



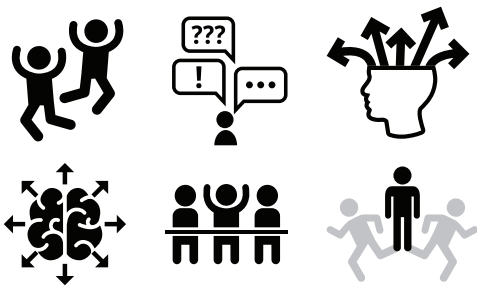
L-Università
ta' Malta



Equity Office

ACCESS – Disability
Support Unit (ADSU)

ACCESS – Disability
Support Committee (ADSC)



ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

The term 'ADHDer' is widely embraced within neurodivergent communities as a positive expression of identity and pride. It's always respectful to ask and use the terminology each person prefers.

With inclusive practices and appropriate accommodations, students with ADHD can thrive in learning environments where their potential is fully recognised.

Since ADHD presents differently in diagnosed individuals/different individuals, understanding their unique strengths and support needs is key.

Some of the ways in which ADHD can affect individuals during their course of study are as follows:

INATTENTION & HYPERACTIVITY

- Not being able to keep focus during lectures
 - Not being able to sit still for a long period of time
 - Talking excessively
 - Distracted by thoughts, sounds, or visual stimuli
 - Not being able to follow vague/abstract instructions
- Option to sit closer to the lecturer/speaker may minimise distractions and support sustained attention. Frequent short breaks help to refresh and refocus. Using multiple modes of presentation and lecture notes also helps.

IMPULSIVITY

- Behaving spontaneously without thinking of consequences
 - Interrupting conversations or blurting out answers
 - Difficulty waiting their turn
- Predictable structures reduce the urge to act out impulsively.

ORGANISATION & PLANNING

- Assignments/dissertations may be submitted incomplete or late due to poor planning and/or procrastination
 - Not meeting deadlines. The concept of time tends to be weak and inconsistent
 - Not being punctual
- Supporting planning in advance is beneficial. For example: use of visual schedules, mind-maps, and planners. Visual memory is a strength in students with ADHD.

EMOTIONAL DYSREGULATION & CONFIDENCE

- Highly sensitive
 - Not managing emotional experiences (ex, anxiety, irritability, outbursts)
 - Lack of self-awareness of the condition can lead to a lack of self-confidence
- Establish trustworthy and consistent supportive relationships
- Provide emotional support and feedback through proactive and constructive feedback

Simple changes or adjustments can have a big impact on the lives of ADHDers

HOW CAN WE FACILITATE?

Providing all students with the following will be particularly beneficial for students with ADHD:

- Reading lists, lecture material, and copies of lecture notes in advance allow for better preparation and better focus.
- Multi-modal teaching and learning that includes the use of charts, diagrams, and visual/audio clips.
- Differentiated instruction, clear speech, repetition, summarising, and incorporating auditory elements (e.g., recordings).
- Presentation of organised text/PowerPoint.
- Font that is large and not crowded reduces visual disturbance.
 - Go for: Arial, Verdana or Comic Sans. Font size of 12–14 points. These are considered accessible for most students.

The use of universal design for learning: All students will benefit from the strategies mentioned above. Awareness, understanding, and attitude are key to fostering an inclusive and supportive learning community.

ACCESS – Disability Support Unit

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