



ADHD GOES TO SCHOOL

Dr. Candice Murray

Registered Psychologist

B.C Children's Hospital

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LEARNING OBJECTIVES

- ADHD: Impact on learning
- Strategies to help children with ADHD learn
- Homework struggles
- Advocacy

ADHD CHALLENGES IN BC

No Ministry of Education “special needs” designation (12 categories)

Children with ADHD must have another disorder

(e.g., learning disability, gifted, behaviour disorder, autism, chronic medical)

Individual Education Plan (IEP) at discretion of school

Parents must advocate



ADHD ADVOCACY

To advocate for ADHD being officially recognized by the BC Ministry of Education, write an email, letter, or meet with your MLA (Member of the Legislative Assembly)

To find out who your MLA is:
www.leg.bc.ca/learn-about-us/members

ADHD, BRIEFLY

CORE SYMPTOMS OF ADHD

All children with ADHD have difficulty controlling:

- Attention (too much or too little)

Many (but not all) children with ADHD also have difficulty controlling:

- Activity levels
- Impulsivity



JOURNAL OF ABNORMAL CHILD PSYCHOLOGY

ORBAN, RAPPORT, FRIEDMAN, ECKRICH, & KOFLER (2018)

- Context influences ADHD symptoms (noise, instructional delivery, EF demands)
- Students with ADHD off-task 16% during math instruction video
- Cumulative effects: equivalent to missing 29 math lessons (45 minutes each) in the academic school year.
- <https://www.facebook.com/reel/10155762960359591>
- <https://digg.com/video/heres-a-time-lapse-of-a-student-with-adhd-watching-a-math-instructional-video-versus-watching-a-star-wars-video>

ADHD ICEBERG

CHRIS DENDY
ADDITUDEMAG.COM

Explaining ADHD to Teachers

Share this infographic, created by Chris A. Zeigler Dendy and Alex Zeigler, with your teacher (artwork adapted by ADDitude magazine).

The Tip of the Iceberg: The Obvious ADHD Behaviors

Hyperactivity

- > Can't sit still
- > Fidgets
- > Talks a lot
- > Runs or climbs a lot
- > Always on the go

Impulsivity

- > Lacks self control
- > Difficulty awaiting turn
- > Blurts out
- > Interrupts
- > Intrudes

- > Talks back
- > Loses temper

Inattention

- > Disorganized
- > Doesn't follow through

- > Doesn't pay attention
- > Is forgetful
- > Doesn't seem to listen
- > Loses things
- > Late homework

Hidden Beneath the Surface: The Not-So-Obvious Behaviors (2/3 have at least one other condition)

Neurotransmitter Deficits Impact Behavior

- > Insufficient levels of neurotransmitters, dopamine and norepinephrine, results in reduced brain activity.

Weak Executive Functioning

- > Working memory and recall
- > Getting started, effort
- > Internalizing language
- > Controlling emotions
- > Problem solving

Impaired Sense of Time

- > Doesn't judge passage of time accurately
- > Loses track of time
- > Often late
- > Forgets long-term

- projects or is late
- > Difficulty planning for future
- > Impatient
- > Hates waiting
- > Time creeps
- > Avoids doing homework

Sleep Disturbance (56%)

- > Impacts memory
- > Doesn't get restful sleep
- > Can't fall asleep
- > Can't wake up
- > Late for school
- > Irritable
- > Morning battles

3-Year Delayed Brain Maturation

- > Less mature
- > Less responsible
- > 18-year-old acts like 15

Not Learning Easily from Rewards and Punishment

- > Repeats misbehavior
- > May be difficult to discipline

THE ADHD ICEBERG

Only 1/8 of an iceberg is visible. Most of it is hidden beneath the surface.

- > Less likely to follow rules
- > Difficulty managing his own behavior

- > Doesn't study past behavior
- > Acts without sense of hindsight
- > Must have immediate rewards
- > Long-term rewards don't work
- > Doesn't examine his own behavior
- > Difficulty changing his behavior

Co-Existing Conditions

- > Anxiety (34%)
- > Depression (29%)

- > Bipolar (12%)
- > Tourette Syndrome (11%)
- > Obsessive Compulsive Disorder (4%)
- > Oppositional Defiant Disorder (54-67%)

Serious Learning Problems

- > Specific Learning Disability (29-50%)
- > Poor working memory
- > Can't memorize easily
- > Forgets teacher and parent requests
- > Slow math calculation
- > Spelling problems
- > Poor written expression
- > Difficulty writing essays
- > Slow retrieval of information

Low Frustration Tolerance

- > Poor listening and reading comprehension
- > Difficulty describing the world in words
- > Disorganization
- > Slow cognitive processing speed
- > Poor handwriting
- > Inattention
- > Impulsive learning style
- > Difficulty controlling emotions
- > Short fuse
- > Emotionally reactive
- > Loses temper easily
- > May give up more easily
- > Doesn't stick with things
- > Speaks or acts before thinking
- > Difficulty seeing others' perspective
- > May be self-centered

ADHD is often more complex than most people realize! Like icebergs, many problems related to ADHD are not visible. ADHD may be mild, moderate, or severe, is likely to coexist with other conditions, and may be a disability for some students.

You can order the original color ADHD Iceberg poster at chrisdendy.com.

HOW ADHD IMPACTS LEARNING

DOES
ADHD
MATTER
FOR
LEARNING?

Attention Dysregulation

- Can cause distractibility or hyperfocus
- All senses (sights, sounds, tastes, touch, smells)
- Thoughts
- Over time = learning gaps develop



DOES ADHD MATTER FOR LEARNING?

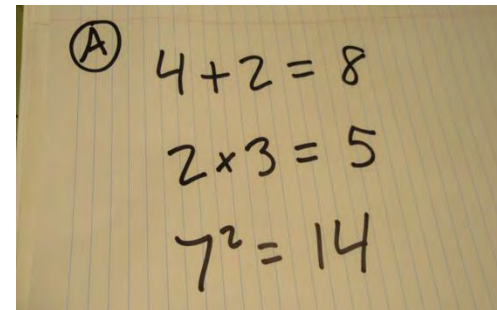
Restlessness

- Speed over accuracy



Impulsivity

- Unintentional errors
- Low threshold for frustration

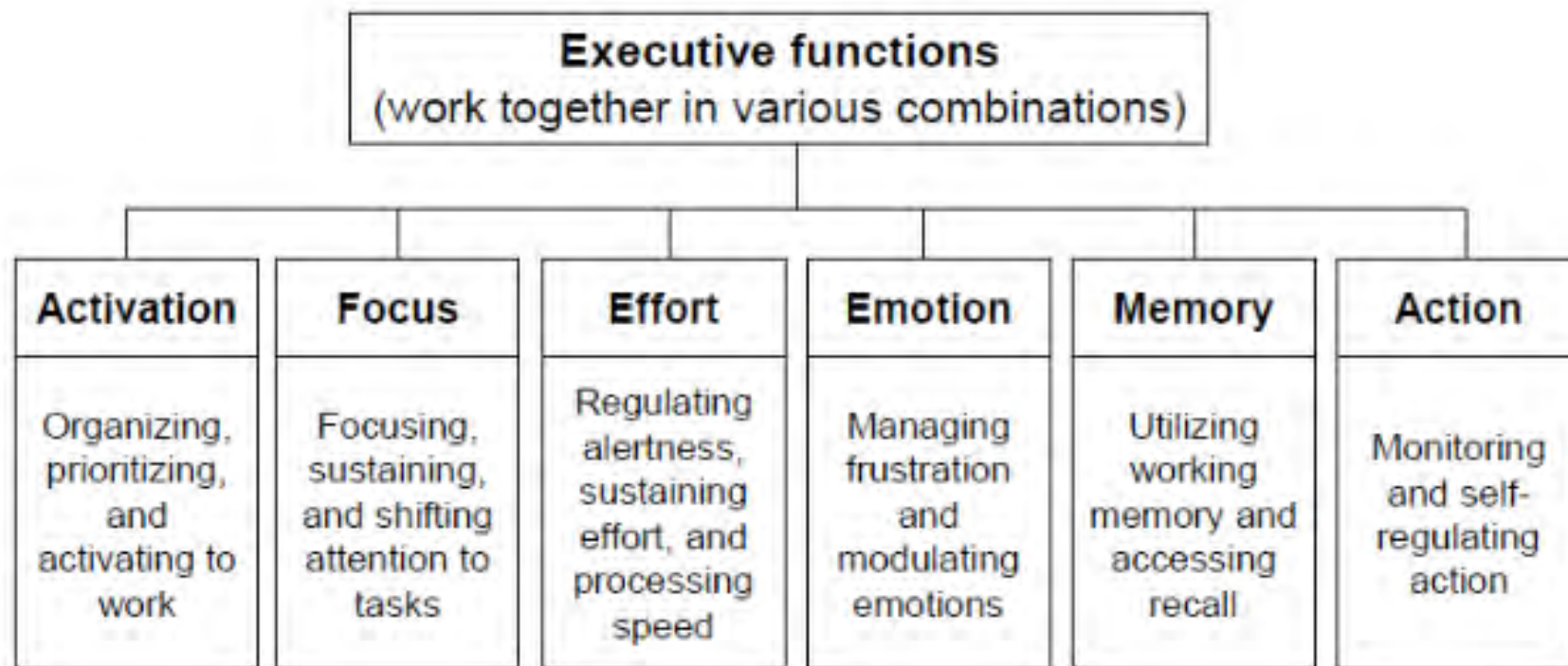


I'm stupid

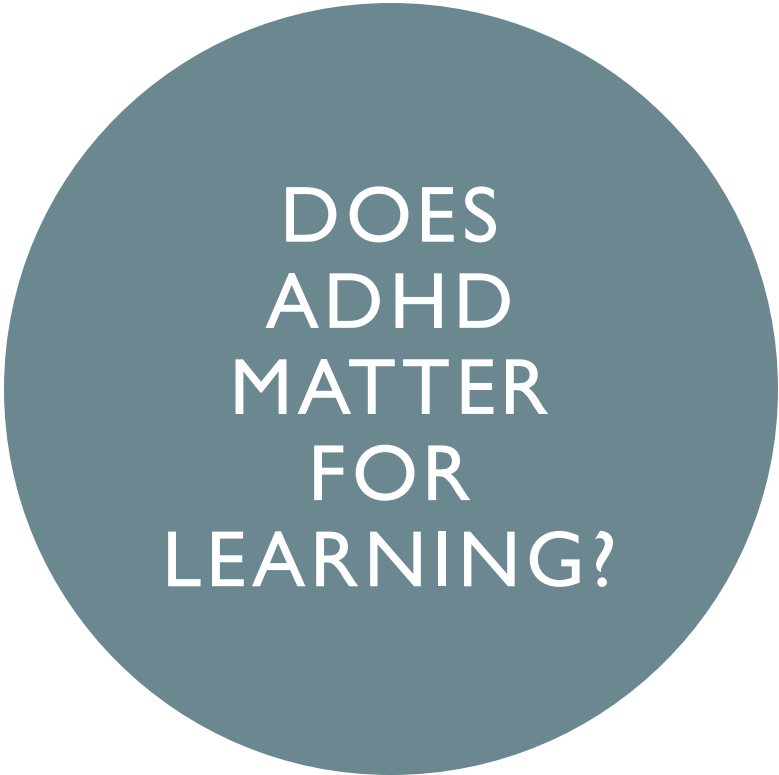
He did that on purpose

I can't do this.

This will take forever!



Brown, T.E. (2001). Manual for Attention Deficit Disorder Scales for Children and Adolescents.



DOES
ADHD
MATTER
FOR
LEARNING?

Reading:

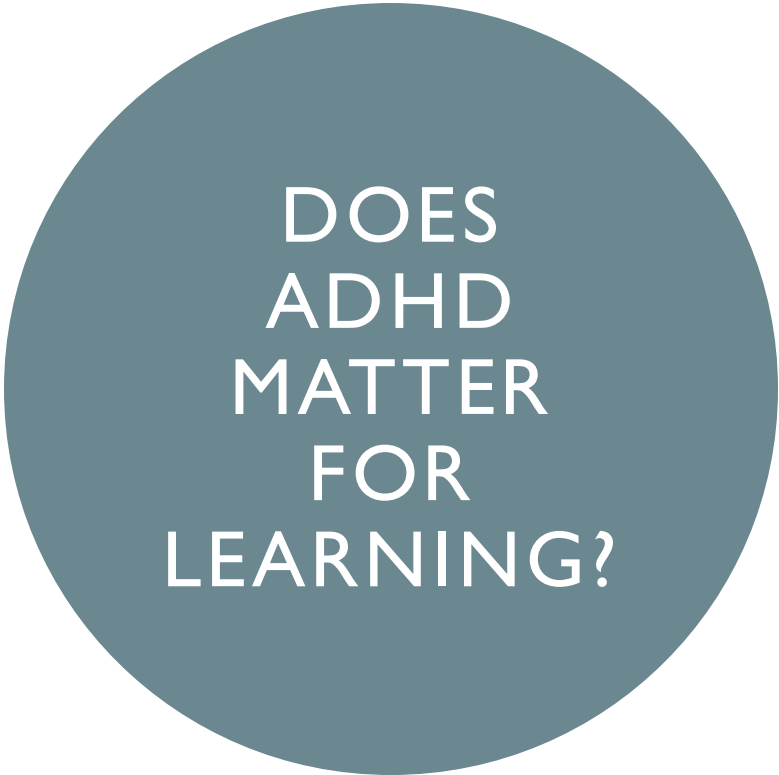
- Skip lines/words, losing track, zone out, add or replace words, reading comprehension

Math:

- Rote math (multiplication tables), word problems, multi-step problems

Writing:

- Organizing ideas, missing details, missing punctuation & capitalization, unintentional spelling errors, editing



DOES
ADHD
MATTER
FOR
LEARNING?

Elementary School

- Less work completion
- Less accuracy in work
- Off task more
- Less homework completion

Middle/High School

- Less organized (planning, deadlines, time management)
- Lower grades
- Higher rates of dropping out

