


# Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.

[www.ldaustralia.org](http://www.ldaustralia.org)[@LearningDifficultiesAustralia](https://www.facebook.com/LearningDifficultiesAustralia)[enquiries@ldaustralia.org](mailto:enquiries@ldaustralia.org)[@LD\\_Australia](https://twitter.com/LD_Australia)

1

---

---

---

---


---

---

---

---

# The ADHD Puzzle Strategies for Success



2

---

---

---

---

---

---

---


---

**Name: Andy Hayes**

M. Ed (Lead & Mngt) , B.Ed. (PRIM), UNDA  
Grad Cert. Instr. Lead, UNI MELB  
AAC, ADDCA, New York  
Accredited ADHD Coach & Consultant  
Beyond The Haze ADHD Coaching  
ICF and AADPA Member

**Bio:** Primary trained; worked in schools in Perth & London – Experience includes classroom teacher, Assistant Head of Junior School and Director of Teaching and Learning.

Now working in private practice from my Perth clinic seeing by appointment- young people, parents, teachers and school leadership, newly diagnosed adults and employers providing ADHD support and advocacy.



3

---

---

---

---

---

---


---

---

# BEYOND THE HAZE


## ADHD Coaching

Supporting teachers, children and newly diagnosed adults



BEYONDTHEHAZEADHD

[www.beyondthehaze.com.au](http://www.beyondthehaze.com.au)



ANDY HAYES

4

---

---

---

---

---

---

---

# Topics for this evening!

What's going on inside a child's brain?

What is ADHD?


Cognitive load and ADHD

My top Tips and best strategies for support.

4 ADHD Pillars

ADHD and Girls

Q & A



5

---

---

---

---

---

---

---

Teacher  
Educational Leader  
Lived Experience

Accredited ADHD  
Coach  
Lived experience

A privileged position



6

---

---

---

---

---

---

---



7

---

---

---

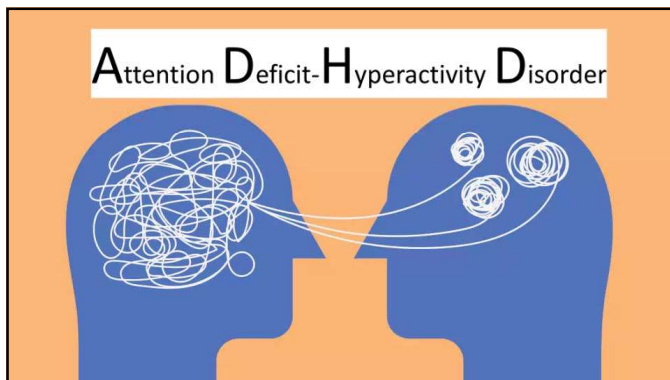
---

---

---

---

---



8

---

---

---

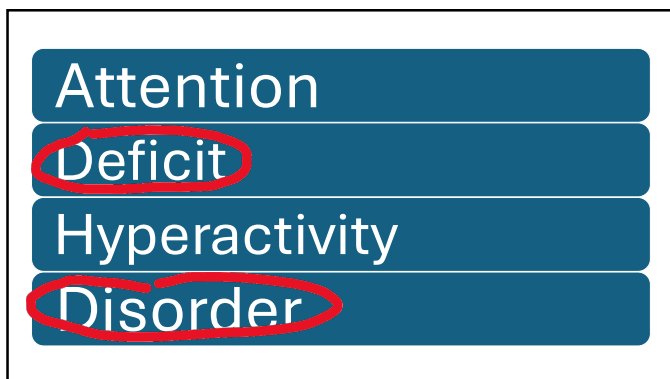
---

---

---

---

---



9

---

---

---

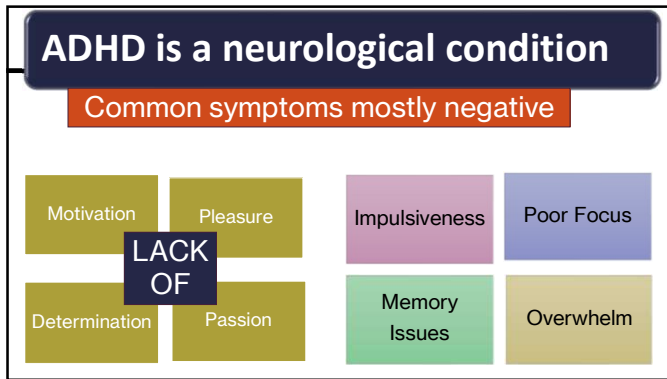
---

---

---

---

---



10

---

---

---

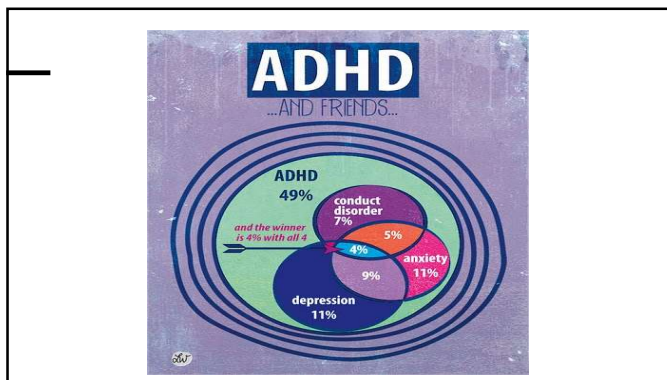
---

---

---

---

---



11

---

---

---

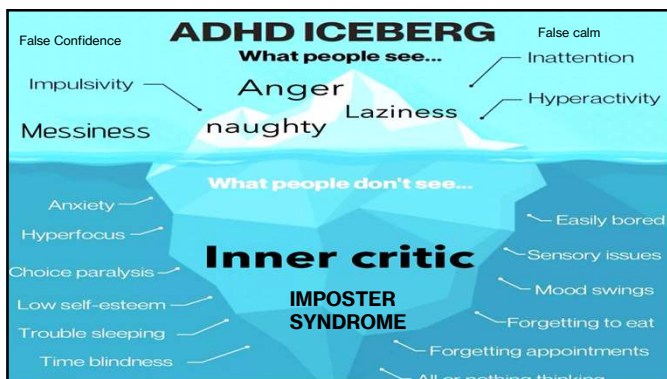
---

---

---

---

---



12

---

---

---

---

---

---

---

---



13

---

---

---

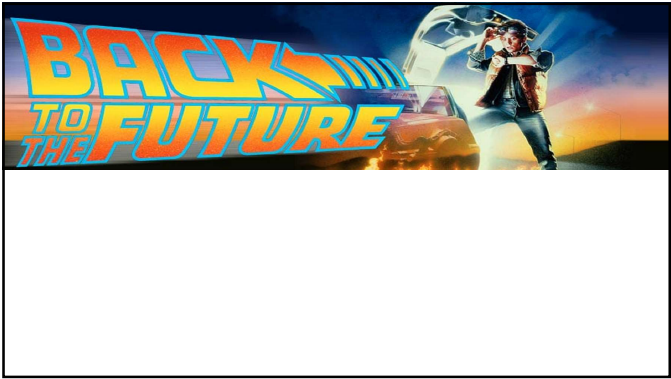
---

---

---

---

---



14

---

---

---

---

---

---

---

---



15

---

---

---

---

---

---

---

---

It was the start of a lifelong journey as a person with ADHD

NO Diagnosis   No Awareness

16

So, what was life like for a young Andrew Hayes back then?

