

TEACHING LEARNERS WITH ADHD IN THE MAINSTREAM CLASSROOM.

STRATEGIES THAT WORK IN THE MAINSTREAM CLASSROOM TO ADDRESS
THE NEEDS OF THE STUDENT WITH AUTISM

Identifying Attention Deficit Hyperactivity Disorder (ADHD)

ADHD facts

- Genetic neurobiological disorder
- 3-5% of all school aged children, more prevalent in boys
- 50-80% of ADHD children will have a dual diagnosis
- Not all ADHD are hyperactive
- Diagnosis is difficult
- Girls are often undiagnosed

Assessing Attention Deficit Hyperactivity Disorder

- Inattention
- Impulsivity
- Over-activity

Positive attributes of ADHD students

- Energetic
- Creative thinking and problem solving
- Athletic
- Spontaneous
- Artistic
- Humor
- Hyper focussed

Challenges for ADHD learners

- Hyperactivity – constantly blurts out answers, talks excessively
- Impulsivity - limited self-control, intrudes on others
- Highly emotional
- Poor organisational skills
- Low level of social skills
- Weak fine motor skills especially hand-writing skills

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Delayed Development of a Reflective Inner Voice

- *Reflective inner dialogue is absolutely essential to the development of contemplation, reflection and self-regulation, and without it students are unable to:*
- Follow clear rules and direct instruction
- Read and follow directions carefully
- Accurately comprehend written texts
- To act appropriately and in a reflective manner and not on impulse

Boys and ADHD

- Primary “hyperactive type” ADHD
- May excel at sport but lack discipline and application
- Struggle socially
- Gifted Boys are often unable to compensate for their ADHD and therefore often present as underachievers
- Diagnosis occurs early due to off task behaviours
- Supporting adolescent boys with ADHD
- Emphasis strengths
- Connect with good role models and mentors with ADHD
- Be patient about progress
- Encourage autonomy

Girls and ADHD

- Primary “inattentive type” ADHD
- Work hard to conceal academic difficulties and to conform to teacher expectations
- often misdiagnosed as anxiety or depression
- Gifted Girls are often able to compensate for their ADHD effectively and are therefore the most likely candidates for a late diagnosis
- Diagnosis occurs when the demands for planning, organization, recall, and focus intensify in secondary school
- Supporting adolescent ADHD Girls
- Recognise and celebrate strengths
- Teach assertiveness and advocacy skills
- Support organisation and structure
- Social supports
- Address anxiety and depression

Challenges for Girls

- Social pressures
- Low self-esteem
- Inability to meet social expectations
- Emotional reactivity
- Depression and anxiety
- Pressure to mature
- Sexual issues

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Strategies - Using effective teaching strategies for students on the autism spectrum will benefit all students

Strategies

1. **Acceptance – get to know your student**
2. **Communication**
3. **Creating an ADHD friendly classroom**
4. **Keep it positive**
5. **Teach ‘effective independence’**
6. **Teach ‘ownership’**
7. **Getting the work done: writing, written materials, organisation & assignments**
8. **Managing stress and anxiety**
9. **Use appropriate rewards**
10. **Actively teach social skills**

Strategy One

Acceptance - Get to know your student

“children who feel accepted, celebrated and secure are free to explore, thrive and be more cooperative” Kutscher, 2014

Factors that lead to acceptance of the ADHD student in schools

- *Acceptance*
- *Perceived as being part of the group*
- *Peer support programs in place*
- *Classroom culture of acceptance and tolerance*
- *Emphasis strengths of ADHD learner*
- *Knowledge of ADHD*
- *Specific training of peers*
- *Select the least intrusive support necessary for the student to be successful*
- *Teach self-management skills*

Ask, ask, ask

Initial fact-finding

Listen to the student

- Strengths
- Challenges
- use ‘interest inventories’ to establish rapport get to know the interests and passions of all your students
- value their ideas and inputs
- reward enthusiasm

