

ADHD and Classroom Behaviour		
KEYS		
	Positivity Priority	Relationship Training
		Expectation
ADHD Characteristic	Possible problem times during school hours	Possible approaches to minimise impact
Distractions	<ul style="list-style-type: none"> • Mat time • Lengthy explanations • Working periods • Waiting times 	<ul style="list-style-type: none"> • Seating position nearer you • Cue cards • Your presence • Tap the desk • Quiet alarm on watch that beeps every 5-10 mins
Hyperactivity	<ul style="list-style-type: none"> • Long periods of sitting • Long periods of being closed in • After recess times • After sports 	<ul style="list-style-type: none"> • Send on an errand • Send to get a drink • Plan for time out eg. help in the gym, go on a run, assist the gardener
Impulsive Behaviour	<ul style="list-style-type: none"> • Increased activity times • Interaction with other children • Bored • Distracted 	<ul style="list-style-type: none"> • Establish a routine • Implement recess/lunchtime strategies • Teach STOP THINK DO principle • Keep student occupied
Weak Short Term Memory	<ul style="list-style-type: none"> • Lengthy explanations • Instructions • Communication • Learning • Errands • Notices • Correct equipment • Adherence to timetable • Homework 	<ul style="list-style-type: none"> • Follow up on instructions • Use buddy system • Write tasks down • Break down tasks • Simple instructions • Be aware of how many memory tasks are in each instruction • Jingles/rhymes/visualisation techniques • Repeat instructions