Confusion

Anxiety

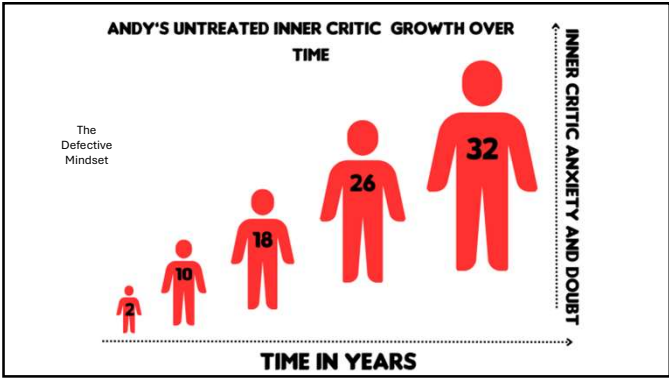
Behaviour Issues

Stupid

No awareness

I learnt to mask most of feelings

17



18



19

---

---

---

---

---

---

---

Hack

What gives them good dopamine?

What you think is dopamine is actually just a dopamine hack. It's a dopamine hack that gives you a dopamine hit that is not real dopamine. It's a dopamine hack that gives you a dopamine hit that is not real dopamine.

20

---

---

---

---

---

---

---

**CHEAP DOPAMINE**

SERIES / TV

ALCOHOL

JUNK FOOD

NEW EXPERIENCES

SUN & OUTDOORS

WORK ON YOUR GOALS

DRUGS

SOCIAL MEDIA

GAMBLING

REST

GOOD SLEEP

EXERCISE

21

---

---

---

---

---

---

---



22

---

---

---

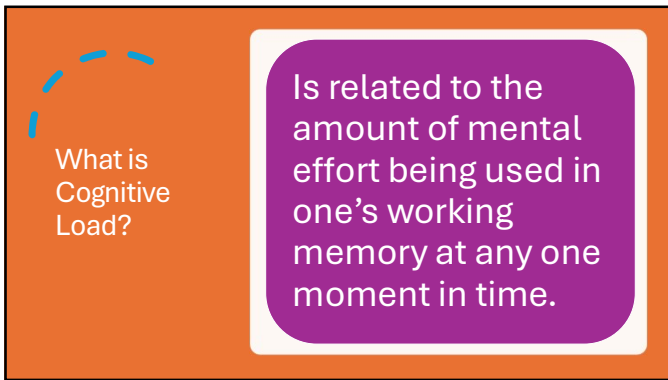
---

---

---

---

---



23

---

---

---

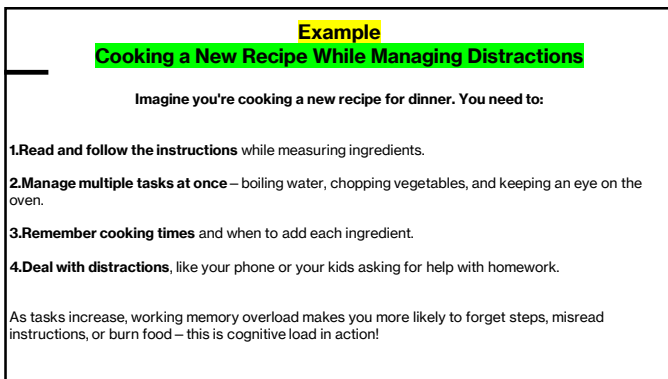
---

---

---

---

---



24

---

---

---

---

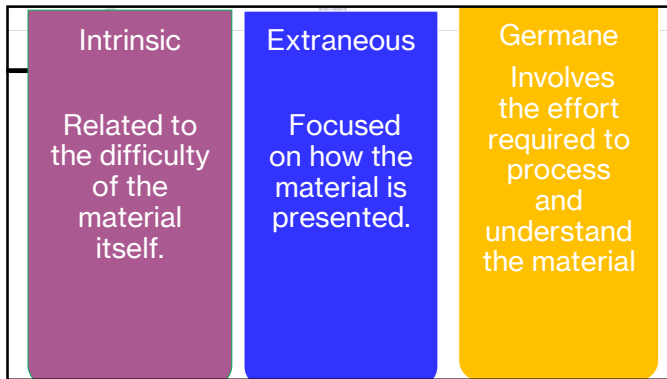
---

---

---

---





25

---

---

---

---

---

---

---


---

**ADHD and Cognitive Load**

The higher the Cognitive Load, the harder the challenge, as students with ADHD often present with poor working memory.

