

Additional Ideas for Students Diagnosed with ADHD

- Classroom modifications and adaptations may help reduce the frequency of inattentive behaviours
 - Preferential seating in a location in the classroom where there are limited distractions and in close proximity to the teacher.
 - Frequent breaks in quiet locations. This should be monitored closely so that it is not interpreted as non-participation or a means of escaping a non-preferred task.
 - Sensory strategies including squeeze balls or cushion seats.
 - Post a visual on the desk help remind the student to stay focused.
 - Minimize high appealing distracters
- Have frequent “check-ins” to maximize accountability
- Record verbal directions so student can hear them again and/or written or pictorial summary of directions for reference.
- It is important to help the student develop self-monitoring strategies, as these are important in both academic and real-life situations.
 - To help increase his independence in taking responsibility in ensuring he understands required tasks, the student can ask himself a number of questions, such as:
 - * Do I understand the instructions?
 - * Can I repeat the instructions back?
 - * What do I need to do to complete this work?
 - * What do I need to complete by the end of this class?
 - Teachers are encouraged to complete weekly progress reports to assist the student in monitoring his accomplishments and areas in need of improvement.
 - The student is encouraged to generate as many solutions as possible for task completion. Family and teachers may assist him in generating and evaluating possible solutions.
 - Teachers and parents should verify that he has understood instructions or other information before proceeding to new information. Verification may include asking him to repeat instructions or summarize new information.
 - Encourage him to use an assignment book. He can write all his daily assignments into the book as well as checking them off when finished. Larger projects or assignments can be broken into smaller parts, and recorded accordingly.
 - The student may benefit from a pull-out or resource room learning situation. An environment with minimal distractions, where he receives direct instruction and positive reinforcement will likely help him focus and attend, and increase his academic skills.
- Provide something to manipulate while your child is listening (i.e., a fidget toy), such as Velcro or stress ball.

Teaching Strategies

- Determine How, Why, and When the students is inattentive, impulsive, and/or hyperactive
- Evaluate the students strengths and needs (learning style, behavioural needs, academic) and target these areas.
- Select appropriate instructional practices – ones that gain the attention of the student
- Carefully structure academic lessons
 - Summarize activities planned at beginning of lesson
 - Review previous lesson

- Set learning expectations – what you want the student to be able to do at the end of the lesson
- Set behavioural expectations
- State all needed materials
- Explain how to find additional resources
- Simplify instructions, choices, and scheduling
- Preview the next lesson
- Be predictable – explain when transitions will happen, give minimal rules and choices, set expectations and consequences early
- Use audiovisual materials
- Perform ongoing student evaluation – probe for correct answer after allowing time to workout. Give time before giving answer
- Ask follow up questions
- Help student correct own mistakes and help identify problems
- Help students focus – reminders and follow up directions
- Low noise level
- Highlight key points
- Reduce frequency of timed tests – tests that are timed may hinder ability of AD/HD student to show what they know
- Use cooperative learning strategies
- Use assistive technology
- Provide advanced warnings
- Behavioural intervention
 - Define appropriate behaviour while giving praise – focus on what the student did right and why not what did wrong
 - Give praise immediately
 - Vary statements given as praise
 - Be consistent and sincere
 - Selectively ignore inappropriate behaviour
 - Remove nuisance items
 - Provide some calming manipulative – objects that can be fidgeted quietly may help student pay attention
 - Allow for outlets to settle down – such as running an errand
 - Peer mediation – help from other students
- Visual cues and hand gestures
- Behavioural contracts and plans, tangible rewards, self management systems

Writing, test and assignment skills
<p>Lower noise level.</p> <p>High light key points in notes.</p> <p>Teach students how to make lists that they can refer to when answering question.</p> <p>Teach students the structure of writing i.e. lab reports – give an example and explain how it is done.</p> <p>Help student think of different ways to approach writing, i.e. essay writing, think of it like a movie and you are the director, plan the movie hitting the high points, pretend to pitch the movie on a recorder, mention important and exciting points, maybe draw out a story board. Final stage is editing when you make sure the movie flows together.</p> <p>Distribute all important handouts in the same format and structure.</p> <p>Give extra time on tests and assignments.</p>

Assign projects which make multiple demands on student's organizational skills.

Reduce the frequency of timed tests.

Show how an assignment is being marked giving examples of an excellence, adequate, partial and poor assignment.

Instead of big unit tests do smaller ones.

Divide work into small units.

Provide various means of assessment.

Studying skills

Teach the student to create analogies based on the notes.

Teach the student to relate the notes to their own experiences.

Teach the student to make outlines or graphic organizers from the text book and notes.

Teach the student to highlight the main ideas from the work one color and the details in another.

Provide study guides to review before exam.

Mnemonics, pictures, acronyms or rhymes, either do as a class or teach students to make their own.

Teach the student to write their notes in ways that help them remember, i.e. outlines, charts, diagrams, list and webs.

Make up a study schedule with the student.

Make up study groups so the students can quiz each other.

Study with software i.e. My Study-Buddy.

Behavioural skills

Praise the student behaviour frequently, vary the praise or it loses value.

Be consistent and sincere with praise.

Selectively ignore bad behaviour.

Remove nuisance or distracting items.

Provide a calming manipulative like a stress ball.

Give the student an escape valve ability to leave classroom.

Use proximity control, stand or sit by them.

Watch for triggers of misbehaviours and prevent misbehaviours by adjusting these triggers.

Don't react emotionally to misbehaviours, deal with it when calm.

Discuss problem solving and negotiate solutions with student.

Affirm students feeling "I know you feel upset."

Express confidence in the student's ability to make good choices.

Avoid why questions "Why are you doing that." Instead ask what and how questions, "What are you suppose to be doing?" "What can I do to help?"

Maintain sense of humour.

Speak with the student privately if misbehaving.

Repeat directions in a calm voice.

Prompt use of self calming such as meditation to relieve anxiety.

Stay calm.

Be attentive, listen, ask questions and avoid judgments.

Try to determine if there is another underlying problem such as conflict with another student.

Forge a strong home-school alliance.

Seek opportunities for the student to feel more connected to the school.