



Working with students with attention deficit hyperactivity disorder (ADHD)

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Working with students with ADHD

Part 1 Introduction



PEOPLE WITH ATTENTION DEFICIT

Part 2 Main symptoms of ADHD



Difficulty With Concentration



Hyperactivity

Part 3 Support for ADHD



Difficulty Maintaining Focus



Good, Open and Frequent Communication



Behavioural Skills Training



Positive self-image

- Supporting ADHD
- Island of competence
- Regaining concentration
- System of rules
- Target behaviors
- Reward rules
- Verbal praise
- Class integration
- Strengthening position
- Positive feedback
- Building confidence
- Utilize talents

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Part 1
Introduction

Part 2
Main symptoms
of ADHD

Part 3
Support for ADHD



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System of rules

Target behaviors

Reward rules

Verbal praise

Class integration

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Positive feedback

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Part 2
Main symptoms
of ADHD

Part 3
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What exactly is ADHD?
ADHD = Attention Deficit Hyperactivity Disorder



- the most prevalent behavioral disorder among children and adolescents

What exactly is ADHD?
ADHD = Attention Deficit Hyperactivity Disorder



- the most prevalent behavioral disorder among children and adolescents
- a persistent and chronic pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning

Common myths about ADHD



Common myths about ADHD



- ADHD does not exist ↔ ADHD is a real medical condition

Common myths about ADHD



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- ADHD is a problem of laziness or attitude ↔ ADHD is not a problem of motivation or attitude

Common myths about ADHD



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- ADHD is a problem of laziness or attitude ↔ ADHD is not a problem of motivation or attitude
- All kids with ADHD are hyperactive ↔ One of the ADHD subtypes is based on inattention without hyperactivity

Common myths about ADHD



- ADHD does not exist ↔ ADHD is a real medical condition
- ADHD is a problem of laziness or attitude ↔ ADHD is not a problem of motivation or attitude
- All kids with ADHD are hyperactive ↔ One of the ADHD types is based on inattention without hyperactivity
- ADHD is the scientific name for naughtiness; ADHD is the result of poor parenting ↔ ADHD is caused by neurodevelopmental differences in the brain, not by inappropriate parenting

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Main symptoms of ADHD



Difficulty With Concentration



Hyperactivity

Main symptoms of ADHD



Difficulty With Concentration

- Inattention

Main symptoms of ADHD



- Inattention
- Hyperactivity/Impulsivity



Inattention at school

The student with concentration difficulties:



Inattention at school

The student with concentration difficulties:

- Fails to give close attention to details



Inattention at school

The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes



Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes
- Has trouble holding attention

Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes
- Has trouble holding attention
- Does not seem to listen when spoken to directly

Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes
- Has trouble holding attention
- Does not seem to listen when spoken to directly
- Does not follow through on instruction

Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes
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- Does not seem to listen when spoken to directly
- Does not follow through on instruction
- Fails to finish schoolwork

Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
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- Fails to finish schoolwork
- Has difficulties organizing tasks and activities

Inattention at school



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- Fails to finish schoolwork
- Has difficulties organizing tasks and activities
- Avoids tasks that require mental effort over a long period

Inattention at school



The student with concentration difficulties:

- Fails to give close attention to details
- Makes careless mistakes
- Has trouble holding attention
- Does not seem to listen when spoken to directly
- Does not follow through on instruction
- Fails to finish schoolwork
- Has difficulties organizing tasks and activities
- Avoids tasks that require mental effort over a long period
- Loses things necessary for tasks and activities

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
- Leaves seat

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
- Leaves seat
- Runs about or climbs in situations where it is not appropriate

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
- Leaves seat
- Runs about or climbs in situations where it is not appropriate
- Is unable to take part in leisure activities quietly

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
- Leaves seat
- Runs about or climbs in situations where it is not appropriate
- Is unable to take part in leisure activities quietly
- Is “on the go” acting as if “driven by a motor”

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
- Leaves seat
- Runs about or climbs in situations where it is not appropriate
- Is unable to take part in leisure activities quietly
- Is “on the go” acting as if “driven by a motor”
- Talks excessively

Hyperactivity / Impulsivity at school



The student with concentration difficulties:

- Is physically restless
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- Runs about or climbs in situations where it is not appropriate
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- Talks excessively
- Blurts out an answer before a question is completed

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The student with concentration difficulties:

- Is physically restless
- Leaves seat
- Runs about or climbs in situations where it is not appropriate
- Is unable to take part in leisure activities quietly
- Is “on the go” acting as if “driven by a motor”
- Talks excessively
- Blurts out an answer before a question is completed
- Has trouble waiting for a turn