---

Results in reduced academic performance, increased frustration and anxiety, behavioral issues, fatigue and burnout and school refusal etc.



26

---

---

---

---

---

---

---

---

**Strategies to support students with ADHD in the classroom**

<b>1. Keep instructions simple</b> <ul style="list-style-type: none"> <li>Break instructions into small, manageable chunks.</li> <li>Present information in a clear, consistent, and predictable way.</li> <li>Regularly check for understanding with brief, supportive check-ins.</li> <li>Provide written instructions to reduce reliance on working memory.</li> </ul>	<b>2. Use the right type of visual aids</b> <ul style="list-style-type: none"> <li>Use clear, uncluttered visual aids like charts, mind maps, and images.</li> <li>Keep visuals relevant with minimal colours to reduce distractions.</li> </ul>	<b>3. Create a predictable and structured classroom environment</b> <ul style="list-style-type: none"> <li>Establish consistent routines and clear expectations.</li> <li>Minimize surprises.</li> <li>Implement flexible seating options.</li> <li>Positioning matters: Sitting away from windows/doors, at the front, or using noise-canceling headphones can help.</li> <li>Encourage movement-friendly seating: Options like wobble stools, bumpy cushions, and standing desks can improve focus.</li> </ul>
---	--	--

27

---

---

---

---

---

---

---

---

### Strategies to support students with ADHD in the classroom

#### 4. Mix up your teaching

- Offer alternative assignments.
- Use technology.
- Include creative, out-of-the-box lessons.
- Get to know your students: Understand their interests and learning styles.
- Blend student interests into the curriculum: Personalization can boost motivation and success.

#### 5. Communication and Collaboration with parents

- Use clear, uncluttered visual aids like charts, mind maps, and images.
- Keep visuals relevant with minimal colours to reduce distractions.

#### 6. Teach and model organisational habits

- Teach organizational habits to reduce cognitive load.
- Guide students in using planners that are age-appropriate and easy to use.
- Help set goals and break tasks into manageable steps.
- Model how to create to-do lists for better task management.

28

---

---

---

---

---

---

---

---

### The Top 3

**Emotional Comfort**  
**Instructional Support**  
**Organisation**

Graham, 2022

29

---

---

---

---

---

---

---

---

**What are some key trends I am noticing?**

30

---

---

---

---

---

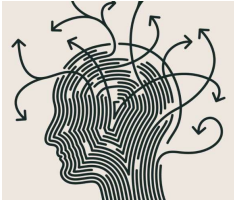
---

---

---

**Children with ADHD thrive when.....**

- They know they have it.
- They feel understood and safe
- They have been educated on it.
- They have skills and strategies.



**NEEDS ARE MET**

31

---

---

---

---

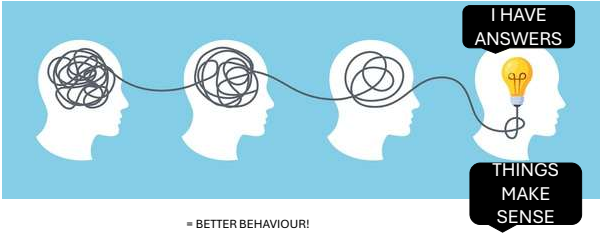
---

---

---

---

**COHERENCE**



I HAVE ANSWERS

THINGS MAKE SENSE

= BETTER BEHAVIOUR!

32

---

---

---

---




---

---

---

---

**Understanding = Acceptance, Meaning and Clarity**

-  They need to get what is going on.
-  They learn tools and strategies
-  Encourage Acceptance of ADHD

33

---

---

---

---

---

---

---

---

### ADHD IN GIRLS

OFTEN GOES UNDER THE RADAR AS SYMPTOMS DIFFER TO BOYS

MORE INTERNALISED- ANXIETY


MASKING TO HIDE IMPERFECTIONS AND FEAR OF BEING 'FOUND OUT'

