



Impulsivity



- Provide a **STRUCTURED** environment and **DEPENDABLE** routine.
- Keep the classroom rules **CLEAR** and **CONCISE** for all, with clear consequences for breaking rules. Give **IMMEDIATE** consequences for **SPECIFIC** behaviours.
- Give **CLEAR ADVANCED** warning of changes and use **VISUAL** cues to indicate an imminent change e.g. a sand timer, and make it clear what is going to happen next.
- Remind the pupil (and yourself) about good points, when they're having a bad day.
- Do **NOT** punish a child for things beyond his/her control.
- Ensure the behavioural expectations are **REASONABLE** and **RELIABLE**.
- When displaying inappropriate behaviour, try to praise a person nearby who *is* behaving appropriately or use a positive intervention referring the pupil back to the rules or a picture.
- Ensure all adults are **CONSISTENT** in the approaches taken.
- Develop your skills in Behaviour Modification, Token Reward Systems and Positive Reinforcement.
- Stay **CALM**. If you begin to demonstrate anger, the child or young person is likely to mirror this.
- Ignore minor inappropriate behaviour and give more attention to **POSITIVE** behaviour. Give frequent reminders of appropriate behaviour.
- Increase immediate rewards and rich feedback for specific positive behaviours.
- Find opportunities to **CELEBRATE** success. Put work on display/send home.
- **PRAISE** for partial success. Reward for self-improvement, not just perfection.
- Teach verbal mediation skills to reduce impulsive behaviour by modelling. Practice a structured routine of Stop/Listen, Look/Think, Answer/Do.
- Say what pupils **SHOULD** be doing, not what they should not be.
- Be positive. Attending to negative behaviours will reinforce them.
- Use distraction.



Hyperactivity

(Excessive Motor Activity)



- Ensure that pupils are being given enough opportunity to get rid of some of their energy
- Make sure that you do not move too quickly from very 'busy' activities to calmer activities and provide pupils with plenty of warning.
- Talk in a calm and quiet voice when trying to calm pupils down.
- Allow opportunities to **MOVE** around the room.
- Give active roles e.g. write keywords or ideas on board, hand out books
 - Develop a good **UNDERSTANDING** of the situations that can be frustrating for the child/young person and take steps to prevent these occurring.
 - Avoid repetitive tasks. Whilst the general routine should be **SIMPLE** and broadly predictable, the content should be as **VARIED** and **STIMULATING** as possible.
 - Provide short breaks between activities.
 - Use **SENSORY** strategies e.g. a wobble cushion, firm pressure or lifting/dragging activities.
- Stimulation should be kept at a low level, e.g. playing with 1 friend at a time and 1 game at a time.
- Remind pupil to check their work if performance is rushed.
- When possible, try and teach through the sense of "touch." Most pupils with ADHD require "hands-on" activities and body movement.
- Set up activities that involve playing in pairs.
- Give pupils something to hold.
- Try to be fidget friendly.



Inattention

- Provide directions ONE step at a time and ask pupils to say back what they think you said.
- Allow pupils to go at their own pace. If rushed it may cause confusion or upset.
- Be PATIENT- you may have to repeat yourself multiple times
- Set up SPECIFIED time periods for activities and snack times.
- Use GESTURE and VISUAL information to support the behaviours that you want especially when working with young children.
- Show the child/young person a finished product so that they know what they are aiming for.
- Provide an alternative environment with fewer distractions for tests.
- Preferred activity rewards are more effective than concrete rewards.
- Cue pupils' attention before giving them a direction using their name and/or a non-verbal signal and make/wait for eye contact.
- Provide frequent, immediate and consistent FEEDBACK on behaviour and redirection back to task.
- Give ONE task at a time and break longer tasks into smaller and more manageable parts.
- Ask the child to REITERATE what they have to do.
- Seat pupil near a good role model, away from any distracting stimuli and somewhere where the teacher/TA can check whether the pupil is attending or not.
- Allow pupil to use a voice recorder or alternative recording strategies.



- Children may need visual reminders of routines and sequences. Demonstrate the ORDER of the day using pictures, symbols or photographs.
- Talk to the child/young person while they are playing/doing an activity and describe what they are doing. This can support the development of 'SELF-TALK' and an understanding of order and sequencing.
- Show a finished product so pupils know what they are aiming for.
- Don't force a child/young person into something that they don't want to do but plan an acceptable alternative CHOICE.
- Avoid saying, "I already told you that." Tell pupils again in different words. Give a signal or draw a symbol.
- Ensure all adults are CONSISTENT in the approaches taken.
- Assist the pupil in setting SHORT-TERM goals in each lesson (e.g. use of a Job Card)
- Let the pupil share recently learned concepts with a peer.
- Use **Large type** and provide only one or two activities per page - leave some space.
- Display lesson activities on the board and discuss.
- Consider short learning breaks.
- Get to know your pupil - use their interests to your advantage.
- Behavioural target - focus on a desirable outcome.
- SHORTEN assignments - For example, if the pupil can demonstrate skill mastery in 10 questions, don't require completion of 20!

