

**WA Council of State School Organisations Inc. (WACSSO) – response to question on notice – public hearing 24 July 2023**

Question:

Have you got any examples of where the adjustment to school has worked really well for particular students?

Answer:

The best outcomes for children with ADHD at school happen when schools, parents and health professionals work together to create environments and opportunities tailored to all learning styles. Low-key changes to the work and class environment are also important to ensure students with ADHD feel included.

Successful adjustment examples include:

- Opportunities to learn in and out of the classroom with small group, hands-on work (eg gardening, games, presentation projects)
- Movement breaks with a purpose and an educational focus (eg hopscotch with letters, filing, helping around the school as a courier)
- Tasks broken down into achievable steps
- Focus projects on areas of interest for better engagement
- Tailoring work to the intended educational outcome
- Take all opportunities to promote success (eg coloured files for each subject to assist with organisation, visual timetables/planners, apps on phone for homework reminders)
- Recommendations from SSENB & school psychologists are implemented
- Movement desks and cushions
- Permitting non-distracting fidget toys in class
- Movement built into the lesson plan
- Quiet time allowed in appropriate area of the school if transitioning to class is hard.
- Smaller class sizes

It is essential to remember that parents provide valuable insight into what works. The student, teachers and parents working in partnership provides the best chance for success. Schools need to be equipped (via resources and approach) to try various strategies to assist the student, as it is not the case that one size fits all. In addition, the same student may need different approaches at different stages of schooling.

Susanna Wills-Johnson

Marketing and Communications Specialist

WA Council of State School Organisations Inc. (WACSSO)

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PO Box 6295 East Perth WA 6892 | 151 Royal Street East Perth WA 6004