STRATEGIES THAT HELP

KEY STRATEGIES



More movement



Break tasks & instructions
down



Externalize
reminders/instructions/time

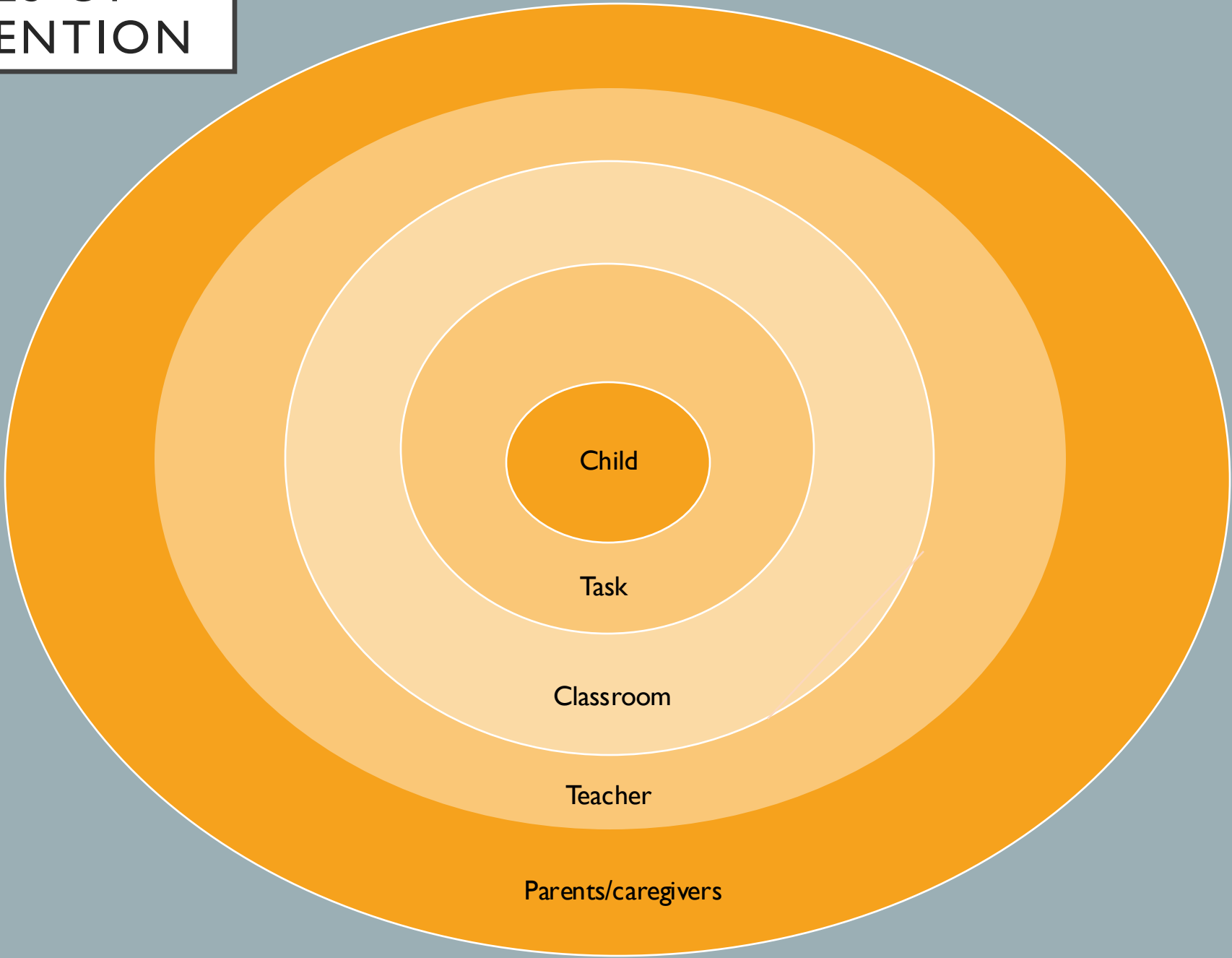


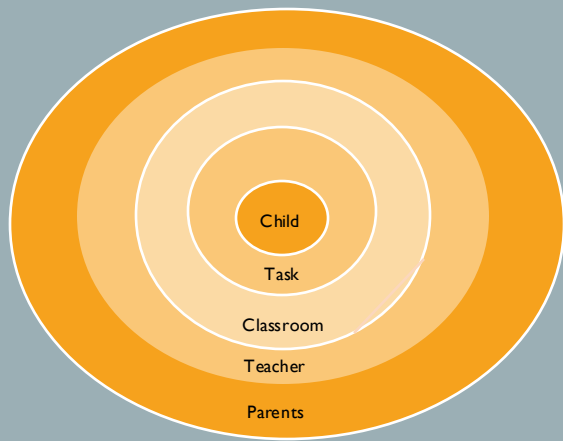
More feedback



Increase praise

ZONES OF INTERVENTION



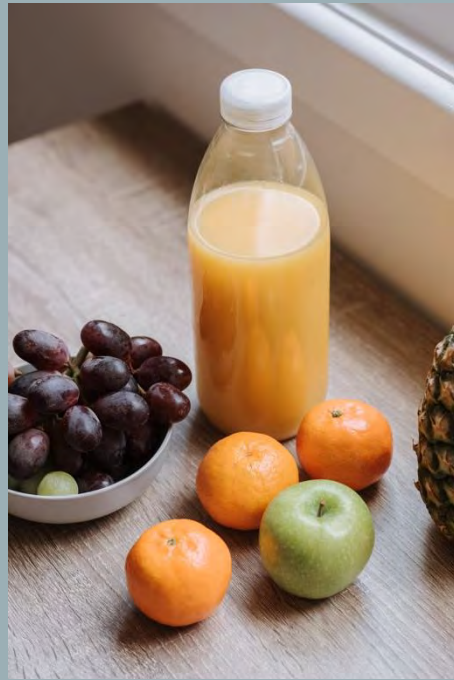


CHILD ZONE

1. Medication



2. Fuel



3. Movement



CHILD ZONE FUEL

Food & Drink

- Send “easy to eat” food
- Request supervision of food intake @ lunch
- Juice box (glucose) @ 2pm





CHILD ZONE MORE MOVEMENT



Before School:
Walk, bike, let them off
a few blocks away

Recess, lunch:
Never use removal as
punishment; advocate
for active tasks/chores

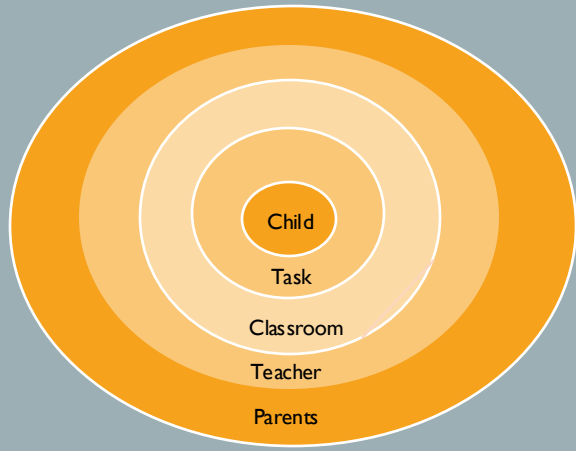
Move at desk:
Stand, doodle,
theraband, tictacs, gum