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Strategy Two

Communication

- Make and use anecdotal records in your classroom
- Document exactly what the student says and does in your classes
- List specific actions you have taken to interact positively with the student
- Record off task behaviours (e.g. leaving their seat) using a checklist for frequency and time
- Identify behaviours as either on-task, off-task, disruptive or aggressive
- Use these records to communicate with student, parents and staff to inform future decisions
- Communicate positive behaviours more often than bad news to parents

Strategy Three

Creating an ADHD friendly classroom

Build Competencies

<p>Visual</p> <ul style="list-style-type: none"> • Daily timetable, use visuals (photographs) to illustrate timetable • Lesson outline • Use visual aides to support routines • Write lesson plan on whiteboard • Provide written instructions • Break activities into small steps • Colour code activities 	<p>Routines</p> <ul style="list-style-type: none"> • Support routines with visual aides • Establish a clear routine for beginning and end of the day • Pre-warning for transitions between classes and activities • Avoid unstructured free time. Instead give a choice of activities e.g. lego or painting
<p>Transitions</p> <ul style="list-style-type: none"> • The more structured the routine the better • Use visuals for all transitions • Pre-warn about any change • Use timers <ul style="list-style-type: none"> • Always tell the student what is happening • Use buddies • Use visuals to reinforce positive behaviours 	<p>Supports in the classroom</p> <ul style="list-style-type: none"> • What are you assessing <ul style="list-style-type: none"> • Modify Curriculum

Strategy Four “Ten ways to keep it positive”

1. Enjoy the student
2. Use strength based rewards
3. Focus on ‘mirror traits
4. Use positive reinforcement
5. Work on strategies to actively develop learning skills
6. Set realistic, achievable goals
7. Avoid ‘resentment
8. You are the ‘adult’ be flexible, demonstrate flexibility
9. Minimise arguments using the no fault approach – clear action and consequence – no discussion e.g. late = the reason doesn’t matter
10. Punish carefully – use discipline as a teaching tool. Modest, immediate consequences work best

”

Strategy Five Teach ‘effective independence’ – Where to go for help?

The ADHD learner needs to be able to advocate for themselves, but to do this they need to know where to go and who to ask.

Actively teach how to ask for help, who to ask and how to help others

Strategy Six Teach ‘ownership’

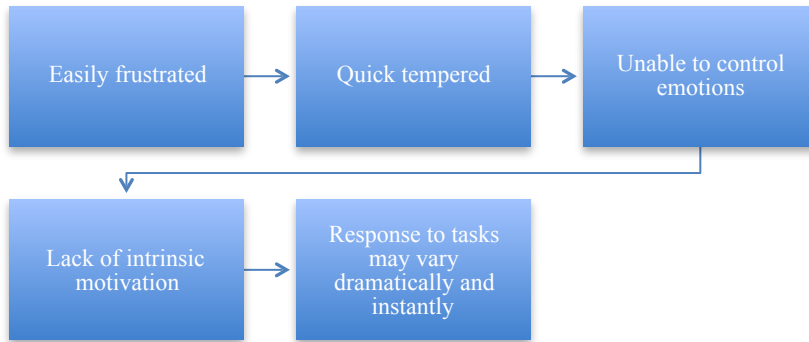
It may not be your fault, but it is still your problem”

- Invite the student to state his problem or issue – adult needs to listen and acknowledge concern:
“I hear you”
- Adult expresses their concern
- Student is assisted to find possible solutions - solutions must be do-able, win-win, discussed by student and adult
- Model collaboration, listening, compromise.
- Solution reached.

Strategy Seven

Getting the Work Done - Teaching Strategies

ADHD work habits



Getting the work done, remember

- Slow working memory and problems with central auditory processing are challenges for all these learners
- Linguistic, cognitive and social information difficult to process
- Motivated to achieve, therefore use natural talents to increase self-esteem and success
- Learning may be facilitated by silent demonstrations
- Actively model the strategies to use to ask for help
- Use visual cues – close your eyes imagine a video in your head to increase recall
- Use suitable apps <http://www.learningappguide.com.au>

