

Early Interventions for Pupils Showing Signs of ADHD

	Communication	Inattention/Impulsivity/Anxiety/ Hyperactive	Social Interaction	Sensory	Flexibility in thinking
Whole School	1. School rules and expectations clearly displayed and explained 2. Whole school use of appropriate signs / symbols 3. Whole school policy on communication 4. Whole school consistent approach to phonics	1. Behaviour system in place 2. School rules visible and explicit 3. Clear expectations of whole school behaviour 4. Reward system in place 5. Behaviour procedures in place 6. Planning for children that is creative and reflects their interest	1. Clear roles and responsibilities of people / situations 2. Modelling positive relationships 3. Opportunities for additional roles within school	1. Whole school understanding of how sensory issues impact on learning 2. Sensory room / area within school 3. Knowledge of sensory issues (policy) and low impacts on learning 4. Flexibility in provision e.g. providing quiet spaces	1. School calendar / diary of events published and amended regularly 2. Provide a range of extra-curricular activities 3. Whole school policy on lesson plans / and presentation of information in the classroom 4. Provide alternative activities / tasks etc for individuals e.g. painting scenery for Christmas concert
Class	1. Calm, clear voice 2. Visual strategies in place 3. Instructions clear and precise 4. Language appropriate to age and ability 5. Appropriate use of signs / symbols 6. Avoid sarcasm 7. Quality first teaching of Phonics 8. Plenty of opportunities to practice talk in a variety of contexts	1. Class rules and visible explicit and discussion on a daily basis 2. Clear expectations of class behaviour 3. Class reward system in place. 4. Provide opportunities or listening and attention groups. 5. Provide movement breaks 6. Use of praise 7. Creating opportunities for positive relationships 8. Use of good role models 9. Uncluttered, calm environment	1. Use of positive verbal body language 2. Use of social stories 3. Offer clear choices and consequences 4. Model positive relationships 5. Use of circle of friends 6. Peer support mechanisms 7. Celebrate difference	1. Classroom environment adapted to take account of sensory issues. 2. Sensory opportunities built into lessons. 3. Sensory curriculum 4. Providing opportunities for teaching curriculum through physical activities 5. Provide opportunity to drink throughout the day	1. Class told weekly / daily of changes 2. Provide opportunities to support interest and widen interests e.g. clubs / lunchtime activities 3. Make tasks explicit and concrete 4. Give opportunities for 'rehearsing' in anticipation of change 5. Break instructions into small steps 6. Use talk partners to prepare sentences before writing
Individual	1. Cue attention e.g. say first name first 2. Visual strategies e.g. visual timetable 3. Adapt language e.g. simple language 4. Use of task sheet to explain activity / task 5. Processing time given 6. Provide opportunity to practise language in small group situations	1. Behaviour support plan in place (IBP) 2. Clear expectations of individual 3. Individual reward system 4. Planned use of alternative activities 5. Access to objects to de-stress 6. Clear targets around their behavioural needs	1. Use of social stories to meet needs of individual 2. Teach child how to make friends 3. Give individual a specific responsibility within class 4. Teach 'good' and 'bad' choices 5. Celebrate strengths and successes	1. Knowledge of sensory problems e.g. noise, touch 2. Use of sensory objects / box 3. Individual strategies identified to deal with issues 4. Provide individual movement programmes	1. Prepare and warn (verbally / visually) when changes are taking place e.g. change in timetable 2. Link rewards to interests 3. Use of task sheets to break down activity / task 4. Use of social stories to prepare for change 5. Use child's name when giving instructions 6. Provide visual prompts for instruction and information 7. Use a Dictaphone to support writing 8. Plan games to develop working memory

ADHD medication and side effects

<i>Class</i>	<i>Drug Name</i>	<i>Form</i>	<i>Duration</i>	<i>Common Side Effects</i>
Amphetamine Stimulants	Adderall	Short-acting	4-6 hours	Some loss of appetite, weight loss, sleep problems, irritability, tics. Short-acting medicines require frequent dosing.
	Dexedrine	Short-acting	4-6 hours	
	Dextrostat	Short-acting	4-6 hours	
	Dexedrine Spansule	Long-acting	6-8 hours	Some loss of appetite, weight loss, sleep problems, irritability, tics. Long-acting medicines are convenient but may have greater effects on appetite and sleep.
	Adderall XR	Long-acting	8-12 hours	
	Vyvanse	Long-acting (prodrug)	10-12 hours	
Methylphenidate Stimulants	Focalin	Short-acting	4-6 hours	Some loss of appetite, weight loss, sleep problems, irritability, tics. Short-acting medicines require frequent dosing.
	Methylin	Short-acting	3-4 hours	
	Ritalin	Short-acting	3-4 hours	
	Metadate ER	Intermediate-acting	6-8 hours	Some loss of appetite, weight loss, sleep problems, irritability, tics. Longer-acting medicines are convenient but may have greater effects on appetite and sleep.
	Methylin ER	Intermediate-acting	6-8 hours	
	Ritalin SR	Intermediate-acting	4-8 hours	
	Metadate CD	Intermediate-acting	8-10 hours	
	Ritalin LA	Intermediate-acting	8-10 hours	Some loss of appetite, weight loss, sleep problems, irritability, tics. Longer-acting medicines are convenient but may have greater side effects on appetite and sleep.
	Concerta	Long-acting	10-12 hours	
	Quillivant XR	Long-acting	8-12 hours	
	Focalin XR	Long-acting	6-10 hours	
	Daytrana patch	Long-acting	10-12 hour	Skin irritation, some loss of appetite, weight loss, sleep problems, irritability, tics.
Nonstimulants	Strattera	Long-acting (extended release)	24 hours	Sleep problems, anxiety, fatigue, upset stomach, dizziness, dry mouth. Rarely, liver damage. There are some concerns about a link