Move in class:
Take attendance, pass
out materials, door
person

Leave class:
Deliver message, get a
drink, hallway pass





TASK ZONE

1. Choice of tasks (boost interest)
2. Break tasks down
3. Active Learning

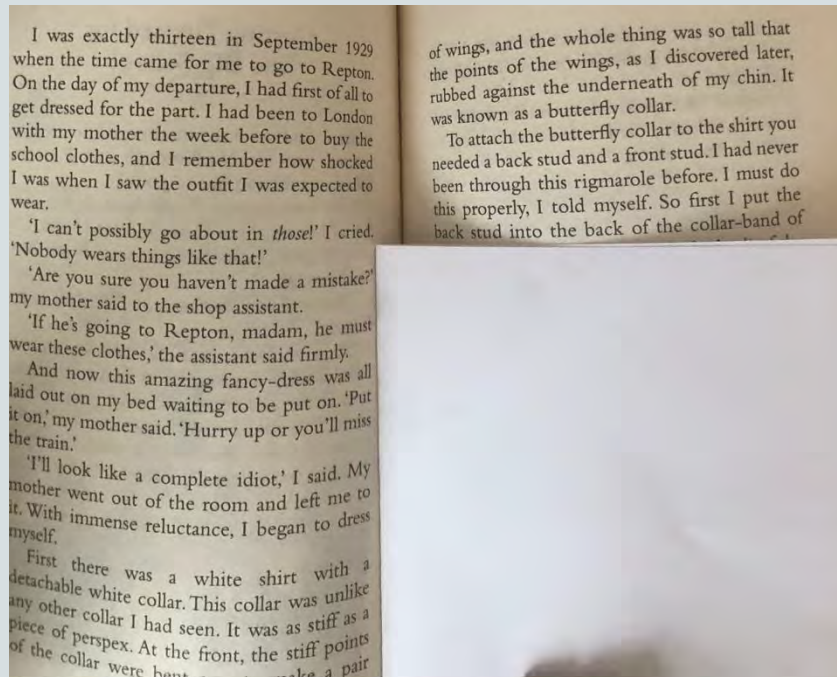


TASK ZONE

CHOICE

TASK ZONE

BREAK IT DOWN - READING



TASK ZONE

BREAK IT DOWN – SCORING RUBRIC

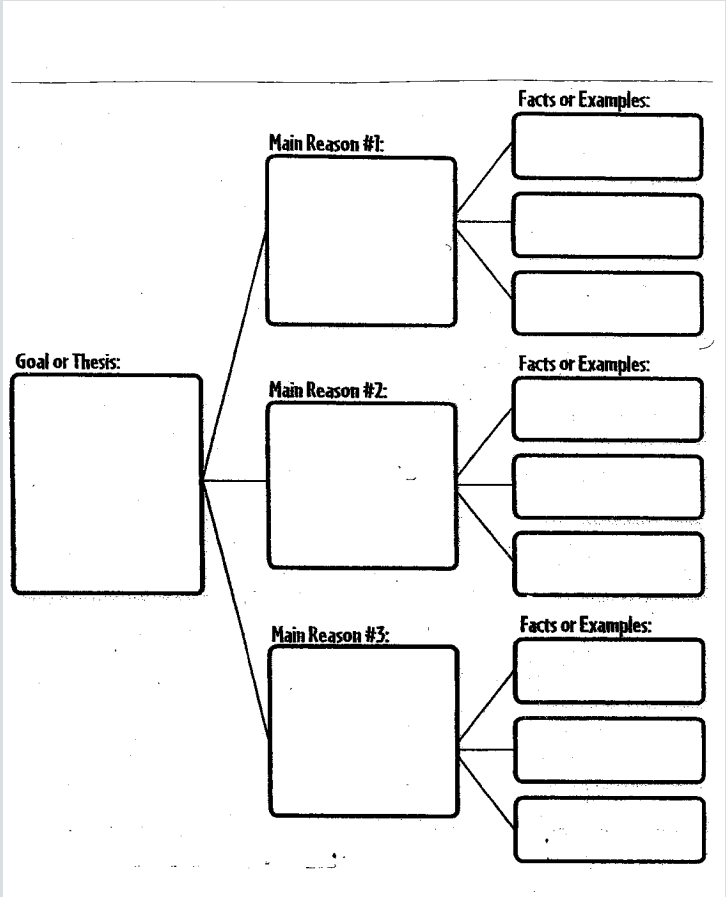
Simple Grading Rubric

Criterion	Task	Level of Performance			Score
History Research Paper Rubric					
Criteria	Excellent	Good	Poor		
	3	2	1		
<i>Number of sources</i>	Ten to twelve	Five to nine	One to four		
<i>Historical accuracy</i>	No apparent inaccuracies	Few inaccuracies	Lots of historical inaccuracies		
<i>Organization</i>	Can easily tell from which sources information was drawn	Can tell with difficulty from where information came	Cannot tell from which source information came		
<i>Bibliography</i>	All relevant bibliographic information is included	Bibliography contains most relevant information	Bibliography contains very little information		

Descriptor

TASK ZONE

BREAK IT DOWN - WRITING



Name _____

Date _____

The Hamburger Paragraph

TOPIC SENTENCE

SUPPORTING SENTENCE 1

SUPPORTING SENTENCE 2

SUPPORTING SENTENCE 3

CONCLUSION SENTENCE

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TASK ZONE

BREAK IT DOWN - WRITING





TASK ZONE
BREAK IT DOWN / FEEDBACK

Writing Assignment	Due Date
Decide on a topic	
Thesis statement	
Outline (graphic organizer)	
Intro paragraph	
Body paragraphs (use hamburger)	
Concluding paragraph	
First draft	
Edits	
Final paper	

TASK ZONE

BREAK IT DOWN - EDITING

Revise	Edit
	
A Add sentences and words	C Capitals: sentences, names, places, months, titles, I
R Remove unneeded words or sentences	U Usage: match nouns and verbs correctly
M Move a sentence or word placement	P Punctuation: . ? ! , " "
S Substitute words or sentences for others	S Spelling: Check all words, use your resources

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TASK ZONE

BREAK IT DOWN - WORKSHEETS

Name: _____ Date: _____

Spelling Test

1. _____	11. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	



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Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____



Multiplying by 3 (A)

Name: _____ Date: _____ Year: _____

Calculate each product.

$5^1 \times 3^1$	$2^1 \times 3^1$	$1^1 \times 3^1$	$4^1 \times 3^1$	$3^1 \times 3^1$	$6^1 \times 3^1$	$7^1 \times 3^1$	$8^1 \times 3^1$
$5^2 \times 3^2$	$2^2 \times 3^2$	$1^2 \times 3^2$	$4^2 \times 3^2$	$3^2 \times 3^2$	$6^2 \times 3^2$	$7^2 \times 3^2$	$8^2 \times 3^2$
$5^3 \times 3^3$	$2^3 \times 3^3$	$1^3 \times 3^3$	$4^3 \times 3^3$	$3^3 \times 3^3$	$6^3 \times 3^3$	$7^3 \times 3^3$	$8^3 \times 3^3$
$5^4 \times 3^4$	$2^4 \times 3^4$	$1^4 \times 3^4$	$4^4 \times 3^4$	$3^4 \times 3^4$	$6^4 \times 3^4$	$7^4 \times 3^4$	$8^4 \times 3^4$
$5^5 \times 3^5$	$2^5 \times 3^5$	$1^5 \times 3^5$	$4^5 \times 3^5$	$3^5 \times 3^5$	$6^5 \times 3^5$	$7^5 \times 3^5$	$8^5 \times 3^5$
$5^6 \times 3^6$	$2^6 \times 3^6$	$1^6 \times 3^6$	$4^6 \times 3^6$	$3^6 \times 3^6$	$6^6 \times 3^6$	$7^6 \times 3^6$	$8^6 \times 3^6$
$5^7 \times 3^7$	$2^7 \times 3^7$	$1^7 \times 3^7$	$4^7 \times 3^7$	$3^7 \times 3^7$	$6^7 \times 3^7$	$7^7 \times 3^7$	$8^7 \times 3^7$
$5^8 \times 3^8$	$2^8 \times 3^8$	$1^8 \times 3^8$	$4^8 \times 3^8$	$3^8 \times 3^8$	$6^8 \times 3^8$	$7^8 \times 3^8$	$8^8 \times 3^8$

Name: _____ Score: _____

Teacher: _____ Date: _____

5×9	5×9	2×9	8×3	4×4
8×4	5×3	8×3	7×6	7×6
6×4	4×4	9×8	9×7	6×8
8×8	7×3	4×7	6×7	8×4

Math-Aids.com

TASK ZONE

ACTIVE LEARNING



Reading: (e.g., SQ3R)