Teaching Strategies

- Prime – pre-teach key terms, provide visual and oral texts for home
- Teach specific skills – chunking, celebrate failures, model social behaviours, use CWPT
- Manage group work
- Use graphic organisers, Visual Instructions and Reminders
- Limit materials, organize materials into containers or folders
- Provide feedback carefully – discuss with student how to do this
- Actively teach test/exam techniques
- Use 'special interests' as a key motivator

Strategies for writing

- Support language by providing concrete examples and explicit instructions
- Assist organisation with visual supports to assist in organizing and supporting ideas
- Use physical prompts to break inertia – with younger students hand contact may be appropriate, for older students use non-invasive cues
- Sensory regulation – instigate movement breaks before settling to write and to reward on task behaviours

Homework

- A student with ADHD may forget about homework or struggle with it and return it late
- Use homework diary so the parents can help remind the child what to do

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- Reduce homework tasks wherever possible
- Actively teach time management skills
- Check if completed homework has been handed in
- Remind students to 'check your work'
- Discuss support strategies parents; including the need to create a quiet place, use structured time, use timers, establish clear expectations

Revision help

- Outline daily schedules and 'to do' lists to help organise revision time both at school and at home
- Label, highlight, underline, and add colour to important parts of tasks and notes
- Writing notes out again can help commit them to memory – as can reviewing and listening to them by reading the notes aloud and recording them
- Word association, images or drawing diagrams or pictures can help to memorise concepts
- Use mnemonics
- Chunking. Break-up the material into smaller sections, and give each section a title
- Turn facts into numbered bullet lists

Exams

- Actively teach students how to use graphic organisers (essay plans) for all extended response questions.
- Remind students in exams, marks will be given for the plan, if there isn't time to finish the answer.
- Create a guide to key exam terms: explain, list, compare, contrast, outline, suggest, comment, discuss...
- Encourage the completion of past papers – use chunking, give positive feedback, reward effort
- Keep expectations realistic and do not overwhelm students with too many tasks at once.

Strategy Eight - Managing stress and anxiety

Anxiety and learning

- Anxiety increases cognitive rigidity
- Stress prevents learning
- Encourage self-monitoring
- Show how teachers/role models cope with frustration
- Approach errors as opportunities to learn

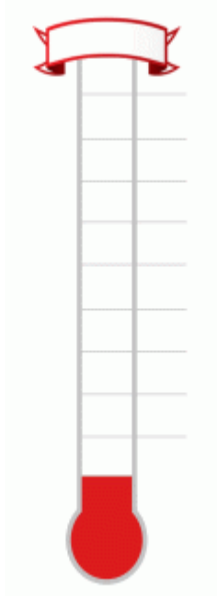
Managing stress and anxiety

- ADHD learners are easily over stimulated and slow to recover once they are over stimulated
- Behavior problems are often a sign that the student is too stressed
- Use a stress thermometer to allow the student to monitor his stress level in your class everyday

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- Allow the student to establish effective strategies to manage their own stress. Either a “home base” or by leaving class to get a drink or visit a trusted teacher.



Strategy Nine

Use appropriate rewards

- Time to spend on their favourite activity (often a computer based activity works well)
- Time devoted to special interests- time on their own
- Reward or Sticker chart/communication diary

Strategy Ten

Actively Teach Social Skills

1. Teaching peers to communicate effectively
2. Class-wide peer tutoring

Peer relationships

- For the ADHD student, classroom interactions with peers are frequently negative and ADHD students find it extremely difficult to develop and maintain effective friendships.
- “Children with ADHD often have ‘seriously disturbed peer relations...have few, if any, friends, and are considered intrusive, boisterous, and annoying playmates.” (Landau, Milich and Diener, 1998, p.98 cited in Plumer, P. and Stoner, G, 2005)
- Current research findings are that “ADHD children are overwhelmingly rejected by their peers and have few mutual friends...and that a single day of contact may be sufficient for peers to form a rejecting attitude. (Hoza, B., Mrug,S., Pelham,Jr, Greiner, A.R. and Gnany, E.M., 2003, p.87).