Working with students with ADHD

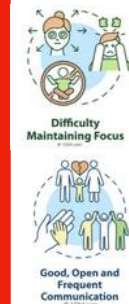
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- Supporting ADHD
- Island of competence
- Regaining concentration
- System of rules
- Target behaviors
- Reward rules
- Verbal praise
- Class integration
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- Positive feedback
- Building confidence
- Utilize talents

Supporting students with ADHD in inclusive education

- Support focus
- Support behaviours
- Support social interactions among students in class
- Support positive self-image

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Difficulty Maintaining Focus

Supporting ADHD

Island of competence

Regaining concentration

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Behavioural Skills Training

System of rules

Target behaviors

Reward rules

Verbal praise

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Class integration

Strengthening position

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Supporting students with ADHD in inclusive education

The actions of the teacher:



Difficulty Maintaining Focus

Supporting ADHD

Supporting students with ADHD in inclusive education

The actions of the teacher:

- Limit the number of stimuli in the classroom



Difficulty Maintaining Focus

Supporting ADHD

Supporting students with ADHD in inclusive education

The actions of the teacher:

- Limit the number of stimuli in the classroom
- Assign the right place in the classroom



Difficulty Maintaining Focus

Supporting ADHD

Supporting students with ADHD in inclusive education



Difficulty
Maintaining Focus

Supporting ADHD

The actions of the teacher:

- Limit the number of stimuli in the classroom
- Assign the right place in the classroom
- Provide short breaks

Supporting students with ADHD in inclusive education



Difficulty
Maintaining Focus

Supporting ADHD

The actions of the teacher:

- Limit the number of stimuli in the classroom
- Assign the right place in the classroom
- Provide short breaks
- Provide an interesting form of teaching:
 - using interactive teaching methods
 - involving a student in lesson presentation
 - telling a joke
 - using various tools like audiobooks, computer programs, or phone applications

Supporting students with ADHD in inclusive education



Difficulty
Maintaining Focus

Supporting ADHD

The actions of the teacher:

- Limit the number of stimuli in the classroom
- Assign the right place in the classroom
- Provide short breaks
- Provide an interesting form of teaching:
 - using interactive teaching methods
 - involving a student in lesson presentation
 - telling a joke
 - using various tools like audiobooks, computer programs, or phone applications
- Ask the student to plan the following activities
 - The teacher: What are you going to do?
 - The student: What should I do?

Islands of Competence



Difficulty
Maintaining Focus

Supporting ADHD

Island of competence

= the areas of the child's functioning, which are a source of personal satisfaction

Examples:

- Using the child's area of interest in reading exercises
- Preparation of presentations about interesting topics
- Overview of hip-hop songs to learn foreign language
- Carrying out a physical education warm-up

Support focus - regaining the ability to concentrate



How to focus the already distracted attention of the student?

Difficulty
Maintaining Focus

Supporting ADHD

Island of competence

Regaining concentration

Support focus - regaining the ability to concentrate



How to focus the already distracted attention of the student?

- Frequent recalling

Difficulty
Maintaining Focus

Supporting ADHD

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Regaining concentration

Support focus - regaining the ability to concentrate



How to focus the already distracted attention of the student?

- Frequent recalling
- Pointing

Difficulty
Maintaining Focus

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Support focus - regaining the ability to concentrate



How to focus the already distracted attention of the student?

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- Short comments

Difficulty
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Support focus - regaining the ability to concentrate



Difficulty
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Regaining concentration

How to focus the already distracted attention of the student?

- Frequent recalling
- Pointing
- Short comments
- Encouraging with a private signal

Support focus - regaining the ability to concentrate



Difficulty
Maintaining Focus

Supporting ADHD

Island of competence

Regaining concentration

How to focus the already distracted attention of the student?

- Frequent recalling
- Pointing
- Short comments
- Encouraging with a private signal
- Providing something tactile and quiet to support focus

Support behaviors



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Training

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- System of rules
- Target behaviors
- Reward and verbal praise

System of rules



Behavioural Skills
Training

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- The actions of the teacher:
- Clear and consistent rules

System of rules



Behavioural Skills
Training
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System of rules

System of rules

The actions of the teacher:

- Clear and consistent rules
- Precise time management



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System of rules

System of rules

The actions of the teacher:

- Clear and consistent rules
- Precise time management
- A clear formulation of expectations



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System of rules

System of rules

The actions of the teacher:

- Clear and consistent rules
- Precise time management
- A clear formulation of expectations
- Known and expected consequences in correcting behavior



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System of rules

System of rules

The actions of the teacher:

- Clear and consistent rules
- Precise time management
- A clear formulation of expectations
- Known and expected consequences in correcting behavior
- Ignoring impulsive and hyperactive behavior that does not disrupt teaching



