

## Good Practice Guide:

# Inclusive Teaching for Students with Attention Deficit (Hyperactivity) Disorder [AD(H)D]



### Why make your teaching more inclusive, why make reasonable adjustments?

- The School's Strategic Objectives<sup>1</sup> encourage departments to "...lead in the provision of excellent disciplinary and interdisciplinary education", (ensure) that "...graduates are well informed, critical, analytically sophisticated and globally employable", and (ensure) that "...students and staff interact to build a dynamic learning community that reflects the School's distinctive identity."
- Reflecting on inclusion and reasonable adjustments in your teaching provides an opportunity to refresh your practice ensuring it is accessible to students with diverse study experiences as well as disabilities.
- Meet the needs and requirement of diverse student body including disabled students ensuring the School meets its legal 'anticipatory' duty to students under the 'Equality Act (2010)
- "... in the midst of rapid change in higher education, a crucial priority is to ensure that our students have the benefit of great teaching and a rewarding educational experience." Dame Minouche Shafik.

### AD(H)D

Attention deficit / hyperactivity disorder (AD(H)D) is a condition that affects those parts of the brain that control attention, impulses and concentration, and can occur with or without hyperactivity. AD(H)D develops in early childhood and is most commonly noticed around the age of 5. Research suggests that 80% of children diagnosed with AD(H)D continue to experience symptoms during adolescence and 67% continue to have symptoms into adulthood. It is also quite common for an individual to have co-occurring SpLDs. The impact of AD(H)D on a student may mean they miss out on valuable opportunities for social and cultural capital.

### Impact on Study

Particular impacts on study include:

- Becoming 'locked into' an activity, obsessing over particular subjects or details to the detriment of other work
- Intolerance of boredom and frustration, impulsivity, and a search for activities with high stimulatory value.
- Procrastinating, putting off the start of important activities and falling behind with work.
- Finding organisation harder, losing or forgetting things, not managing the overall workload or planning ahead.
- Issues with timekeeping: misjudging how long it will take to complete tasks (despite previous experience), or missing deadlines for assignment/coursework submission.
- Attendance problems: missing lectures, seminars, classes and small group tutorials, missing other medical or social appointments including taking medication.
- Distraction – hypersensitivity to surroundings and external stimuli (particularly problematic in libraries and large exam halls). Difficulty 'paying attention' or staying focused in general – impaired short-term memory and short attention span make it difficult to follow instructions and discussions during lectures.

### Who can I work with to help my teaching and what resources are available to me?

- Your Department's dedicated Teaching and Learning Centre departmental adviser listed at <https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments/Support-for-LSE-departments>
- Make use of the 'Assessment Toolkit' at <https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assessment-Toolkit/LSE-Assessment-Toolkit>
- To discuss **My Adjustments**, seek advice on reasonable adjustments and **Central Exam Adjustments** contact the Disability and Wellbeing Service <https://info.lse.ac.uk/current-students/student-services/disability-and-wellbeing-service>

**FOR EXAMPLES OF REASONABLE ADJUSTMENTS AND INCLUSIVE TEACHING EXAMPLES SEE OVER**

<sup>1</sup> <http://www.lse.ac.uk/about-lse/Image-assets/PDF/Education-Strategy.pdf>

<p style="text-align: center;"><b>Inclusive Teaching examples</b></p>	<p style="text-align: center;"><b>Reasonable Adjustment examples</b></p>
<ul style="list-style-type: none"> <li>• Structure contact hours strongly, opening with an outline, flagging changes in topic, offering recaps and concluding with major points. This helps students follow the logic of the session, and if their concentration slips they can more easily resume their engagement..</li> <li>• Provide lecture presentations on a pastel coloured background, handouts on yellow or off-white paper and number lecture slides to assist with referencing during note-taking</li> <li>• Communicate deadlines well in advance and clearly describe academic tasks.</li> <li>• Provide clear written summary feedback even when a face-to-face feedback discussion takes place. Students can thus avoid having to write up feedback while discussing it and will have a helpful point of reference for later.</li> </ul> <p style="text-align: center;"><b>‘inclusive learning and teaching recognises all student’s entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences’</b> [HEA]</p>	<ul style="list-style-type: none"> <li>• Provision of reading lists and lecture/teaching materials (includes handouts, notes, slides, and articles for discussion) in advance enabling adequate time for the student to prepare in light of their disability.</li> <li>• Permission to record lectures or take notes on a computer, and access to lecture capture.</li> <li>• In Lectures introduce new terminology in context with concepts explained</li> <li>• Library adjustments including extended loans.</li> <li>• Give clear information in advance about field work, study abroad and proactively offer named staff to help with ensuring access to study related activity.</li> <li>• Examination adjustments: such as extra time, use of a computer, separate [non-distracting] space and rest breaks, if appropriate.</li> <li>• Signpost to Assistive technology training via the IT Help Desk</li> <li>• Signpost to the Disability and Wellbeing Service for mentoring and study skills support - to develop good planning, efficient and appropriate study strategies and coping strategies.</li> <li>• Proactively ensuring students aware of Office Hours provision and Disability and Wellbeing Service so as to keep relevant colleagues informed of issues (if any) and to enable difficulties to be addressed prior to reaching a crisis.</li> </ul>