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+ Actively teach social skills

- use Peer Support Behaviour programs
- model real situations through role play, that teach the 5 steps to avoiding conflict:



Class-wide Peer Tutoring (CWPT)

- Students working in small groups to complete a set task
- Keep activities short maximum 20 minutes
- Reward group work skills and effort not just product
- Support active listening skills
- Monitor each group in turn and track on task behaviours
- Provide feedback

Buddy system

- *Buddies can be used to support organisational skills*
- *The buddy can assist the ADHD student to get to class promptly and ensure they are organised*
- *Buddies should be volunteers and should take on the role for at least two weeks, longer if possible*
- *The buddy must genuinely like the ADHD student*
- *The buddy needs to be an organised and kind hearted peer*
- *The buddy can be a teacher or aide in some cases*

Success in the playground

- *Actively teach social skills*
- *Promote understanding with **all** staff and students to increase empathy*
- *Have strategies that are easily accessible for all staff. ie yard duty cards*
- *Set up a 'safe place' for the student*
- *Lunch time clubs!!!*

APPENDIX

Teaching Resources -

Part 1

Supports for Written assignments: the need to be specific

Executive function deficit – inability to plan or organise effectively – trouble starting, staying on task, completing the task

Practical examples:

1. **Scaffolding assignments**
2. **Using PEEL for factual essays**
3. **Creative Writing**
4. **Teaching inference**
5. **Writing to argue, inform, persuade and advise using GAPS**
6. **Argument writing – two points of view**
7. **English Literature**
8. **Poetry Analysis**

Reduce words, use visuals

Think about Lego instructions – no words!!

Part 2 Supports for

1. **Literacy and Maths**
2. **General Knowledge**
3. **Hyperlexia**
4. **Verbal Instructions**

Part 3 Class Wide Peer Tutoring Activities

Strategies adapted from Canavan, Cary, Supporting Pupils on the Autism Spectrum in Secondary Schools, A Practical Guide for teaching Assistants, Routledge, London, 2015

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Part 1

Supports for Written assignments: the need to be specific

1. Scaffolding Assignments – use Templates

Name: Subject: Teacher: Assignment title: Date set:	Plan -
Complete by... Number of words... no less than.... words no more than...words remember to...	You have now completed your task. Hand, it in to....

2. Using PEEL for Factual Essays

PEEL

Point

Evidence

Explain

Link

POINT	EVIDENCE	EXPLAIN	LINK

3. Creative Writing

1. Set the scene
2. Introduce the characters
3. Create a problem or challenge include dialogue
4. Describe the conflict/issue
5. The climax/resolution

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Where? scene	
Who? characters	
What happens? How? Why? The Plot The conflict	
The climax Then end the story	

4. Teaching Inference

Reading between the lines.


John left the house carrying his bucket and spade.

How do you know this? What is the clue to the inference he is going to the beach?


He is carrying his bucket and spade.




Inference

Read the text	I know these FACTS!	The CLUE is 	I conclude the INFERENCE is...
Put text here			

I predict...

Read the text	I know these FACTS!	The CLUES are 	I predict that this will happen...
Put text here			

Inference...

Read the text	I know these FACTS!	CLUES 	INFERENCE
Put text here			

5. Writing to argue, inform, persuade and advise using GAPS

GAPS

Genre (type of writing: story, report, analysis)

Audience (Who are you writing for?)

Purpose (Why are you writing this?)

Style (What style or form should it take to serve the purpose and appeal to the intended audience?)

Templates – Genre, audience, purpose, style

Essay title	
Key words	
Genre – the type of text I will be writing is:	
Audience – the people who are going to read this are:	
Purpose – I am writing this to:	
Style – therefore, I will write in a friendly/ formal/humorous.	
Writing devices, I will use are (rhetorical question, repetition, personal experience, statistics, facts, opinion, appeal to reason)	
Vocabulary – words I will use	

6. Argument writing – two points of view

Introduction: the question / the idea is/ the issue is...		
It is often said...	This may be true	This argument does not convince me....
It has been suggested...	nevertheless	I am convinced that...

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Opponents of...say that...	However,	I disagree with this because ...
Advocates of this...say...	Alternatively,	Despite that.
To sum up... Finally,... therefore, I would argue that...		

