



GUIDE FOR SUPPORTING
STUDENTS WITH

**ATTENTION DEFICIT
AND HYPERACTIVITY
DISORDER (ADHD)**

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VISION130
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UFS
CENTRE FOR UNIVERSAL
ACCESS AND DISABILITY
SUPPORT (CUADS)



SOME TIPS TO FOLLOW IF YOU HAVE ADHD OR HAVE A FRIEND, FAMILY MEMBER OR A FELLOW STUDENT WITH ADHD:

- Use a variety of learning methods – use verbal, visual and experiential methods to enhance attention.
- Make frequent shifts between discussion, reading and hands-on group activities. This means adapting to study skills that will work for you by learning in a more personalised manner.
- Extending the amount of time given for breaks from schoolwork can be beneficial.
- Schedule and track your assignments. You may benefit from managing your long-term assignments through the use of a paper or electronic planner with timelines recording due dates, goals, each step of the project, and scheduled check-in points.
- Keep track of time. Set timers for yourself and keep track of the amount of time you spend working on each assignment. Keep track of time and make sure you schedule all the necessary breaks. This means learning how to manage your time effectively.
- Get enough rest. Make sure you get enough time to sleep at night and take necessary breaks away from your books.
- Optimise on the times when you are most productive. Know and understand the times during the day/night where you know you are mentally and physically fit and use these times to work.
- Minimize distraction – be it your cellphone, laptop or television. Make your study environment conducive and comfortable for you to study.
- Be organised. Have all the materials you need for class or for studying so that in itself does not become a point of distraction for you.
- Understand your course requirements. Know what is expected of you and consult with your lecturers, tutors and other supportive services offered by the university.
- Work S.M.A.R.T (see below). Avoid multi-tasking, and work on one task at a time. Prioritise and plan your work according to what needs to be done and how it needs to be done.

WHAT IS ADHD?

ADHD is associated with a short attention span and being easily distractable. ADHD is also typically characterised by the diminished ability to sustain attention and/or the presence of hyper/higher levels of impulsivity. It is defined as a neurodevelopmental disorder that can impact an individual's working memory. This can have a major effect on a student's academic achievements, as well as on student life in general.

People with ADHD have similar problems to the problems of people with learning disabilities in academic settings, i.e. slow and inefficient reading, frequent errors in the mechanics of writing and slow essay writing, while typical problematic ADHD characteristics are difficulty in task completion, organisation, memory and time management.

S.M.A.R.T

S

Specific/Simple. Your goals should be specific. Know exactly what it is that you are trying to do. Your goals should also be simple and clearly defined as this will help you plan ways to achieve them.

M

Measurable. Your study goals should be broken down into smaller, measurable goals leading up to the bigger goal. For example, if you are planning to study for an exam, divide the chapters/sections into smaller, measurable activities rather than trying to study all of the chapters in one go.

A

Attainable. Set achievable goals that are well-defined and are matched to your other strengths, in a planned, step-by-step manner. Understand what each step to achieving the bigger goal needs and how that is going to be accomplished.

R

Results-focused/Realistic. Your goals should measure outcomes, not activities. Set realistic goals that have a specific outcome. Rather than aiming for something impossible, plan reasonably and align your goals with other goals.

T

Time-bound. Your goals should be linked and guided by a timeframe that allows you enough time to maximise your strengths for optimal functioning without wasting too much time. For each goal or sub-goal, you should have a specific timeframe in which you plan to achieve it.

HOW TO HELP A FRIEND, FAMILY OR COLLEAGUE WITH ADHD:

- Understand that learning disabilities may impact a person's reading, writing, math, memory and/or information processing.
- Realise that this is rarely visible evidence of learning disabilities.
- Be a coach, mentor or check-in person and encourage the person with ADHD to share their efforts and accomplishments. Help the person keep track of schedules and encourage them to take necessary breaks.
- Use multiple methods to deliver information. Use verbal and non-verbal ways to convey information as this helps capture their attention.
- Minimise environmental distractions (screen savers, background noises, etc.) in the environment that they are studying or working in.
- Keep in mind that an unconventional response may be influenced by a processing difficulty that affects social interaction.

LOOK OUT FOR OUR OTHER TIP SHEETS ON TOPICS SUCH AS:

- Visual Impairments
- Hearing Impairments
- Physical Impairments
- Concessions Guide for UFS Students
- CUADS information leaflet



HELLO

KEEP IN TOUCH

We aim to provide holistic support to UFS students with disabilities, and pride ourselves on being accessible to our students and other university stakeholders.

You can reach the Centre for Universal Access and Disability Support (CUADS) on any of the following platforms:

VISIT US ON YOUR CAMPUS

- **Bloemfontein Campus (BFN):**
Level 2, Sasol Library (next to the Johannes Stegmann Art Gallery)
- **South Campus (SC):**
Room D125, Neville Alexander Library
- **QwaQwa Campus (QQ):**
Room 2013, Intsika Building

CALL US

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SEND US AN EMAIL

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