

# Signs of ADHD In the Classroom

## - Impulsive & Hyperactive Students -

### What you might see...

- Fidgety or squirmy in their chair.
- Running/climbing at inappropriate times & places.
- Difficulty staying seated/playing quietly
- Excessively talks to peers & struggles to stay quiet while working.
- Extremely impatient
  - Can't wait their turn
  - May even shout out answers before a question is completed
- Always seems to be 'on the go'.
- Interrupts or intrudes on others conversations, activities, possessions.
- Acting without thinking & poor sense of danger.

Girls with hyperactive forms of ADHD are rarely diagnosed because they often work extra hard to mask symptoms - but they often get labelled as:

- Pushy
- Hyper-talkative
- Overemotional
- They may also have trouble being socially appropriate & struggle to make/keep friends

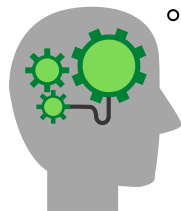


### Explanation...

People with Hyperactive/Impulsive ADHD have brains that have been described as "a Ferrari engine with bicycle brakes". All subtypes of ADHD share this trait, but for those with hyperactivity, it's more obvious.

Those with hyperactive ADHD aren't deliberately or consciously trying to be 'disobedient'. The neurochemical differences in their brains mean they don't have the same impulse controls as others. Therefore, they aren't able to 'just stop' & they can't remember that they were just told multiple times to 'stay seated' or 'stop fidgeting'.

Executive functioning issues in the brain mean those with ADHD have poor working memory, & may have trouble accessing the things they know at the right times. They also struggle with following the processes involved in multi-step instructions, as well as measuring how long a task will take to finish



- Common ADHD triggers include: an overstimulating environment, stress, poor sleep, certain foods & additives, boredom, & technology.

### \*How you can help...

- Allow time to move & exercise
  - If something needs to be written on the board, ask them to do it
  - Give them a job or task that allows them to be active in a controlled way, i.e., pass out/collect workbooks
  - During transitions, ask everyone to get up & briefly do something active
- Be sensitive of ADHD's influence on self-esteem & struggles to regulate emotions
  - empathise with feelings, even if the student can't have what they want
- Plan seating arrangements so ADHD kids are away from distracting areas
- Observe/talk with the student about what helps vs. distracts them
  - Provide fidgety kids with something tactile to manipulate
  - Offer others ear plugs, white noise, or music if this helps them concentrate
- Where possible, alternate between high & low interest activities in lessons & keep lesson times short
  - Plan lessons to tackle difficult subjects when kids are most alert & engaged (typically before lunch)