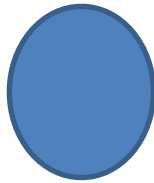
7. English Literature

Character analysis

Character's name	
Personality fact	Evidence

Comparing characters

Draw the characters here:



Character	Character
Fact	Fact
Evidence	Evidence
Fact	Fact
Evidence	Evidence

8. Poetry analysis

CATS DIRRT FO

- **Content** – summary of what the poem is about
- **Aim** – the intention of the poet
- **Theme** – the idea of the poem and the author's feelings about it
- **Syntax** – the position of the words relative to each other
- **Diction** – choice of words and use of words to express meaning
- **Imagery** – illustrated, metaphors, simile, mental pictures
- **Rhythm** – sound, metre, pattern, iambic pentameter

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- **Rhyme**
- **Tone** – expresses a particular feeling or mood
- **Form** – structure and organisation
- **Opinion** – your opinion and why

Part 2 Further resources

1. Literacy and Maths
2. General Knowledge
3. Hyperlexia
4. Verbal instructions

1. Literacy and Maths

Need to teach mathematical terms

Challenge of low working memory

Need to teach how to keep track of the answer as they move through different parts of the maths problem –

Parts of the question	Calculate	answer

2. General knowledge

Lack of knowledge can lead to misunderstandings e.g. in a wealthy landlord's house where is the dishwasher – no historical context

3. Hyperlexia

Hyperlexia, also, problems with Ambiguity, figures of speech – ask questions to check understanding

Use reading blind to focus attention – just two bits of paper covering excess text so you can read a bit at a time

4. Verbal instructions

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- Use sparingly, visual instructions
- Teach key words and how to address them
- Ask questions carefully...tell me, write down, show me, list, explain, describe, plan,
- Be specific, use numbers and focus attention on the theme

Part 3 Class Wide Peer Tutoring Activities

Using Talk the Text Resources

1. **Science: Sequencing text – what happens to ice when heated (Science)**
2. **Science: Understanding what the question is asking you to do?**
3. **Handout Maths: Dominoes for the numbers system**
4. **Handout Art: Matching related vocabulary to key terms**
5. **Handout Maths: Clumping activities to activate prior learning**
6. **Handout History: Never-heard-the-word grid for the language of international conflict**
7. **Handout English: Sequencing events activity – Macbeth**
8. **Handout French: Sequencing conversation activity**

All Resources adapted from: Strong, Julia, Talk for Writing in Secondary Schools, McGraw-Hill Education, 2013

Science: Sequencing text – what happens to ice when heated

----- ✂ -----

At the beginning of the experiment, the thermometer in the beaker containing the ice read -10°C .

----- ✂ -----

Once the lit Bunsen burner was placed below the beaker, the temperature rose steadily to 0°C .

----- ✂ -----

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However, at this point, for a few minutes there was both ice and water in the beaker but there appeared to be no change in the temperature of the water.

----- ✂ -----

This can be explained by the fact that particles in a solid are packed closely together. As a solid melts, the energy transferred is used to pull the particles apart.

----- ✂ -----

As the particles in a solid are heated, they vibrate more and the temperature rises. This is because, when all the particles are pulled apart, they are freer to move.

----- ✂ -----

Thus as more energy is put in, they move faster and faster causing the temperature to rise. **In other words**, they have more kinetic energy.

----- ✂ -----

The thermometer then showed a steadily increasing rise in temperature.

----- ✂ -----

After x minutes, the water reached 100°C (boiling point) and soon started to boil furiously.

----- ✂ -----

(Developed in collaboration with Simon Cossutta, science teacher, Cardinal Newman School, Brighton)

Science: Understanding what the question is asking you to do?

