



Soli

B.Educ (Hons) Psychology

ADHD COACH, MENTOR + TRAINER

Classroom support for primary school children with ADHD

www.soli-lazarus.com

Bust the stigma of ADHD

Features of ADHD

Attention **D**eficit **H**yperactivity **D**isorder

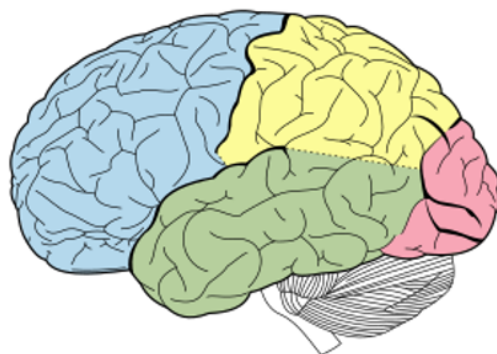
The main 3 traits:

- ✓ Impulsive – inappropriate, calling out, interfering
- ✓ Hyperactive – in your face, on the move, fidgets
- ✓ Inattentive – quiet, masking, dreamy, chatterbox, worrier

But also.....

Executive Function Difficulties

- ⊕ **Initiation** – ability to get started
- ⊕ **Working memory** – too many instructions
- ⊕ **Organisation** – losing stuff, popcorn brain
- ⊕ **Time management** – now matters
- ⊕ **Emotional regulation** – flooded
- ⊕ **Transitions tricky** – change from task



Sensory Difficulties

Plus.....

SENSORY SEEKING – V – SENSORY SENSITIVE

hypervigilant - overwhelmed



chew – fussy eater



observant – bright lights



distracted - overwhelmed



balance – need pressure



calming, fidget – labels in clothes



60% of those with ADHD will have another condition

Dyslexia

- Affects speech, reading and writing

Dyspraxia

- Affects balance, co-ordination and movement

Dyscalculia

- Difficulty learning numbers, special awareness and time

Autism

- Sensory and social difficulties

ADHD is a superpower



Curious



Fearless



Hypervigilant



Creative - inventors



Unique way of thinking



Entrepreneurs



Strong sense of justice



Successful



What it is not!

- ✘ Bad parenting
- ✘ Caused by watching too much TV or XBox
- ✘ Eating too much sugar
- ✘ Poverty or deprivation
- ✘ Not being strict enough
- ✘ Being too strict
- ✘ Made up excuse for poor behaviour

Diagnosis – impact on parents

- ◆ Go to GP – refer to psychiatrist – diagnose around 7 years old
- ◆ 2 year waiting list NHS
- ◆ Private £000s
- ◆ Parents may feel distraught – not the life they planned, compare
- ◆ Parents may feel relieved – explains behaviour
- ◆ May be prescribed medication – guilt

We must get it right



It is estimated that those with ADHD receive **20,000**

☹️ more negative messages by age 12 than those without ADHD

- ☹️ Looking Glass Theory – I'll be who you think I am
- ☹️ Mental well-being – 1 in 10 young people suffer from mental health difficulty
- ☹️ Teenage pregnancy – over represented
- ☹️ More likely to be excluded
- ☹️ 25% in Criminal Justice System with ADHD
- ☹️ We want our children to be happy and in loving relationships



Control

- ☹️ Need to be heard
- ☹️ Need their opinions listened to
- ☹️ Decide their way of working
- ☹️ Give choices
- ☹️ Find a compromise
- ☹️ Attention 'seeking' – give attention

