoring can be successful, with the student in both roles.

**\*Note:** The terms ADHD and ADD are often used to describe attention deficit disorders, but in order to distinguish between the two ADD (Attention Deficit Disorder) often shows the same symptoms as ADHD (Attention Deficit Hyperactivity Disorder) but without any signs of hyperactivity/ impulsivity.