Command word	Explanation of its meaning (in context of science exams)	Example answer to illustrate what the command requires
1. Calculate	Use the numbers given in the question to work out the answer. Always show your working – marks may be awarded for the method even if the final answer is wrong.	<ul style="list-style-type: none"> Mass of N $1 \times 14 = 14$ $(14/135) \times 100 = 10.37$ Percentage of nitrogen = 10.4%
2. Compare	Describe (explain) the similarities and/or differences between things. Don't just write about one.	<ul style="list-style-type: none"> Generating electricity for an immersion heater burns fossil fuels, which releases carbon dioxide into the atmosphere but solar energy doesn't release any extra carbon dioxide. Solar energy is a renewable energy source, which also means that we are conserving fossil fuels, which are in danger of running out. Solar energy does have disadvantages because it needs the daylight and some countries don't have enough hours of sunlight, like Scotland in the winter. This means there will be times when not enough hot water is available for the household, whereas an immersion heater can supply hot water all of the time.
3. Complete	Fill in the gaps. Answers should be written in the space provided, e.g. on a diagram, in spaces in a sentence or in a table.	<p>(a) The particles in a solid vibrate about fixed positions.</p> <p>(b) The particles in a gas move at high speed in any direction.</p> <p>(c) The particles in a solid are arranged in a pattern.</p>

<p>4. Describe</p>	<p>Recount facts, events or a process in an accurate way (explain what happened). For example, an experiment you have done. You may need to give an account of what something looked like, or what happened, e.g. a trend in some data.</p>	<ul style="list-style-type: none"> In the beginning, dust particles and gases are pulled together by the force of gravity. As the atoms of hydrogen gas are forced together, the nuclei collide and nuclear fusion begins. The star becomes stable as the forces acting inwards and the forces acting outwards are balanced. Eventually it runs out of hydrogen, so the star starts to cool and becomes a red giant. Then it starts to shrink under its own gravity and, as the material comes closer together, the temperature rises and the star glows much brighter as a white dwarf.
<p>5. Evaluate</p>	<p>Use the information supplied (or your own knowledge and understanding) to explain the evidence for and against and draw conclusions. This goes further than 'compare'.</p>	<ul style="list-style-type: none"> This trial involved large numbers, so that would have given valid results. It was also a good trial of the general population because if poor uneducated women could make it work, it would be reliable. However, the trial was not very ethical by today's standards because we don't know that the women gave informed consent, and they were not told it was experimental or that there could be side effects. The trial was not well designed, as there was no placebo control group and they did not do pre-trials to find the best dose and check for side effects. I believe that this was an unethical trial.

<p>6. Explain</p>	<p>Make something clear, or state the reasons for something happening. The points must be linked coherently and logically. The answer should not be a simple list of reasons.</p>	<ul style="list-style-type: none"> The molecules in the egg yolk have a 'head' part that dissolves in water, but a long 'tail' part that dissolves in oil. A large number of these molecules surround the oil droplet and so it can remain suspended in the water as an emulsion, which is stable. The egg yolk molecules act as an emulsifier.
<p>7. State, give, name, write down</p>	<p>Only a short answer is required, e.g. a single word, phrase or sentence. (Only write the specified number of answers, or you may lose marks for any wrong examples given.)</p>	<ol style="list-style-type: none"> It is taken in by plants to use in photosynthesis. It dissolves in the oceans. It is used by marine organisms to make skeletons and shells, which fall to the bottom of the sea and eventually get covered up and compressed to make limestone.
<p>8. Suggest</p>	<p>Apply your knowledge and understanding to a new situation putting forward an idea tentatively, based on scientific knowledge and/or principles, rather than stating a proved fact. There may, therefore, be more than one correct answer.</p>	<ul style="list-style-type: none"> The particles might be small enough to pass through the skin and they might be toxic inside the body.
<p>9. Use the information in the passage/ diagram/ graph/ table to ...</p>	<p>Your answer must be based on the information given in the question. (If the information given in the question is not used, no marks will be given.)</p>	<ul style="list-style-type: none"> Steam is made in part D Oil from the plant material is vaporized in part C Steam and oil vapour are condensed in part A

(Adapted from AQA's 'Command Words for GCSE Sciences')

Handout Maths: Dominoes for the numbers system

proportional to	index notation	integers	index law
exponent	percentages	roots	compound interest
upper bound	decimals	powers	lower bound
constant	ratio	index	reciprocal
greater than or equal to	fractions	calculation	less than or equal to
indices	significant figures		

