



ADHD with Hyperactivity - Impulsivity Predominance (1)

ADHD with hyperactivity-impulsivity predominance, often referred to as ADHD-HI, is characterized primarily by symptoms of hyperactivity and impulsivity rather than inattention. Children with ADHD-HI might display behaviours such as constant fidgeting, an inability to stay seated, excessive talking, and interrupting others. They may act without thinking, have difficulty waiting their turn, and often seem to be "on the go" or driven by a motor. Early identification and tailored interventions are essential for managing these symptoms effectively.

HIPERACTIVITY

- Give students activities and tasks with movement:
 - Run errands inside the school.
 - Erase the blackboard.
- If the child is older and is able to recognise the state of restlessness and needs to leave the classroom, you can agree with him/her that without asking permission he/she can leave the classroom for 5 minutes and go for a walk.

FEELING CONSTANTLY RESTLESS

- Teach them controlled, deep breathing: this is one of the simplest but most effective ways to calm down using the 4-second technique.
- 4 seconds inhaling air, 4 seconds holding air, 4 seconds exhaling air and 4 seconds pause.
- Let them play and move: Allow them to play in spaces suitable for running, jumping and having fun, take them to play in the park or the swimming pool.
- Contact and affection are very important: Help them to feel accompanied, and give them massages and hugs.

MANIFESTED AS EXCESSIVE PHYSICAL ACTIVITY

- Permit controlled movements: Allow brief periods of physical activity (such as jumping or stretching) during the lesson.
- Active responsibilities: Assign tasks that require movement, such as delivering materials.
- Develop attractive guides to follow the development of the tasks. For example, they can make a comic book, photograms with the steps or write them down.



ADHD with Hyperactivity - Impulsivity Predominance (2)

DIFFICULTY TO REMAIN QUIET OR SEATED

- Establish micro-breaks: integrate short active breaks during class, where children can move, stretch or walk around.
- Insert turns to move: Allows children to take turns doing activities that require getting up, giving them the opportunity to move around without disrupting the class.
- Practice breathing exercises: Teach children deep breathing exercises to help them calm and focus when they feel the need to move.

DIFFICULTY CONTROLLING IMPULSES

- Introduce visual reminders: Use visual cues, such as posters or cards, to remind children of rules or steps to follow before acting.
- Show them stories or role-play: Use stories or drama that show how characters manage impulses and make thoughtful decisions.
- Set small goals: Set achievable short-term goals, such as sitting still for 5 minutes, and celebrate each achievement.

INTERRUPTING OR SPEAKING AT INAPPROPRIATE TIMES

- Use timers: Introduce a timer to visually show how much time is left before they can talk.
- Establish participatory behaviour in class for speaking/listening that becomes a role model by turning practice into a game if possible.
- Play waiting games that involve waiting for turns, such as board games, which help children practice patience in a fun way.

ACT WITHOUT THINKING ABOUT THE CONSEQUENCES

- Count to 10 technique: Teach children to count to ten in their heads before responding or speaking, giving them a moment to consider their words.
- Daily exercises: Introduce short daily exercises where children practice thinking about what they will say before they say it, gradually increasing the complexity of the situations.
- Specific praise: Reward children when they show that they have thought before they speak.



Annex for ADHD disorder

ADDITIONAL MATERIALS:

- Website: www.ptscoaching.com
- ADHD Europe: www.adhdeurope.eu

BIBLIOGRAPHY

- **Kathleen Nadeau.** *ADHD: What Every Teacher Needs to Know.* American Psychological Association. Description: Provides teachers with practical strategies for understanding and managing ADHD in the classroom.
- **T. Chris Riley-Tillman and Steven G. Feifer.** *Teaching Children with ADHD: Strategies for Helping Students Succeed.* Guilford Press. Description: A comprehensive guide that combines theory with practical techniques for teaching students with ADHD.
- **Peg Dawson and Richard Guare.** *Smart but Scattered: 12 Skills to Help Kids with ADHD and Executive Functioning Issues.* Guilford Press. Description: Focuses on improving executive functioning skills in children with ADHD, offering practical strategies for teachers.

WANT TO KNOW MORE SECTION

- Guidelines for working with ADHD children in the classroom: <https://www.youtube.com/watch?v=hnlxhKe0TvE>
- Essential Ideas for teachers dealing with ADHD children: <https://www.youtube.com/watch?v=SCAGc-rklfo>
- ADHD Classroom Strategies: <https://www.youtube.com/watch?v=Dd62-eL0JY>