

Inattention, Hyperactivity and Impulsivity

ADHD, or Attention Deficit Hyperactivity Disorder, is a neurological condition that affects a young person's concentration, impulse control and time awareness.

People with ADHD can be impulsive, forgetful, and easily distracted without meaning to be; they may interrupt frequently, and not pay attention. Some will be Hyperactive.

Young people with ADHD need a consistent approach, regular and immediate feedback, to help stay on track, make progress and to be rewarded for good behaviour.

Not all children who display inattention, hyperactivity and impulsivity have ADHD. They might be anxious, or just younger than their classmates.

The following strategies can help support students with inattention, hyperactivity and impulsivity:

Managing inattention:

- sit the pupil near to you and away from any internal or external distractions. Ensure that the table/desk s/he is working at is also free of any distracter items
- sit the pupil with other pupils who will provide good role models. This will provide an environment for observational learning to take place, which will hopefully result in imitation of the desired behaviour
- divide tasks into smaller, more manageable segments and reduce task choices to no more than two
- as soon as the pupil has finished each part of his/her task, use positive reinforcement to praise the pupil for completing each segment of the task and for staying focused
- keep rules clear and simple, and instructions brief, and only give one instruction at a time.
- to help the pupil follow instructions, first gain his/her attention and then give the instruction. Repeat the instruction using a variety of methods (such as verbal and written), ask the pupil to repeat it, and then repeat

the instruction at regular intervals and ask the pupil to continue to repeat the instruction to him/herself.

Managing hyperactivity

- provide pupils with short periods of physical activity during task segments
- when the pupil needs to calm down, have activities ready that are structured, easy and enjoyable for him/her to do, and that allow him/her to move around either in the classroom or within the school grounds.

Managing impulsivity

- help pupils to become aware of how their behaviour affects themselves and others. Ask them to explain a number of times what they have done, what they think would have been a more acceptable way to behave and why they think others around them have responded in the ways they have.

Emotional support

- watch for warning signs. If the child looks like s/he is becoming frustrated, over tired and about to lose self-control, try to intervene by distracting him/her calmly. If parents or carers lose their temper, this will not help matters
- avoid confrontation. Adults should avoid locking horns with a child with ADHD, as this can produce a battle of the wills and lead to damaged relationships. A back-up plan is always useful in situations of possible conflict.

Sources: <http://www.adhdfoundation.org.uk/>
<https://senmagazine.co.uk/articles/articles/senarticles/how-to-support-those-with-adhd>