OVER PLAN

EXTREMELY ORGANISED

VERY NEAT

MELTDOWNS IN PRIVATE



---

---

---

---

---

---

---

---

34

### Recognise Hidden Symptoms –

- Pay attention to signs like emotional sensitivity, difficulty focusing, or perfectionism

### Support Emotional Regulation

- Help in validating feelings, teaching coping strategies (like mindfulness or journaling)
- Creating a safe space for open conversations

### Encourage Strength-Based Learning

- Build confidence by focusing on strengths rather than struggles.
- Use creative, hands-on learning methods, structured routines
- Plenty of positive reinforcement

---

---

---

---

---


---

---

---

35




NOVELTY



INTEREST

URGENCY

SAFETY



The 4 Pillars of ADHD

---

---

---

---

---

---

---

---

36

# NOVELTY

PEOPLE WITH ADHD OFTEN  
LIKE NEW THINGS...



@the\_adhd\_mind

37

---

---

---

---

---

---

---

Hack



TRY BEFORE YOU BUY

Discussion over wanting to engage in something new

Control of finances

Free spontaneity ideas

38

---

---

---

---

---

---

---

# INTEREST

39

---

---

---

---

---

---

---



THINGS MUST BE INTERESTING



A GENUINE INTEREST



FIND THEIR PEOPLE



A SENSE OF PURPOSE

40

---

---

---

---

---

---

---



**URGENCY**

41

---

---

---

---

---

---

---



NOW



NOT  
NOW

42

---

---

---

---

---

---

---

## Time Blindness

- Can't get organised
- Forgetful
- Late Late Late
- Leaving it to the last minute
- Don't write things down

43

---

---

---

---

---

---

---



44

---

---

---

---

---

---

---

Knowing they are  
safe, loved and  
important



45

---

---

---


---

---


---

---


### So how can the school play its role?



Have a purposeful face to face meeting early in the term with all key players.



Ensure all key information is shared on to relevant subject teachers



Communicate with each other about what works.

46

---

---

---

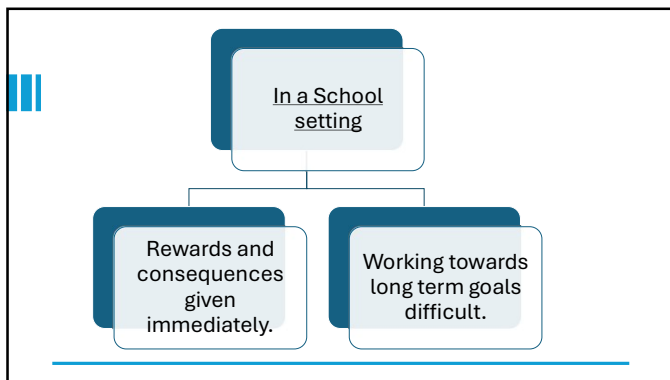
---

---

---

---

---



47

---

---

---

---

---

---

---

---




Sensory Tools That Can Assist



48

---

---

---

---

---

---

---

---



Reflection Time-

Any new ideas spinning in your head?

49

---

---

---

---

---

---

---

50

---

---


---

---

---

---

---



Be mindful of the power you have to inspire students with ADHD

51

---

---

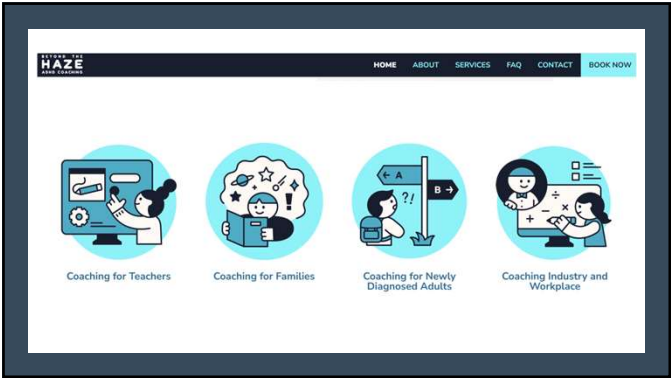
---

---

---

---

---



52

---

---

---

---

---

---

---



53

---

---

---

---

---

---

---