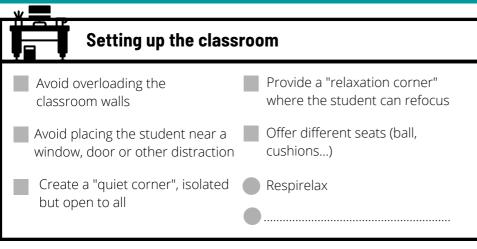# ADHD

ADHD, what is it ?

The symptoms of attention deficit hyperactivity disorder (ADHD) can be categorised into 2 types of behavioural problems:
- inattentiveness (difficulty concentrating and focusing)
- hyperactivity and impulsiveness

Many people with ADHD have problems that fall into both these categories, but this is not always the case.

Before learning

Setting up the classroom

- ☐ Avoid overloading the classroom walls
- ☐ Avoid placing the student near a window, door or other distraction
- ☐ Create a "quiet corner", isolated but open to all
- ☐ Provide a "relaxation corner" where the student can refocus
- ☐ Offer different seats (ball, cushions…)
- ⬤ Respirelax
- ⬤ …………………………………………

Varying teaching practices

- ☐ Use explicit learning asap
- ☐ Practice learning by doing
- ☐ Make and use repositories
- ☐ Value strengths
- ☐ Differentiate learning
- ☐ Compensation system (token economy)
- ☐ …………………………………………

During learning

Sustain attention

- ☐ Provide fidgets and stress balls
- ☐ Stretch a rubber band under the desk to move the feet
- ☐ Offer noise-cancelling headphones or earphones
- ☐ Object/code to teach student to ask for help, ask a question calmly
- ☐ …………………………………………

Adapting learning materials

- ☐ Simplify and ask to rephrase instructions
- ☐ Illustrate the instructions
- ☐ Avoid visual distractors on the sheets (drawings, frills …)
- ☐ Build checklists to verify that all work has been completed
- ☐ Avoid double-sided printing
- ☐ Offer fewer exercises
- ☐ …………………………………………

ADHD friendly-organization/learning conditions

- ☐ Differentiate the media
- ☐ Materialize the time (timetimer or hourglass)
- ☐ Break down learning into smaller units
- ☐ Allow more time (1/3 time more)
- ☐ Value and encourage student focus time
- ☐ Allow movement during the lesson
- ☐ …………………………………………
- ⬤ Time Timer

NAME:

TEACHER:

CLASS:

DATE:

After learning

Evaluate and adapt your practice

- Simplify and repeat instructions
- Build materials to facilitate the work of a skill
- Emphasize student's efforts and progress even if they fail
- If he/she agrees, isolate the student from visual and auditory distractors
- Allow the use of equipment (e.g. earplugs, timer, checklist, etc.)

- Provide an airy layout
- Reduce the amount of exercise to be done
- ………………………………………………

Note to self

For my class

- ………………………………………………
- ………………………………………………
- ………………………………………………
- ………………………………………………
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