Handout Art: Matching related vocabulary to key terms

Artist's intention	exaggerate express	distort explore	recreate evoke	reflect suggest
Mood	happy frightening	sad awesome	haunting entertaining	evocative nostalgic
Form/ composition	balanced design	symmetrical angular	arrangement curved	composition foreground
Use of tone, colour, texture	vivid clashing	sombre pastel	bright matching	dull rough
Style	technique realistic	abstract surrealistic	cubist pop art	impressionist graphic

Medium	watercolour clay	chalk found objects	charcoal oils	textile video camera
Technique	shading printing	weaving rubbing	sculpting dyeing	blending drawing

(Adapted from material developed by the Art department at Hampstead School, Camden, London)

Maths: Clumping activities to activate prior learning

Words related to circular shapes	Words related to multi-sided shapes (more than 3 sides)	Words related to triangles	General 2D/3D words
radius	square	triangular	regular
diameter	rectangle	three-sided	edge
circumference	kite	isosceles	face
concentric	parallelogram	equilateral	surface
spherical	rhombus	scalene	angle
cylindrical	oblong	congruent	centre
curved	pentagon	pyramid	right angle
semi-circle	polygon		line

Handout History: Never-heard-the-word grid for the language of international conflict

Listen carefully while the words below are read to you and used in context – then fill in the appropriate column.

Key words	Never heard the word before	Heard it but not sure of its meaning	Know what it means and can explain in context – jot down your ideas here
1. tension			
2. European powers			
3. offensive			
4. nationalism			

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5. conflict			
6. alliance			
7. strategic			
8. rivalry			
9. authority			
10. diplomacy			
11. independence			
12. assassination			
13. militarism			
14. imperialism			
15. crisis			
16. interpretation			
17. entente			
18. reconstruction			
19. expansionism			
20. casualties			
21. ultimatum			
22. polarised			
23. intervene			
24. unavoidable			
25. policy			
26. consequences			
27. reinforce			
28. factors			
29. hostility			
30. aggression			

Handout Science: Never-heard-the-word grid for a unit on health

Listen carefully while the words below are read to you and used in context – then fill in the appropriate column.

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Warning: Beware of tricky words that have a very different everyday meaning from their meaning in a science context. These tricky words are **highlighted** and marked with an **asterisk***.

Key words	Never heard the word before	Heard it but not sure of its meaning	Know what it means and can explain in context – jot down your ideas here
1. bacteria			
2. vaccination			
3. active immunity			
4. addiction			
5. alcohol			
6. alveoli			
7. white blood cells			
8. antibiotics			
9. antibodies			
10. breathing rate			
11. cancer			
12. carbon monoxide			
13. cell division			
14. correlation			
15. cardiovascular system			
16. drug			
17. tar			
18. viruses			
19. respiratory system			
20. inspire			
21. expire*			

22. immunity			
23. immune system			
24. microbes			
25. nicotine			
26. passive smoking			
27. symptoms			
28. resistant			
29. infections			
30. tumour			

(Developed with the support of Julian Klafkowski, science teacher, Prescott School, Knowsley)

Handout English: Sequencing events activity – Macbeth

	Enter 3 witches	<i>'Fair is foul Foul is fair.'</i>	Macbeth defeats the rebels
<i>'Brave Macbeth – well he deserves that name –'</i>	Macbeth and Banquo meet the three witches.	<i>'All hail, Macbeth, that shalt be King hereafter.'</i>	Duncan makes Macbeth the Thane of Cawdor.
<i>'Stars hide your fires; let not light see my black and deep desires.'</i>	Lady Macbeth reads the letter from Macbeth.	<i>'too full of the milk of human kindness.'</i>	Duncan arrives at Macbeth's castle.
<i>'This castle hath a pleasant seat.'</i>	Lady Macbeth accuses Macbeth of cowardice.	<i>'I dare do all that may become a man.'</i>	Macbeth reflects on killing the king.
<i>'that but this blow might be the be all and the end all here'</i>	The Macbeths prepare to murder Duncan.	<i>'Is this a dagger that I see before me ...'</i>	Lady Macbeth washes the blood off their hands.
<i>'A little water clears us of this deed.'</i>	Macbeth starts to feel pangs of guilt.	<i>'To know my deed, 'twere best not know myself.'</i>	Malcolm and Donalbain flee.
<i>'There's daggers in men's smiles.'</i>	Violent weather reflects the violent deeds.	<i>'Dark night strangles the travelling lamp.'</i>	Macbeth's guilt and anxiety increase