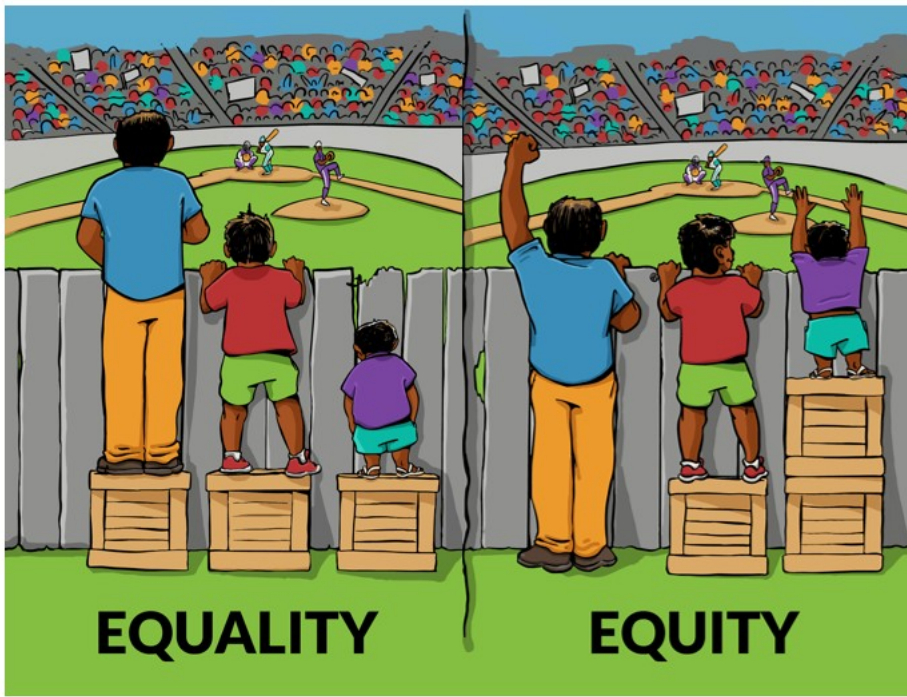


Reported on my Facebook group



- 😊 Less stressed – less pressure
- 😊 Activities based on interests – created learning opportunities
- 😊 No schoolwork unless they wanted to
- 😊 Need for structure, routine and purpose
- 😊 Enjoyed family time
- 😊 Prepared 'This Is Me' document

A document titled "THIS IS ME" with a grid of five rows and two columns. The first row is empty. The second row is labeled "My interests" with a pencil icon. The third row is labeled "Best location I work in". The fourth row is labeled "Equipment I need" with a pencil icon. The fifth row is labeled "Time of the day that I work best". The sixth row is labeled "This doesn't work for me" with a clock icon in the bottom right corner.



REASONABLE ADJUSTMENTS

As parents and educators our main aim must be to make a child with ADHD feel



Not every pupil needs to be doing the same thing, using the same equipment and methods.







Classroom environment

Check lists

End of the Day

-  Get Notebook
-  Get Lunchbox
-  Put In Backpack
-  Go Home



- _____ Backpack 
- _____ Red Folder out 
- _____ Homework/Notes on blue table 
- _____ Do Warm-up 
- _____ Hand in warm up on blue table 
- _____ Dry erase board on carpet 



Classroom environment


Routines


Time 

Activity 

Monday	Xtreme Task	Maths	English	Assembly	Guided Reading/Comprehension	RE/French	ICT
Tuesday	Spelling Task	Maths	English	Teacher led Assembly	Guided Reading/Grammar	Art/DT	PE
Wednesday	Homework	Maths	English	Assembly	Play leaders	PE	PSHE
Thursday	Assembly	Spelling Test Grammar	Maths	English	English	Science	Science
Friday	Xtreme Task	Maths	English	Assembly	Comprehension	Project	Project



Now 

Next 

Classroom environment

Avoid too long on the carpet

Teaching whole class



Avoid hands up



small steps

Classroom environment

Getting started



Name: _____

What Makes a Good Friend?

Directions: Draw a picture of you being a good friend.

I am a good friend because I _____



Classroom environment

Timers



Classroom Environment

Movement



Classroom environment

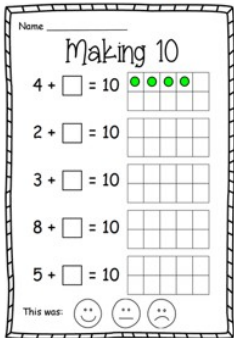
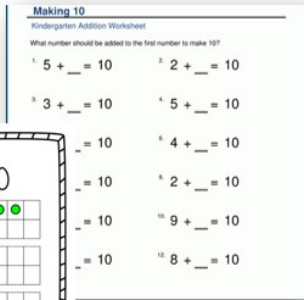


Area to work



Curriculum

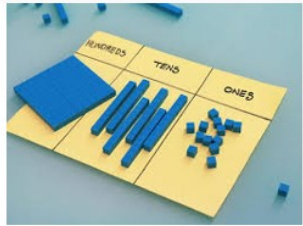
Maths



equipment



self assessment



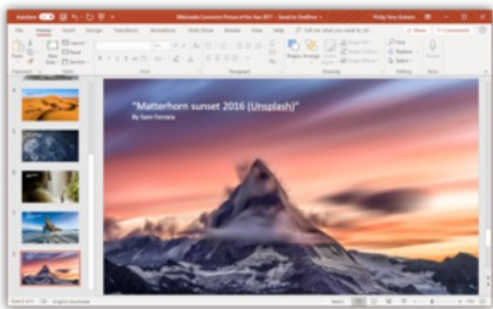
choice of worksheets

Curriculum

Reading + Spellings (Phonics are really difficult)



