



AD(H)D Strategies for Faculties to Support Achievement

Student diagnosis: Attention Deficit and Hyperactivity Disorder (AD(H)D) (a Specific Learning Difficulty)

AD(H)D is a childhood condition that progresses into adulthood and is 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.



Blackboard Ally

Course content to be made accessible via [Blackboard Ally](#). An overview of Blackboard Ally and how to make course content accessible can be found [here](#).



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. Ariel, Lucinda Sans, Calibri.
- 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.

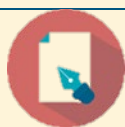
- Place a full stop at the end of bullet points, so there is a pause between points when students use text to speech software.



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 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

- Students can access a range of [Assistive Technology Software](#) to support their learning.
- Allow the use of iPads/devices in seminars to listen to written material if they struggle to read quickly (text to speech).
- Allow use of iPads/devices in lectures/seminars to allow for notetaking using assistive technology software.
- Encourage the use of Dictaphones, laptops, iPads and iPhones.

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.
- Robobraille.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 many lecture theatres.



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.
- Further information for staff on [accessibility and inclusive practice](#)



Resources

- [Specialist resources](#) to support neurodiverse students.
- The library has a range of [Study Skills resources](#) available
- [Blackboard Ally](#) and Accessibility at the University of Southampton

[Further information for students and specialist support](#)



Student Disability and Inclusion Team

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



+44 (0)23 8059 9599



Studenthub@soton.ac.uk