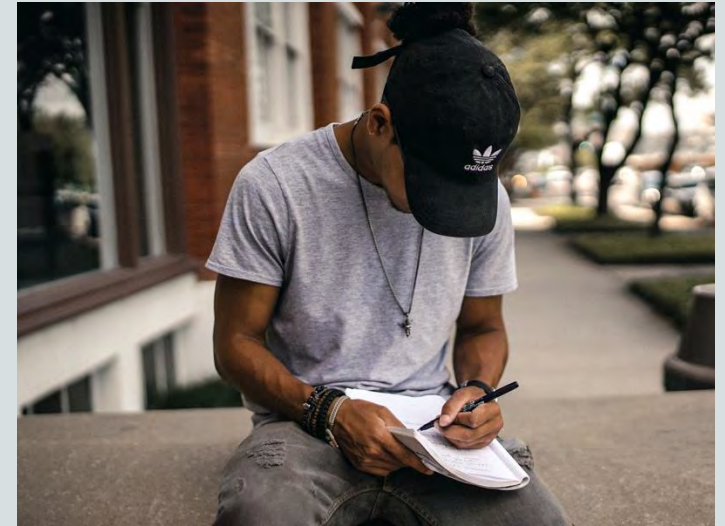
- Preview summary, skim chapter headings, images
- Preview study questions before reading
- Take notes; Write down main characters

TASK ZONE

ACTIVE LEARNING

Editing written work:

- Read aloud when editing if possible
- Text to speech software (Read & Write Software)
- Editing software (e.g., Grammarly)

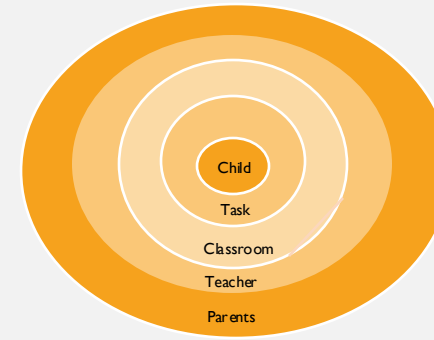


TASK ZONE ACTIVE LEARNING

Listening:

- Take notes in class
- Consider Smart Pen (e.g., Livescribe)
- Highlight information while reading





CLASSROOM ZONE REDUCE DISTRACTIONS



Seating Type

- Individual desk for independent work
- More space between desks
- Study carrel or resource room

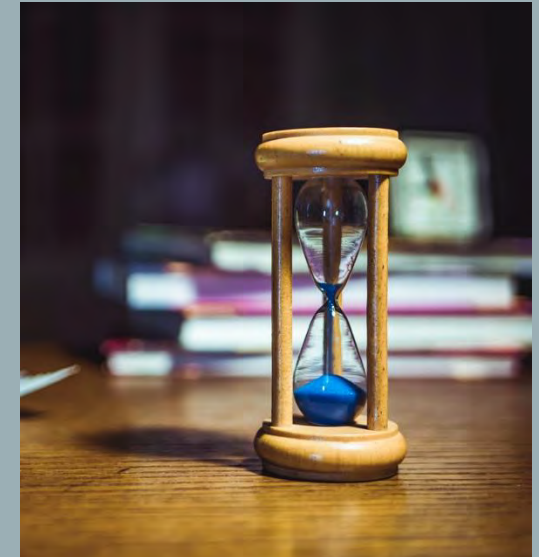


CLASSROOM ZONE REDUCE DISTRACTIONS

Seating Placement

- Sit near teacher
- Away from friends, doors, windows
- Wear headphones, ear plugs





CLASSROOM ZONE
EXTERNALIZE TIME

CLASSROOM ZONE

EXTERNALIZE INFORMATION

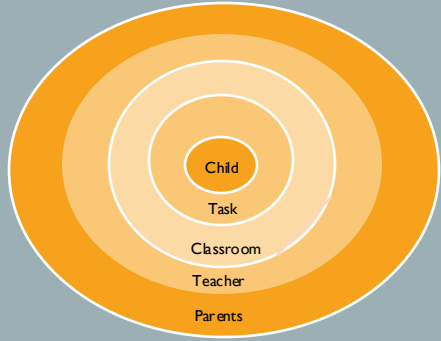
Time	Activity
7:45-8:00	Doors open, morning routines
8:00-8:15	Calendar
8:15-8:45	S.M.A.R.T. Time
8:50-10:25	Reading Block
10:32-11:02	Lunch
11:05-11:45	Math
11:48-12:28	Activity
12:30-12:45	Snack/Read Aloud
12:45-1:20	Writing
1:20-1:45	Recess
1:45-2:00	Silent Reading
2:10-2:30	Start Dismissal



Assignment	Materials Needed	Date Assigned	Date Due	What to do?
Read chapter 1 of novel	- Novel - Notebook - Thought questions	Feb 3, 2021	Feb 10, 2021	Be ready to discuss in class
Outline for passion project	-Graphic organizer sheet - Research materials (computer, books)	Feb 17, 2021	March 3, 2021	Hand in outline to teacher in class

CLASSROOM ZONE
EXTERNALIZE INCENTIVES

Target Behaviour	Teacher's Initials
Used fidget tool at desk when needed	
Placed belongings neatly in desk	
Wrote homework instructions in planner	
Used backpack checklist	

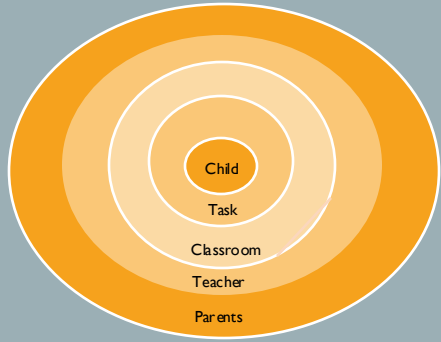


TEACHER ZONE FEEDBACK, PRAISE

Positive Feedback

- Verbal and nonverbal validation
- Praise most effective way to increase desired behaviour (Tells child what to do)
- Reward chart
- Punishment does not teach skills





TEACHER ZONE BREAK IT DOWN

Instructions

- One at a time
- Point of Performance (when behaviour expected to occur)
- Written back up
- Giving instructions: Get close, say name, make eye contact,



