

Attention Deficit Disorder (ADD)

A ready reference for Parents and Teachers

For further information:

ADDiS ADHD Information Services.

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Attention Deficit Disorder (ADD)

Main Characteristics

- Difficulty in following instructions and completing tasks.
- Easily distracted by noise, movement of others, objects attracting attention.
- Often doesn't listen when spoken to.
- Fidgets and becomes restless, can't sit still.
- Interferes with other students' work.
- Can't stop talking, interrupts others, will call out.
- Runs about when inappropriate.
- Has difficulty in waiting or taking turns.
- Acts impulsively without thinking about the consequences.

Potential Impacts of Characteristics on Learning

- Talkative, energetic, enthusiastic, inquisitive, impulsive and adventurous.
- Easily distracted, cannot maintain attention or refocus on tasks, forgetful, disorganised and has poor attention to detail.
- Slow to complete tasks/work set.
- Acts and speaks without thinking, interrupts, may have low frustration and tolerance threshold.
- May appear dreamy and distant or restless, fidgety, talkative, have difficulty in remaining in seat or waiting turn.
- Will continue to discuss or argue and will not let issues drop.
- Misunderstands social situations, demands own way.
- Poor co-ordination, clumsy, written work may be messy.
- No concept of structuring environment, belongings, school work or projects, loses things, unaware of time.
- May demonstrate mood swings.
- May experience specific learning difficulties or underachieve.

Suggested Support Strategies

- Accept the student for who they are and acknowledge their good points.
- Develop a trusting and positive relationship with the student that promotes the student's self-esteem.
- Link the curriculum to real life experiences and real life applications.
- Structure environment, reduce clutter and sit student away from distractive or busy classroom areas.
- Make sure that curriculum materials are clear and that only essential information is included.
- List main learning objectives, ideas, concepts and tasks to be completed at the beginning of lessons. Make it clear how each area of study relates to some of the big ideas.
- Break tasks down into small steps.
- Give clear directions orally and visually and where possible provide a model of what to do.
- Provide breaks within longer tasks and/or alternative lesson activities.
- Tell the student well in advance if changes are to take place.

- Find alternative methods other than tests to identify what students know or have learnt, such as self-assessment and peer review.
- Provide opportunities for the student to move about legitimately i.e. take a message, vary activities within the lesson.
- Help students to use written lists that identify personal responsibilities, resource requirements, tasks, activities etc.
- Have clear and realistic behaviour expectations that are expressed in positive terms.
- Do not enter into in-depth confrontations or discussions, rather deflect student to a previous activity that they have found calming.
- Provide visual resources alongside verbal explanations and lists to support the organisation of tasks.
- Repeat and paraphrase key concepts in a variety of ways.
- When asking questions allow student thinking time before requesting a response.

SEN Staffing

Deputy Head Student Progress & Inclusion: Mrs M Sims

Special Educational Needs and Disability Coordinator (SENDCo): Mrs J Hale

Specialist Teacher: Mrs J Wheeler