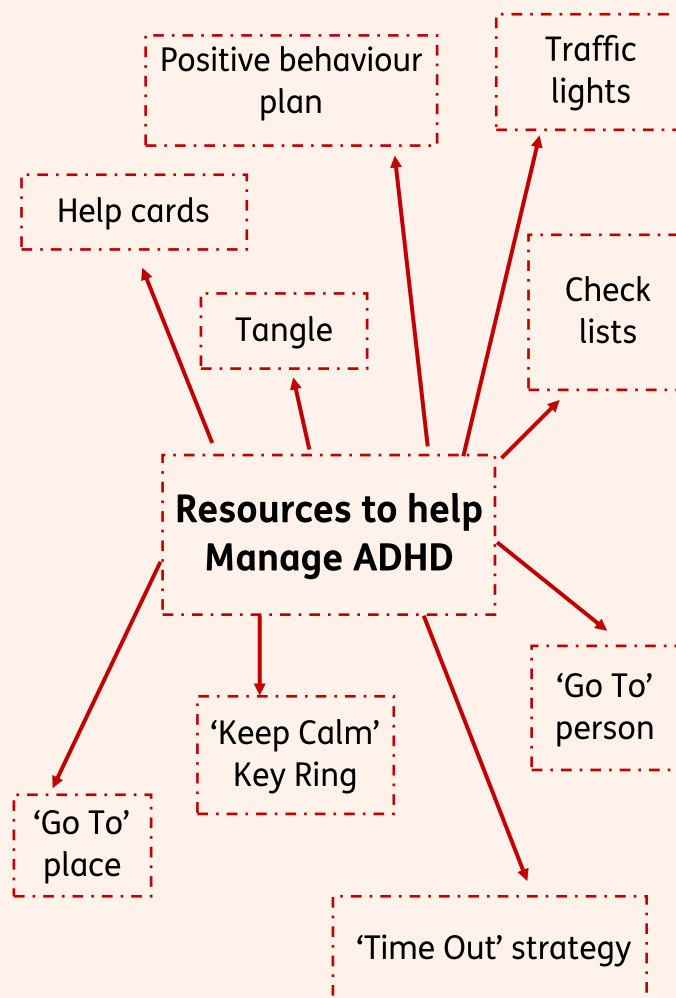


Personal Strategies Based on ALS 5

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If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page : <https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web page: <https://www.adhdfoundation.org.uk/>

ADHD **Top Tips** **Tool Kit**

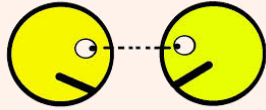
**Always Check the Students
support plan (ALS 5) to
meet individual needs**

Behaviour and Attention



Sit the learner at/near the front of class but not near a window or door to minimise distractions.

Establish and maintain eye contact to clearly indicate to the learner you are speaking to them.



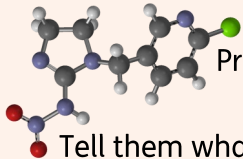
Repeat! Important information



Allow learner to Doodle, Highlight or Fiddle with a Tangle whilst listening to help increase concentration and control impulses



Ask the learner to hand out books/ work sheets / white boards



Provide Structure and routine.

Tell them what you **want** them to do rather than what you don't want. Say something like "When you come into class sit straight down" instead of "No messing around when you come into class"



Be simple, be clear, be direct: Give all directions and instructions in simple

Provide **clear** expectations

Use a reward system to encourage good behaviour

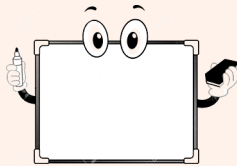


Instructions

Break large task into smaller chunks



Use checklists to outline tasks that need completing



Use white boards

Encourage learners to make colourful and visually interesting notes

Make learners aware of the lesson plan



Vary both context and materials e.g. workbooks , games and electronic devices



Allow extra time to complete task and assignments

Use timer such as egg timers to indicate how much time a learner has to complete a task

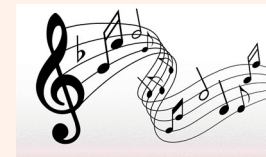


Medication

Have a back up **plan** in place for forgotten medication. Will they keep spares at college? Will they be sent home ?

Make classes more interactive

Incorporate regular breaks / opportunities to move around.



Have music playing in the back ground that is unobtrusive and without lyrics or allow learners to listen to music through earphones

Plan group activities and discussions but ensure they are structured



Personal organisation

Summarise the lesson at the start and end

Remind learners of homework by writing it on the board, post-it or in their diary.



Have a stock of spare pens and equipment as these may be forgotten