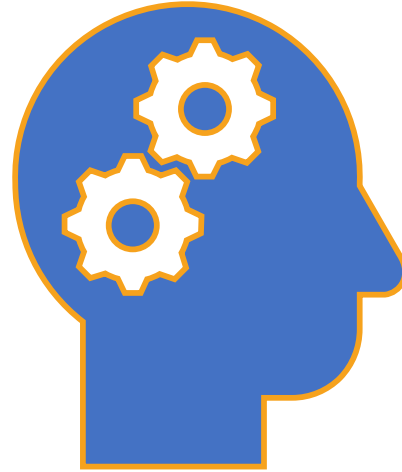
TEACHER ZONE

VALIDATE

Remain Calm & Listen

- Children with ADHD have difficulty with verbal expression
- They miss parts of stories
- They often assume they are in trouble (activates fight/flight)
- Give them time and space to explain





ORGANIZATIONAL SKILLS TRAINING

ORGANIZATIONAL SKILLS TRAINING (OST)

EVANS ET AL., 2018, ABIKOFF
ET AL., 2012; BIKIC ET AL.,
2017; LANGBERG ET AL.,
2017)



Skills instruction

- ✓ Recording assignment and exam dates in calendar
- ✓ Planning time to work on assignments/study
- ✓ Using checklists for materials
- ✓ Tracking time for tasks
- ✓ Breaking tasks into steps before starting

Parents/teachers prompt, praise, reward skill use

ORGANIZATIONAL SKILLS TRAINING (OST)

ABIKOFF ET ALL, 2012; BIKIC
ET AL., 2017; LANGBERG ET
AL., 2017)



- Skills block best
- Resource teacher present & involved
- Regular weekly sessions
- Parent involvement

KEY STRATEGIES



More movement



Break tasks & instructions
down



Externalize
reminders/instructions/time



More feedback

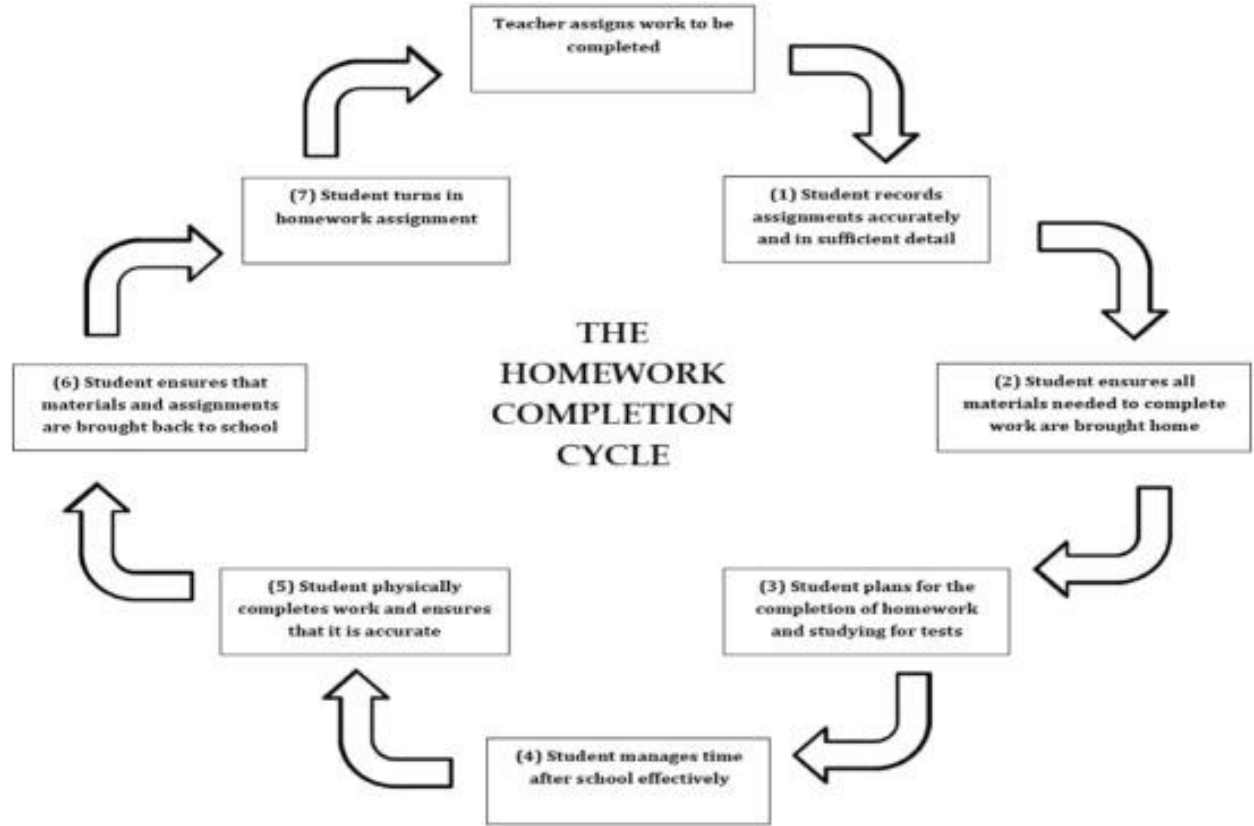


Increase praise

HOMEWORK

HOMWORK STEPS:

ASSESS POINT OF
BREAKDOWN &
TARGET AREA



KEEPING TRACK AT HOME

- Planner
- Monthly wall calendar



5 ROLES FOR PARENTS COOPER

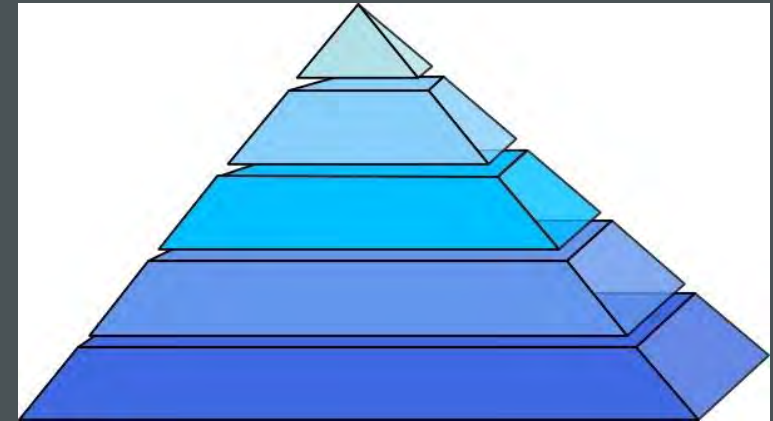
- 1) Stage manager (quiet setting, materials, remove screens, medication active?)
- 2) Motivator (positive reinforcement; reward system)
- 3) Role Model (“body double”: read, do banking while they read; no screens)
- 4) Monitor (suggest breaks if frustration sets in; make sure length/content reasonable for your child)
- 5) Mentor (stay near but don’t step in unless asked)

