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Support Strategies for Specific Learning Differences

10 Support strategies for Attention Deficit Hyperactivity Disorder (ADHD)

Please find these strategies that may assist a child, teen or adult with ADHD. It is important to stress that a **formal identification** of a specific learning difference **is not a prerequisite** for putting these support strategies in place. It is also important to note that many of the strategies below will make learning more accessible to all individuals, whether they have an SpLD or not.

In these tips sheets, you will notice that a number of strategies are recommended for more than one SpLD. This is intentional and aims to highlight the overlapping nature of SpLD's and their associated challenges. For example, a strategy listed for ADHD may work equally as well for a student with dyspraxia.

Remember, there are no hard and fast rules. Be prepared to experiment, to talk through different ideas and strategies with your child, teen or adult, and to discover what works for them.

Attention Deficit Hyperactivity Disorder (ADHD)

1. **Keep instructions short and precise** and maybe ask them to repeat them back to you.

2. **Avoid distracting stimuli** when they're trying to concentrate, i.e. avoid being near windows, high traffic areas, computers.

3. **Help them to feel comfortable with seeking assistance** (most people with ADHD won't ask).

4. **Keep waiting time to a minimum.**

5. **Try and get eye contact if you can** but also know, some children and young people with ADHD listen more actively when fiddling with something and not looking at you.

6. **Monitor their mood at all times:** children and young people with ADHD become easily frustrated.

7. **Make rules and rituals clear and precise,** e.g. no food in the bedroom.

8. **Support** and do not criticise or penalise **organisational weaknesses.**

9. **Allow movement breaks, time to stretch, walk around and use up excess energy.** Pace time so sitting is divided up into chunks.

10. **Tell them what they can be doing** as opposed to what they should be doing.

Department for Education