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System of rules

System of rules

The actions of the teacher:

- Clear and consistent rules
- Precise time management
- A clear formulation of expectations
- Known and expected consequences in correcting behavior
- Ignoring impulsive and hyperactive behavior that does not disrupt teaching
- Anticipating and preventing the possibility of impulsive/hyperactive behavior occurring



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System of rules

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The actions of the teacher:

- Clear and consistent rules
- Precise time management
- A clear formulation of expectations
- Known and expected consequences in correcting behavior
- Ignoring impulsive and hyperactive behavior that does not disrupt teaching
- Anticipating and preventing the possibility of impulsive/hyperactive behavior occurring
- Frequent recall of the rules system in place



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System of rules

Target behaviors

Target behaviors

The actions of the teacher:

- Appropriate concrete behaviors to practice



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System of rules

Target behaviors

Target behaviors

The actions of the teacher:

- Appropriate concrete behaviors to practice
- Formulated in a simple and positive way
 - „No running in the halls" - "Walk"
 - „No screaming" - "Speak calmly"



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System of rules

Target behaviors

Target behaviors

The actions of the teacher:

- Appropriate concrete behaviors to practice
- Formulated in a simple and positive way
 - „No running in the halls" - "Walk"
 - „No screaming" - "Speak calmly"
- Adjusted to the student's abilities and expectations

Target behaviors



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System of rules

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- Adjusted to the student's abilities and expectations
- Rewarding the child's random behavior - disadvantageous



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System of rules

Target behaviors

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- Formulated in a simple and positive way
 - „No running in the halls" - "Walk"
 - „No screaming" - "Speak calmly"
- Adjusted to the student's abilities and expectations
- Rewarding the child's random behavior - disadvantageous
- Examples of target behaviors:
 - Turn work in on time
 - Complete work
 - Raise your hand
 - Follow directions



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System of rules

Target behaviors

Reward rules

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD



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System of rules

Target behaviors

Reward rules

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student



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System of rules

Target behaviors

Reward rules

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student
- A feasible to realized reward for the teacher



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System of rules

Target behaviors

Reward rules

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student
- A feasible to realized reward for the teacher
- The rewards system applied to the entire class



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System of rules

Target behaviors

Reward rules

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student
- A feasible to realized reward for the teacher
- The rewards system applied to the entire class
- The reward adjusted to the individual student

Reward rules



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System of rules

Target behaviors

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student
- A feasible to realized reward for the teacher
- The rewards system applied to the entire class
- The reward adjusted to the individual student
- The reward is given when the target behavior occurs

Reward rules



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System of rules

Target behaviors

Reward rules

The actions of the teacher:

- There is always a reward for a student with ADHD
- An attractive reward to the student
- A feasible to realized reward for the teacher
- The rewards system applied to the entire class
- The reward adjusted to the individual student
- The reward is given when the target behavior occurs
- What also can be a reward? any small awards in the area learning; granting the privilege for a short time; small

Verbal praise



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System of rules

Target behaviors

Reward rules

Verbal praise

The actions of the teacher:

- Very simple and specific praise

Verbal praise



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System of rules

Target behaviors

Reward rules

Verbal praise

The actions of the teacher:

- Very simple and specific praise
- Praise delivered as soon as possible or even while the expected behavior is ongoing:
 - "You finished your whole task, great job"
 - "You waited for your turn, great!"
 - "I like the way you listen to others"



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- System of rules
- Target behaviors
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Verbal praise

The actions of the teacher:

- Very simple and specific praise
- Praise delivered as soon as possible or even while the expected behavior is ongoing:
 - "You finished your whole task, great job"
 - "You waited for your turn, great!"
 - "I like the way you listen to others"
- Description of the behavior and name of the feature:
 - "Books on the bench - this is called preparation!"
 - "You wrote down the topic - that's called accuracy!"



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Class integration

Support social interactions - class integration

The actions of the teacher:

- Creating a set of rules with students that will govern/regulate everyday life in the classroom

Support social interactions - class integration



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Class integration

The actions of the teacher:

- Creating a set of rules with students that will govern/regulate everyday life in the classroom
- Discussing and establishing the rights of the students' team, rules regarding respect and acceptance in everyday contacts, and the range of tolerance towards different behaviors

Support social interactions - class integration

The actions of the teacher:

- Creating a set of rules with students that will govern/regulate everyday life in the classroom
- Discussing and establishing the rights of the students' team, rules regarding respect and acceptance in everyday contacts, and the range of tolerance towards different behaviors
- Developing mutual understanding and trust

Support social interactions - class integration



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- Creating a set of rules with students that will govern/regulate everyday life in the classroom
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- Developing mutual understanding and trust
- Group rules that regulate conflict situations

