



ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder that impacts the brain's higher-level thinking and can affect attention, self-regulation, thoughts and emotions. All children (and adults) have moments of inattention and impulsivity, however with ADHD the impacts happen regularly and can lead to difficulties at school (or work), difficulties doing the tasks they need and want to do in their daily lives and difficulties with friendships and relationships.



THERE ARE THREE TYPES OF ADHD

1

ADHD Inattentive Type:

which is characterised by issues with attention, focus and concentration; being easily distracted, overlooking details; being forgetful; difficulty listening and following instructions; difficulty with organisation and finishing tasks; difficulty with routines.

2

ADHD Hyperactive and Impulsive Type:

which is characterised by impulsive and hyperactive behaviour; need for constant movement, fidgeting, restlessness; being easily bored; difficulty with self-control – impulsive actions and thoughts, trouble regulating emotions and behaviours; excessive talking or talking over the top of others; difficulty waiting for their turn.

3

ADHD Combined Type:

characterised by both inattention and hyperactivity/impulsivity. A person has a mixture of symptoms from each type including inattention, hyperactivity and impulsivity.

STRENGTHS

Everyone will have their own unique strengths but, in general, people with ADHD have strengths such as bringing energy, enthusiasm and fun to the group; spontaneity, creativity and imagination; they may be more adventurous and willing to try new things.

SUPPORTING THE PERSON AT NETBALL

1

Get to know the person

- Don't assume what the person can and can't do: each person is different
- Talk with the person and their support people about their needs and preferences and how you can best support them

2

Communication

- Make sure you have the person's attention before giving information or demonstrating something: minimise distractions as much as possible, particularly when giving new or important information
- You may need to repeat information / instructions more than once and repeat key information and expectations at the start of each session
- Use visual as well as verbal instructions (e.g. pictures, demonstrations)
- Check the person's understanding of the information given before continuing

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3

Support during netball sessions

- Let them move or fidget (it doesn't mean they aren't listening): have regular movement breaks if they need to sit for any period of time or provide balance or wobble cushions to sit on or something to fidget with.
- Perhaps start with a movement warm-up before going into talking about the session activities
- Provide a variety of activities and choice where possible within activities
- Limit distractions in the environment as much as possible, doing activities in smaller groups may also assist with this
- Find out how the person learns best – often using visual prompts, gestures, and demonstrations assists with understanding
- Provide praise/reinforcement for successes and when the person has tried their best straight away

4

Be engaging

- Provide a variety of activities and choice where possible within activities to stimulate interest and attention
- Add something new/novel to an activity if you've done it before
- Find out what their interests are, and activities that they really enjoy at netball, and build these into the session as often as possible. For example, if they love goal shooting put this at the end of the activity as a reward (e.g. "everyone that wants to can have two shots at goal now, then go get a drink")

5

Help with attention and re-focusing

- As mentioned, make sure you have the person's attention before giving information or a demonstration
- Limit distractions in the environment as much as possible - doing activities in smaller groups may assist with this
- Think about how the activity and players are positioned (e.g. face the group away from the other games going on when giving instructions)
- Let players know when breaks will be (e.g. 'everyone will have 2 turns shooting a goal, then we will all go for a drink break')
- Plan your session so that you can move between activities without too much unstructured time in-between
- Be prepared that you will need to give regular prompts to players attend and re-focus throughout the session. Don't single a player out, but prompt the whole group with a consistent instruction when they need to pay attention e.g. "everyone stop, everyone listening to coach"
- Provide praise/reinforcement for successes and when the person has tried their best

THINGS TO REMEMBER

Each person is an individual and will have different strengths, interests and support needs even when they have the same disability or condition.

Remember to:

- Utilise the 'All About Me' form and have a conversation with the person
- Create a culture where the person will feel comfortable asking for assistance if they need it
- Don't worry if you make a mistake, it's all a part of learning
- Small changes will make a big difference



INTERESTED IN LEARNING MORE?



adhdfoundation.org.au



www.adhdaustralia.org.au

Information in this resource card has been adapted from:

- <https://www.adhdaustralia.org.au/>
- https://activeinclusion.com.au/wp-content/uploads/2020/06/Comms-and-Engagement-Guide_Impairments-and-Disability.pdf (page 8)
- <https://neurodivergentinsights.com/misdiagnosis-monday/adhd-vs-adhd#overview>
- <https://adhdfoundation.org.au/>
- <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/06/Ten-Top-Tips-for-Sports-Coaches-ADHD.pdf>