Interests, Natural Talents and Clever Ideas

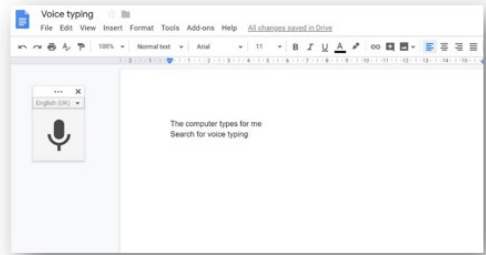
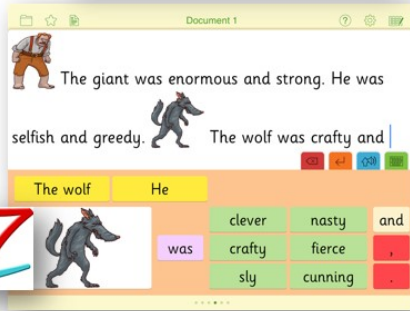
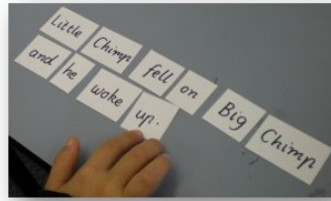


Curriculum

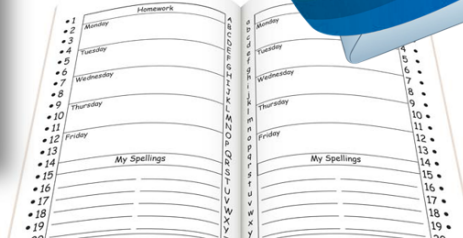
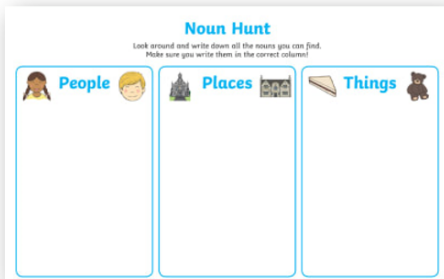
Writing



This is an example of the Open Dyslexic Typeface



Homework



Relationships

help younger children

clubs



organised games

promoting talents

Emotional Regulation

Self-soothing

opportunities to talk



GREEN ZONE I AM FEELING  happy ready to learn	BLUE ZONE I AM FEELING  sad or tired moving Slowly
YELLOW ZONE I AM FEELING  worried or anxious loss of Control	RED ZONE I AM FEELING  angry or mad out of control

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

recognise physical changes



Emotional Regulation

Calm areas



Equipment

Sensory



Equipment

Fiddle



Punishments don't work

- ☹ Will not learn from mistakes
- ☹ Shaming affects self-esteem
- ☹ Need to be aware of consequences for serious incidents
- ☒ Do not keep in at break
- ☒ Do not take away a privilege



There **MUST** be flexibility with
the Behaviour Policy



Working with parents

- Speak privately
 - Regular contact – work together
- Shaken coke bottle effect – impact
at home



What to say

- ☺ Tell me how I / we can help
- ☺ Tell me what you need
- ☺ How can we / you do it differently next time
- ☺ Can you say how you're feeling
- ☺ Do you need some time out or a break?
- ☺ Would you like _____ or _____ ?
- ☺ Have you got a good idea we could use?
- ☺ I like your idea we can use that later



What NOT to say

- ✗ Stop fidgeting
- ✗ Why are you talking?
- ✗ Why have you forgotten your jumper?
- ✗ You are not listening
- ✗ Why did you hit?
- ✗ I am disappointed in you
- ✗ You have let yourself and your class down
- ✗ You are behaving like a Reception child



In summary



- ✓ An ADHD **brain** is wired differently
- ✓ A child is **not being deliberately difficult**
- ✓ Children need **support and help** with the things they find tricky
- ✓ They need to feel **valued, liked and listened to**

Let's all work to bust the stigma of ADHD

they may
forget what
you said
but they will not
forget how
you made
them feel.



Keep in touch

soli@yellow-sun.com