

ADD/ADHD OBSERVATION CHECKLIST

This checklist is specifically designed to assist teachers in identifying children who may display ADHD-type behaviours and/or tendencies. It is not an exhaustive list of tendencies or a substitute for any professional or medical evaluation. The results should be viewed on a sliding scale from no tendencies displayed to regular occurrence, keeping in mind that some children may display these tendencies without ADHD.

Conduct a classroom observation, then, following the observation, please read the statement and tick whether you feel the student demonstrates the behaviour. Teachers can then adopt the suggested solution to try and improve students' engagement and achievement in their classes.

Student name:	DOB:	Teacher name & Subject:	Date of observation:
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For this behaviour...	...Suggest this solution
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HYPERACTIVITY AND IMPULSIVITY

	Demonstrates internal energy that must be used.	Allow students to run errands or do jobs throughout the lesson/day.
	Seems to always be in motion; runs or climbs, at times with no clear goal except motion.	Allow students to stand at a desk or use a swivel stool or under-desk bike pedals when working.
	May move quickly from task to task without finishing them completely.	Give a visual schedule of lessons for students to have at their desks, each step of the task is listed with approximate time suggestions to guide students.
	May 'fidget' or move excessively at seated times and appear 'unsettled'.	Allow discreet fidget toys to release excess energy.
	May interrupt conversations and be unable to wait their turn to speak.	Use a talking stick, ball or random selector when picking students to answer the question, so students know who will be asked to answer.
	Difficulty remaining in place, such as in their seat, even when it is expected or previously stated.	Allow the use of a weighted tool (blanket, toy, or sensory cushion) for the students to use.
	Difficulty waiting or stopping activities when they should do so.	Give time warning countdowns or have a timer visible on the whiteboard during the lesson for students to prepare ahead of time for changes in the activity i.e. https://www.online-stopwatch.com/classroom-timers/
	May 'call out' at seated times or teacher input.	'Blurt buttons' give the students a set amount of 'call out' times for the day (3-5 maybe), they must give up a 'blurt button' each time and can only use that amount.
	Finds it difficult to remain in their seat and may walk around, often without realising.	Provide the student with short brain breaks or movement breaks throughout the lesson for increasing engagement and cognitive functioning. https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers/
	Has trouble maintaining their volume at an appropriate level indoors.	Display a classroom noise level meter, showing the class what noise level is required at that time in the lesson to remind students of expectations, and avoid long stretches of time on the silent working level as this is not achievable.

	May often wander out of the classroom without permission.	Seek an approved CNC Break Card that students can leave on their desks if they need to have a structured reset break, so the teacher knows where they are at that time. Student is encouraged to only use 1 time per lesson.
	Can be 'overstimulated' and appear 'on alert'.	Consider the sensory load in your classroom, can you make alterations to reduce sensory overload from light, sound, etc, with simple changes?
	Finds it difficult to take turns appropriately.	Play team building and group games often as a class or have a talking/turn-taking stick/stuffed toy in your classroom.
	Once engaged in a task, will complete it very quickly, with little care and attention.	Don't use early finisher tasks with students in this situation, consider a display of 1-star, 2-star and 3-star work on the wall for students to compare their standard of work against and to gauge improvements to model task expectations. Alternatively, encourage the student to use C3B4ME strategy (see 3 students for constructive feedback before submission).
	Talking excessively.	Acknowledge answers only when the student's hand is raised or has been selected. Provide chat time between classmates throughout the lesson, as part of sharing of learning and learning positive socialisation skills.
	Trouble controlling emotions, feeling things more intensely.	Provide a calm down or quiet space in the classroom for students to be able to go to when trying to self-regulate their emotions.

INATTENTION:

	Will have trouble in focusing for short periods of time.	Have instructions/steps for the lesson visible throughout so students can refer to them as they work. This can be written on the white board, paper, or displayed in the class PowerPoint.
	Has trouble concentrating on a particular activity for short periods of time.	Plan teacher-directed group activities to encourage students to remain on task and focused on their learning.
	When spoken to on a one-to-one basis, may have trouble listening and acknowledging information.	Provide important information in more than one form; written or visual so that students have a better chance of retaining the information.
	May avoid activities that require sustained concentration.	Where possible, keep the lesson moving, by having the students move between places and tasks in the lesson.
	Daydreams or mind seems elsewhere, even in the absence of any obvious distraction.	Use fun ways of stopping the class with call and response options, to snap students back into the classroom and the now.
	Will start a project, task or activity without reading or listening to directions carefully.	Have a partner ask the student what the task is before they get started to check their readiness to begin.
	Personal organisation and organising their workspace in class may be problematic.	Give students extra time to get ready before and after starting a task so they are not rushing their organisation.
	Has trouble with forward planning, thinking of the future.	Encourage students to use lists and a diary for keeping track of important notes and reminders.
	Struggles to engage or persist in what they are not interested in.	Implement a reward system, tokens or Faction/House points that are encouraging the student to try harder to achieve an extrinsic reward.

	Easily misplaces equipment or 'loses' things that have been given.	Provide on-table stationary storage, under-table tub, or back-of-chair storage so students can keep equipment close by. Also, try colour-coded and naming things.
	Difficulty attending to details or making careless mistakes in schoolwork, at work, or during other activities (E.g. overlooks or misses details, turning in inaccurate work).	Schedule a five-minute period to check work before turning it in so students can find some of the mistakes they have made before submitting work. A checklist of what to look for during this time would also benefit students.
	OTHER:	

General comments: