



## *Recommended Reasonable Adjustments*

### **ADHD Strategies for Faculties to Support Achievement**

#### **Student diagnosis: Attention Deficit and Hyperactivity Disorder (ADHD) (a Specific Learning Difficulty)**

**ADHD** is a condition related to attention difficulties, impulsive behaviour and, for some, hyperactivity.

The following guidelines will support this student to access and achieve positive results on your course.



#### **Student Attributes**

- Energetic.
- Spontaneous.
- Creative.
- Attention to detail when they find the work stimulating.
- An honest straightforward approach.



#### **Student Challenges**

- Impulsivity.
- Staying on focus.
- Time management / awareness.
- Low frustration tolerance.
- Frequent mood swings.
- Task completion.
- Prioritising and organisational difficulties.
- Multitasking.
- Misinterpretation of information e.g. jokes; banter.
- The student will work well when motivated but they will struggle if they do not see the value of the work.



#### **General Advice**

- Be direct, explicit and consistent when communicating.

- Explain why a subject is taught.
- Chunk workload.
- Use a visual calendar with staggered deadlines and key completion dates.
- Encourage an uncluttered working environment to aid focus – allow headphones to minimise distractions.
- Support the student to avoid over scheduling.
- The best way to give appropriate support is by discreetly asking the student what would be helpful to them, so an initial one-to-one conversation is very useful.



### Handouts, PowerPoints and Written Information

It is advisable to:

- Provide PowerPoints at the beginning of a module or at least a week in advance of a lecture, to enable the student to prepare and print information.
- Use san serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma.
- Justify text to the left to provide even spacing between words which supports tracking.
- Use a 12pt font with a minimum of 1.15 spacing for text or handouts.
- Break down long pieces of text, using headings, bullet points and using **BOLD** to identify key words.
- Number the slides to reduce order confusion when printed.
- Use a pale coloured background, not white with black text.
- Use a minimum of 24pt font in power points.
- Make all material accessible so that students can change font, size, background colour etc. to suit their learning needs.
- Place a full stop at the end of bullet points, so there is a pause between points when students use text to speech software.



### Lecture / Seminar

Students benefit from preparation:

- Give a course over view at the start of the academic year; a yearly

calendar of when assignments are due, exams dates and when the reading week is, etc.

- Balance presentations and activities where possible.
- Do not change activity frequently as students can struggle to transition their focus from one activity to another.
- Present material in different ways using visual aids, such as graphs, flow charts, mind-maps, video clips, music and pictures.
- To avoid confusion, back up what you say in a lecture with exactly the **same** written information or instructions.
- Staple lecture notes together to avoid order confusion.
- Provide written instructions as well as oral whenever possible
- Provide glossaries, subject specific vocabulary and frequently used acronyms.
- Introduce new topics by providing an overview first.
- Use concrete examples to aid understanding.
- Use anecdotal information and visual material to aid memory.



### Assignments And Essay Questions

- Break assignments down into manageable chunks.
- Use clear fonts for marking grids and learning outcomes.
- Give specific guidelines, e.g. how many references/citations per point; word count for different sections.
- Meet with students to reassure them on their assignment plan.
- Can all or part of an assignment be produced in an alternative format e.g. podcast?



### Reading Lists

Students benefit from clear reading lists:

- Use a sans serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma in 12pt font, with a minimum of 1.15 spacing.
- Split into **essential**, **extra** and **exceptional** categories to enable slow readers to priorities their reading.



### Use Assistive Technology

- Allow the use of iPads in seminars to listen to written material if they struggle to read quickly (text to speech).
- Encourage the use of Dictaphones, laptops, iPads and iPhones.

- Information on podcasts is available at:  
<http://www.southampton.ac.uk/isolutions/computing/elearn/podcast/>

Encourage your students to use apps:

- Inspiration for mind mapping.
- Zotero for referencing.
- Pomodoro to support efficiency.
- Quizlet and Study Shack to develop flashcards for revision.
- Robobrain.org will convert items such as book pages into accessible formats.



### Recording lectures and seminars

Students may benefit from recording information:

- Allow students to record lectures /seminars on their own devices e.g. phones / laptops. It enables students to focus on the lecture content and gives time to process information.
- Panopto is a video platform available in some lecture theatres and available at:

<http://www.southampton.ac.uk/isolutions/computing/elearn/panopto/>



### Sharing and Further Information

- All tutors/lecturers should be made aware of the student's SpLD.
- The information in this Student Support Recommendation must be shared if the student studies a module with another faculty, or goes on placement, or abroad.
- The following websites provide information on accessibility and inclusive practice:

[https://www.southampton.ac.uk/edusupport/study\\_support/information\\_for\\_staff.page](https://www.southampton.ac.uk/edusupport/study_support/information_for_staff.page)



### Resources

Study Skills resources are available at:

<http://library.soton.ac.uk/sash>

- An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is available from:



**Enabling Services**

University of Southampton  
Room 2113, George Thomas Building,  
Highfield, Southampton  
SO17 1BJ



+44 (0)23 8059 7726 Internal: 27726



[enabling@soton.ac.uk](mailto:enabling@soton.ac.uk)