<i>'To be thus is nothing, but to be safely thus.'</i>	One of the murderers reports that Banquo's son Fleance escaped.	<i>'Then comes my fit again.'</i>	Banquo's ghost appears at the feast.
<i>'This is the very painting of your fear.'</i>	Macbeth revisits the witches.	<i>'for none of woman born shall harm Macbeth.'</i>	Guilt drives Lady Macbeth to madness.
<i>'Unnatural deeds do breed unnatural troubles.'</i>	Macbeth learns of his wife's death.	<i>Tomorrow and tomorrow, and tomorrow ...'</i>	Enemies encircle Macbeth.

(Adapted from work produced by the English department at Mexborough School, Mexborough)

Handout Maths: Never-heard-the-word grid for numbers and the numbers system

Listen carefully while the words below are read to you and used in context – then fill in the appropriate column.

Warning: Beware of tricky words that have a very different everyday meaning from their meaning in a maths context. These tricky words are **highlighted** and marked with an **asterisk***.

Key words	Never heard the word before	Heard it but not sure of its meaning	Know what it means and can explain in context – jot down your ideas here
1. exponent			
2. greater than/ equal to			
3. less than/ equal to			
4. significant figures			
5. decimals			
6. upper bound			
7. lower bound			
8. integers			
9. power*			
10. roots*			
11. index			
12. indices			
13. index law			
14. index notation			
15. standard index form			
16. fractions			

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17. percentages			
18. ratio			
19. proportion			
20. proportional to			
21. calculation			
22. compound interest			
23. constant			
24. reciprocal			

(Adapted from material developed by the Maths department at Bishop Stopford School, Enfield)

Handout French: Sequencing conversation activity

*	Comment tu t'appelles?	Je m'appelle Jean-Michel.	Ça s'écrit comment?
J-E-A-N M-I-C-H-E-L.	Il y a combien de personnes dans ta famille?	Dans ma famille, il y a quatre personnes.	Tu as des frères et des soeurs?
J'ai une soeur mais je n'ai pas de frère.	Comment s'appelle ta soeur?	Elle s'appelle Christine.	Quel âge a-t-elle?
Elle a six ans.	As-tu un animal à la maison?	J'ai un chat.	Il s'appelle comment?
Il s'appelle Felix.	Il a quel age?	Il a un an.	Tu as un chien?
Non, je n'ai pas de chien.	Qui est-ce?	Ç'est ma mere.	Elle est comment?

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Elle est super!	Qu'est-ce-que c'est?	Ç'est un stylo.	Tu as une gomme?
Non - mais j'ai une règle!	Quelle est la date d'aujourd'hui?	Ç'est le 10 Decembre.	Ça va?
Bien merci. Au revoir!	*		

(Adapted from work by Gaby Simons, Languages department, Burnham Upper School, Buckinghamshire

RESOURCES:

If you like to listen to **podcasts**, try:

ADDitude about life with ADHD, ADD

Ted talks esp TED Education, Conversations (you have to search but there are good talks here from interesting people)

Facebook users check out

NESTSEducation and Cult of Paedagogy,

Instagram check out NESTSEducation and marriedtoADHD

Books

Anything by **Martin L. Kutscher**, “ADHD without Brakes” is a good place to start
Essential reference for teachers is “Kids in the Syndrome Mix of ADHD, LD, Autism Spectrum, Tourette's, Anxiety and More! : The One Stop Guide for Parents, Teachers and Other Professionals”

websites

Buzzfeed has great videos about ADHD – all on YouTube
<https://www.youtube.com/watch?v=NL483G4xKu0>

How to ADHD hosted by Rebecca – YouTube channel
https://www.youtube.com/channel/UC-nPM1_kSZf91ZGkcgY_95Q

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