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## Supporting Children with ADHD in the Classroom

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### Participant Guide

**Learning Objectives** – By the end of this training, successful participants will:

- Describe 2 symptoms of ADHD
- Use 5 teaching strategies and/or environmental supports in the classroom to build their lagging executive functioning skills

### Core Symptoms of ADHD

Inattention, hyperactivity, impulsiveness

### WHAT MIGHT A CHILD WITH ADHD BE LIKE? (Lougy et al)

Has “short interest span”	Fidgets or squirms, leaves seat	Blurts out answers
Does not seem to listen	Runs about or climbs a lot	Has difficulty waiting for a turn
Has difficulty focusing on an activity	Has difficulty playing quietly	Interrupts or intrudes on others
Cannot remember rules	Is “on the go”	
Plays alone and is often “in his or her own world”	Talks a lot	

### What do children with ADHD need?

- **Guidance**
  - Explain the routines and rules several times – learning takes extra repetition for children with ADHD
  - Avoid time outs – teach skills instead
- **Direct, precise language**
  - Avoid “We” statements. “We share at school.” “We don’t hit.”
  - All preschoolers are egocentric
  - They may not understand that “we” means “me”

- \_\_\_\_\_  
Give a quick, specific compliment as soon as the child starts to do what is expected  
Then give another encouraging statement - or offer two positive choices if needed
  
- **Simple rules, frequent reminders**  
Review rules in advance  
Have only a few rules
  - Let children help create the rules
  - Use pictures or drawings to illustrate them
  
- \_\_\_\_\_ **and chants**  
“Children who sing as they do a task maintain focus.”
  - “watch the scissor cutting, cutting up the paper” or “watch the crayon color, coloring the ...”
  
- **Social stories**  
Stories with photos that show what is expected for a task, activity, or setting. (clean-up time, circle time, etc.)
  
- **Help with \_\_\_\_\_**
  - Teach what goes in and what comes out of the backpack each day.
  - Use visual cues to help with organizing
  - Break clean-up jobs down into smaller tasks
  
- **Clearly defined physical space**
  - Clearly separate play and work areas
  
- **Fewer \_\_\_\_\_**  
“When you talk too much, kids with ADHD change the channel.”
  
- **Visual cues**
  - Use aids such as [Time Timer](#), to help children know how long before something happens
  - Use first-then cards

- An emphasis on \_\_\_\_\_ activities
  - About half of preschoolers with ADHD have delayed motor development
  - Adapt fine motor activities
    - tearing paper rather than cutting it,
    - tracing within box lids

These teaching strategies and interventions will help you support children with ADHD – and all your children! They will also build executive functioning skills!

## RESOURCES

Head Start ECLKC. *Children with disabilities: Classroom visuals and supports*. (2018, Jul 16). <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

Lougy, R. et al. (2007). *Teaching young children with ADHD: Successful strategies and practical interventions for preK-3*. Thousand Oaks, CA: Corwin Press.

Wonderlick, M. N. (2021, June 21) *Starting with preschool, strive for kids who thrive*. ADDitude: Inside the ADHD mind. <https://www.additudemag.com/adhd-children-preschool-parent-teacher-help/>