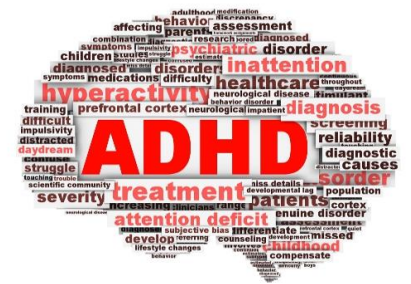




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WHAT IS ADHD?

“Attention Deficit Disorder (also known as ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are terms used to describe patterns of behaviour that appear most often in school-aged children. Children with these disorders are inattentive, overly impulsive and, in the case of ADHD, hyperactive. They have difficulty sitting still or attending to one thing for a long period of time, and may seem overactive” (Canadian Mental Health Association)

According to the Centre for ADHD Awareness, Canada (2015), studies have reported the occurrence of ADHD in school age children as being between 5% and 12%. Based on the average class size, that would amount to, on average, at least one to three children in every class with ADHD.



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LDAO Learning Disabilities Association of Ontario [www.LDAO.ca http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-is-adhd/](http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-is-adhd/)

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A TTENTION D EFICIT H YPERACTIVITY D ISORDER

“You can't change who you are, and you shouldn't be asked to.”

–Jonathan Mooney

PREPARED BY:
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KNOW THE SIGNS

Characteristics:

The 3 primary characteristics of ADHD are:

Inattention:

- Easily distracted
- Difficulty staying focused on one activity
- Daydreaming
- Not focusing on speaker
- Unable to remember instructions
- Misinterpreting instructions
- Unable to pay attention to details
- Poor organization skills
- Forgetting normal routines

Hyperactivity:

- Fidgeting and squirming
- Talking excessively and at inappropriate times
- Unable to settle into a quiet activity
- Constantly on the go

Impulsivity:

- Butting into conversations
- Blurting out answers
- Beginning work before instructions
- Making impulsive decisions

In the Classroom:

Teachers are often the first to notice that a child is having problems at school. These may include:

- problems with school work
- problems listening to instructions
- behavior problems
- restlessness or high activity levels
- Easily distracted
- need for repeated instructions

There are many reasons a child may have the above mentioned problems at school therefore it is not the teachers responsibility to diagnose a disability, rather it is the teachers job to make objective observations and share these observations with the students parents and the principal.

Instructional Strategies:

- **Repeat and rephrase instructions**
- **Create a structured classroom**
- **Work with the child's strengths**
- **Incorporate creativity**
- **Provide breaks when needed**
- **Avoid overwhelming explanations**



Assessment Strategies:

During tests, teachers can:

- **Simplify instructions.**
- **Break down instructions in order to avoid overwhelming the student.**
- **Highlight key ideas**
- **Provide clarification during tests.**
- **Provide visual aids if possible.**
- **Connect with the child before giving the instructions and ensure he or she is listening.**
- **During instruction, avoid elaborate explanations. It is important to get to the point in order to hold their interest and further their comprehension.**
- **Be charismatic and make eye contact frequently.**
- **Assess quality of work as appose to quantity**
- **Allow extended time frames**
- **Provide examples of expectations.**
- **Provide non-distracting assessment environments**

Accommodations:

Specific Behaviours Exhibited: Difficulty sequencing and following steps

- **Break Assignment into smaller pieces**
- **provide example of work for students to model**

Specific Behaviours Exhibited:

Difficulties following instructions:

- **Make eye contact with student and ensure they heard the instructions**
- **Have students repeat direction to check for comprehension**
- **ensure the classroom is quiet before giving instructions**

Specific Behaviours Exhibited:

Difficulties sustaining attention to tasks or activities

- **Provide quiet spaces, offer preferential seating (away from windows, closer to the front)**
- **Reduce noise stimuli (tennis balls underneath chairs etc.**

Modifications:

Specific Behaviours Exhibited:

Difficulties with reading comprehension and decoding

- **Small literacy groups focusing on high interest stories**
- **Build sight vocabulary keyword; create cue cards for student to review**

Specific Behaviours Exhibited:

Disruptive and aggressive behaviour

- **Set firm limits " Hands to yourself"**
- **Provide supervised recess when necessary**
- **Teach students expected behaviour**