ADVOCACY

KNOW WHO DOES WHAT

Organizational hierarchy in most schools:

- (1) Teacher & Teaching Assistant
- (2) Principal
- (3) Director of Special Education
- (4) Assistant Superintendent
- (5) Superintendent
- (6) School District / Board of Trustees



CREATE A BINDER



Tests



Report cards



Notes from meetings



Notes from phone calls



All correspondence



Put a photo of your child on the front of the binder



COMMUNICATE EARLY

Parent/teacher collaboration is crucial

- Introduce yourself in Sept
- Discuss experience with ADHD (provide 1 page handout about your child)
- Discuss seating arrangements, homework system, incentive program
- High School: Resource teacher key

Dear (Teacher's Name)

- Writing to help you get to know my child better
- List 1 or 2 strengths, then share ADHD diagnosis.

(Child's name) strengths (focus on personal attributes):

- 1)
- 2)
- 3)

(Child's name) Interest/s/ talents (academic, athletic, musical, artistic, social, etc)

- 1)
- 2)
- 3)

(Child's name's) challenges related to ADHD and executive function deficits

- o A
- o B
- o C

Ineffective strategies (makes things worse)

- o A
- o B
- o C

Effective strategies that teachers have used in previous years

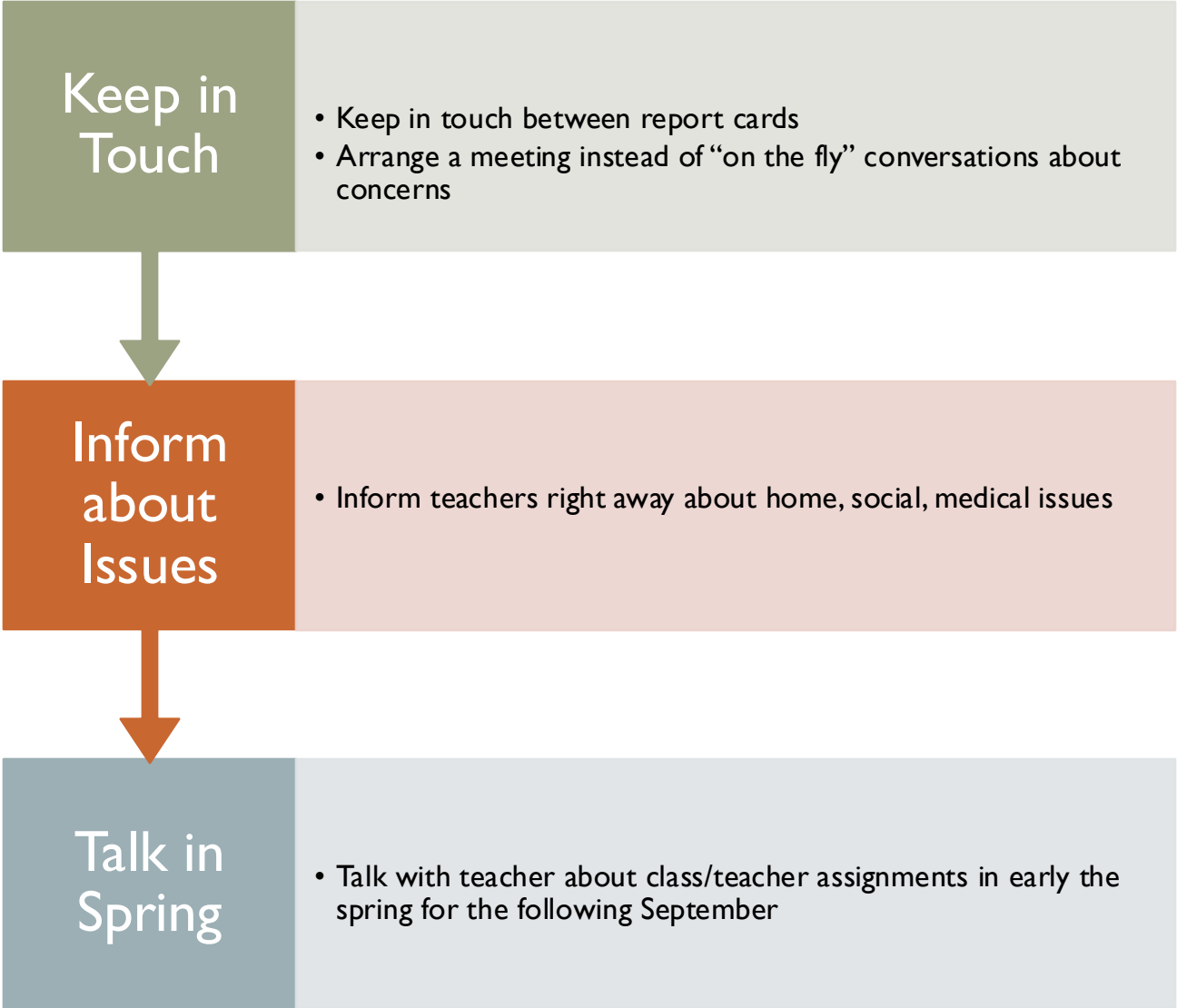
- o A
- o B
- o C

- Best way to contact you (text, email, calling)
- Thank teacher for their time/ express optimism about work together

Thank you,

(Your name)

COMMUNICATE





PARTING WORDS

Be informed

Be realistic

Pace yourself

Get support – you are not alone

RESOURCES

Rolling with ADHD for Teachers

healthymindslearning.ca

Rolling with ADHD for Teens

healthymindslearning.ca

The Ultimate ADHD Toolkit for Parents and Teachers:

additudemag.com

Focus on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder; Alberta Education

Centre for ADHD Awareness Canada: caddac.ca

School Act: bclaws.gov.bc.ca

QUESTIONS?

