



Cap sur l'école inclusive
en Europe



Resource Sheet

Attention Deficit Hyperactivity Disorder (ADHD)

Section of the module / D

1/ Thematic

Today's reality

In recent years, research on the etiology and effective treatment of ADHD has made considerable progress at the international level. However, studying the disease is not an easy task because it is a multidisciplinary issue, concerning several fields such as pediatrics, psychiatry, psychology, neurology and epidemiology pedagogy, and thus responds to various methodological difficulties.

In Greece, the disorder is not well understood, which results in incomplete knowledge of the problems often encountered by children with ADHD such as learning disabilities and behavioural disorders (Kakouris and Maniadaki, 2000). Although this is a common situation, ADHD is still not acceptable for all scientific and social groups. For example, a large percentage of teachers, even now, question the existence of the disorder, believing that ADHD is a form of behaviour due to a lack of education.

2/ Context

ADHD (Attention Deficit Hyperactivity Disorder) is an inappropriate developmental disorder of organic etiology that occurs in early childhood, persists over time (usually continued into adulthood) and under different environmental conditions, and that can cause very significant difficulties both for the child him / herself and for the environment in which he / she lives and grows up. More specifically, Attention Deficit Hyperactivity Disorder affects the child's concentration, his / her physical functioning and is characterized by hyperactivity and impulsive behaviour (Casucho & Manidaki, 2000). It occurs in 5-7% of the school population with usually a ratio of 3 boys to 1 girl. However, many scientists believe that the incidence is about the same in both sexes, except that girls are less often hyperactive and better manage their disorder, so that the diagnosis may be absent or deferred.

Best practices for teachers

Organizing the classroom:

- It is important that the pupil with ADHD sits as close to the teacher's seat as possible, but not separated from other pupils.
- The table of the pupil with ADHD should preferably be located away from the hallway, windows, heaters or other sources of mechanical noise to avoid visual and auditory stimuli that may distract him / her from work.
- It is helpful for a pupil with ADHD to sit next to a good pupil so that the latter may have a positive influence.

Organizing the lesson:

- Introduce the key idea or keywords before presenting the lesson.
- Presentations must be short.
- You can "break" the lesson into smaller parts.
- Simplify complex concepts.
- Avoid complex instructions.
- The presentation of the lesson may include audio-visual material (e.g., photos, videos)
- Request active engagement of the pupil with ADHD in the lesson conduct (for example, he / she can write keywords)
- When writing a large amount of information on the board, use brighter colours to highlight the basic concepts.

Preparing exercises and exams:

- Make sure pupils understood the instructions before starting to write.
- If necessary, repeat the instructions in a calm and positive manner or you can invite the pupil with ADHD to repeat them for you.
- Write clear questions.
- You can highlight keywords or ask pupils to highlight them when giving them the questions.
- It is better to organize tests more frequently and to avoid big exams.

Encouraging organized behaviour:

- Establish a daily routine in the classroom.
- Write the lesson plan every day on the board.
- Show the children how much you consider organization, giving them five minutes a day to organize their table and books. Encourage the organization by rewarding each day the most organized pupil.
- The class rules must be clear and simple.
- Stay calm, repeat the rule whenever necessary while avoiding controversy with the pupil.
- If possible, you can make an agreement on an individual basis in the form of a "contract" with the pupil with ADHD.

Reinforcing socialization:

- Improve the relationship between the pupil with ADHD and his / her classmates.
- Be respectful and don't demean him / her in front of the others. He / she and the others know that they are handicapped and will think that you are giving them permission to demean him / her too. (Handbook of Pediatric Education Center, 5th Sector of Athens, Ministry of Health, pp. 8-11)

3/ Goal

The teacher should play a role of mediator between the learning environment and the child.

- Successful training requires the creation of conditions in the environment that enable pupils to make the best of their learning activities. At the same time, a successful education make their difficulties less significant.
- Remember that children with ADHD usually learn more easily when they are involved in a role-playing or a tactile and kinesthetic activity.
- The goals of a successful training are also to improve abilities, develop basic skills, maintain self-esteem, reinforce sociability, protect other children so they are not neglected.
(http://www.gkoltsiou.gr/el/article_groups/9/articles/48-slash)

4/ Limits

Training for educational staff (and not only) should not (and can't) focus on learning skills or acquiring knowledge. Training can't work as an initial training.

5/ Prospects

It aims at giving teachers the opportunity to actively use their knowledge in order to develop the curriculum and to differentiate it according to the needs of the group.