Support social interactions - class integration



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- Developing mutual understanding and trust
- Group rules that regulate conflict situations
- Organizing group classes, aimed at getting to know each other among children, communicating, and creating opportunities for positive relationships

Support social interactions - class integration



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Class integration

The actions of the teacher:

- Creating a set of rules with students that will govern/regulate everyday life in the classroom
- Discussing and establishing the rights of the students' team, rules regarding respect and acceptance in everyday contacts, and the range of tolerance towards different behaviors
- Developing mutual understanding and trust
- Group rules that regulate conflict situations
- Organizing group classes, aimed at getting to know each other among children, communicating, and creating opportunities for positive relationships
- Organizing class meetings with established rules aimed at considering problems currently occurring in the class

Support social interactions - class integration



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- Creating a set of rules with students that will govern/regulate everyday life in the classroom
- Discussing and establishing the rights of the students' team, rules regarding respect and acceptance in everyday contacts, and the range of tolerance towards different behaviors
- Developing mutual understanding and trust
- Group rules that regulate conflict situations
- Organizing group classes, aimed at getting to know each other among children, communicating, and creating opportunities for positive relationships
- Organizing class meetings with established rules aimed at considering problems currently occurring in the class
- Providing support to students who cannot cope with various school situations

Strengthening the position of a student with ADHD in a class team

The actions of the teacher:

- Creating opportunities for students with ADHD in the role of a classroom expert (alternating with other students)



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Class integration

Strengthening position

Strengthening the position of a student with ADHD in a class team

The actions of the teacher:

- Creating opportunities for students with ADHD in the role of a classroom expert (alternating with other students)
- Assigning special responsibilities to the student in presence of peer group



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Class integration

Strengthening position

Strengthening the position of a student with ADHD in a class team

The actions of the teacher:

- Creating opportunities for students with ADHD in the role of a classroom expert (alternating with other students)
- Assigning special responsibilities to the student in presence of peer group
- Creating situations when children can accumulate positive social experiences - prevention for the students with ADHD



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Class integration

Strengthening position

Strengthening the position of a student with ADHD in a class team

The actions of the teacher:

- Creating opportunities for students with ADHD in the role of a classroom expert (alternating with other students)
- Assigning special responsibilities to the student in presence of peer group
- Creating situations when children can accumulate positive social experiences - prevention for the students with ADHD
- Group meeting about how peers can support the student with ADHD: discussing possible causes of improper behavior



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Class integration

Strengthening position

Strengthening the position of a student with ADHD in a class team

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Class integration

Strengthening position

- Creating opportunities for students with ADHD in the role of a classroom expert (alternating with other students)
- Assigning special responsibilities to the student in presence of peer group
- Creating situations when children can accumulate positive social experiences - prevention for the students with ADHD
- Group meeting about how peers can support the student with ADHD: discussing possible causes of improper behavior
- Ideas for supporting students with ADHD; the student with ADHD gives suggestions for peer actions that could help correct improper behavior

Support positive self-image

The actions of the teacher:



Positive self-image
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Positive feedback

- Complimenting positive behavior and schoolwork (positive feedback from peers and teachers)

Support positive self-image

The actions of the teacher:



Positive self-image
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Positive feedback

Building confidence

- Complimenting positive behavior and schoolwork (positive feedback from peers and teachers)
- Giving opportunity to act in a leadership role (building confidence as experts, allowing their peers to see the child with ADHD as successful)

Support positive self-image

The actions of the teacher:



Positive self-image
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Positive feedback

Building confidence

Utilize talents

- Complimenting positive behavior and schoolwork (positive feedback from peers and teachers)
- Giving opportunity to act in a leadership role (building confidence as experts, allowing their peers to see the child with ADHD as successful)
- Providing regular opportunities for students with ADHD to demonstrate and utilize strengths and talents



SUMMARY

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- Creating an educational environment friendly to students with ADHD can be guaranteed by a teacher who:
 - understands their psychosocial situation at school
 - is aware of the need to support them
 - is open, empathetic
 - can perceive and appreciate the achievements, abilities, and talents of the students



SUMMARY

dreamstime.com

- Creating an educational environment friendly to students with ADHD can be guaranteed by a teacher who:
 - understands their psychosocial situation at school
 - is aware of the need to support them
 - is open, empathetic
 - can perceive and appreciate the achievements, abilities, and talents of the students
- It is vital for setting norms and standards, to allow children for social and educational functioning in school environment, while at the same time respecting safety regulations for the whole class. In practice that means matching the educational methods and forms of teaching to the actual abilities of the students with ADHD and realizing their full potential