



“Education must develop every child’s personality, talents and abilities to the full.”

Article 29, UN Convention on the Rights of the Child



## 1) Context

- **89%** of teachers teach/have taught pupils with ADHD.
- **63%** of teachers feel their acquired training and support available to aid those with ADHD is inadequate.
- Covid-19 has highlighted the inadequacies of known teaching strategies within blended learning *for all pupils*.
- ADHD is one condition where its symptoms are arguably particularly susceptible to the distractions attributable to blended learning, which needs to be addressed.
- New Wales **ALN Bill** provides opportunity for development.



## 2) Methodology

An online study of journals, books and websites, using key words (not limited to) **engagement, blended learning, ADHD, additional learning needs**, identified six texts of focus.

Prioritised texts combined research on 'blended learning' and 'additional learning needs', but limited studies on this narrowed the scope for de-prioritisation.



## 3) Authors Findings

1. Educators should know **indicators of engagement** before creating facilitative engagement strategies.
2. There are qualitatively **different motivational factors** between students with and without ADHD, including: an aversion to slow passing of time; strong need for variation in activities.
3. **If-then plans** can support the self-regulatory capabilities of students with ADHD.
4. **Personal best goals** have been shown to benefit students with ADHD more compared to their peers; a potential strategy to narrow the attainment gap.
5. Plan **'back on track' activities**; accept the inevitability of distraction in online learning.
6. Use **personalised VLEs** to tailor the needs of students with ADHD, for efficient differentiation.



## 4) Key themes

- **Focus on self-regulation** - students with ADHD are shown to be deficient in self-regulatory capabilities. Use strategies which focus on this, rather than tokenistic reward mechanisms (for example).
- **Generalisable across students** - whilst findings explored can *specifically* help students with ADHD, they could also be applied to their peers without detrimental effect, making application of strategies more feasible.
- **Low Cost** - after some initial exploration time with the support of learning assistants and ALNco's, all strategies can be slotted into existing online learning platforms.



## 5) Recommendations



- Understand the **personal motivations** of your students with ADHD; what gets them 'hooked'?
- Know the **unique indicators** of your student's engagement, and use this data to drive your specific facilitative strategies for engaging students with ADHD.
- Use **if-then plans** in conjunction with **personal best goals** to aid pupil's self-regulation capabilities.
- Embrace the inevitability of distraction in online learning, but plan for **'back on track' activities**.
- Explore with your department the better utilisation of VLEs - can you make **personalised workstreams** to encourage motivation and engagement?

