

ADDENDUM

- **HELPFUL EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH ATTENTION DEFICIT DISORDER**
- **Examples of ACCOMMODATIONS for ANY student**

HELPFUL EDUCATIONAL INTERVENTIONS FOR STUDENTS

WITH ATTENTION DEFICIT DISORDER

NOTE: You may copy and use this sheet for particular students OR refer to it for particular situations as a reference guide.

Student: _____ **Grade:** _____

Directions: Check modifications/adaptations that would benefit the student.

ISSUE: INATTENTION

- Develop cues: touch shoulder, eye contact, secret signal.
- Simplify or repeat complex directions. Avoid multiple commands. _____ can only have 2 commands at 1 time, only one sheet at a time.
- Provide both oral and written directions, use a highlight marker to identify key words, phrases, sentences.
- Ask student to repeat directions.
- Break assignments into smaller chunks when needed.
- Provide small, frequent social and material rewards. (i.e., points)
- Shorten assignments/tests to enable student to demonstrate process (understand the concept) rather than product (such as completion of 50 problems)
- _____'s work must be checked frequently for on task behavior, and to make sure _____ comprehends all directions .
- Provide tutoring by peers or teacher.
- Alternate high and low interest activities.
- Allow _____ to proofread own work and allow to make corrections, but only before teacher does the checking.
- Use of markers to highlight directions or operation signs in math

ISSUE: POOR FINE MOTOR COORDINATION

- Provide instruction in use of computer/word processor .
- Permit classmates to share notes by photocopying or use of NCR paper .
- Use objective (i.e., true/false, multiple choice) or one-on-one oral test.
- Allow to print assignments as much as possible, with as little repetitive copying as possible.

ISSUE: BEHAVIOR MANAGEMENT

- Post rules prominently in class.
- Provide clear classroom and school wide rules, enforce consistently.
- Use behavior charts/modified cost response system (point, token) for behavior management.
- Ignore daydreaming or off task behavior which does not disrupt others, provide positive attention when student returns to work.

ISSUE: DISTRACTIBILITY

- Seat near teacher with back to class, away from windows or doors
- Tests taken in area free of distraction.
- Classroom set up with separate desks arranged in rows.
- Surround with good role models.

ISSUE : HYPERACTIVITY

- Allow opportunities to move around. (Bathroom, drink, etc.) –
- Participation in physical activities.
- Allow student to run errands, wash blackboards, organize materials.
- Permit coloring or drawing after completion of work.

ISSUE: DISORGANIZATION

- Provide structure and consistent, predictable schedule.
- Post schedule in classroom and/or taped to notebook
- Teach organizational/study skills.
- Write assignments on board.
- Use of daily assignment/progress report.
- Use of color-coded folders/notebooks & attached pouch for pencils.
- Arrange for extra set of text books at home.
- Allot time at the end of class/day to record assignments, dates due, assemble books required materials, etc.
- Check book bag everyday for necessary items for homework.
- Teach use of calendar to plan long term assignments.
- Permit student to seek assistance from others (peer buddy).
- One teacher designated as monitor coordinator among all teachers.

ISSUE: POOR SELF ESTEEM

- Build on strengths and talents; create opportunities for success
- Provide frequent praise and consistent rewards for success.
- Provide social skills training.
- Encourage individual vs. Team sports (i.e. karate, biking, swimming, bowling, wrestling).
- Provide sensitivity training for the rest of class.
- Recognize problems resulting from incompetence vs. problems resulting from non-compliance.
- Shape, through positive reinforcement, all attempts made by _____ to organize and study

ISSUE: POOR MEMORY

- Provide both oral and written directions, only two at a time.
- Ask student to repeat directions (at discretion of the teacher so _____ isn't embarrassed)
- Teach and monitor use of assignment book, monthly calendar.

ISSUE: TRANSITIONS (From class to class, grade to grade, school to school, and adulthood)

- Plan supervision during transition between classes, lunchroom, assemblies, etc. ..~
- Prepare students for changes in routine, field trips, etc.
- Provide staffing of teachers, school nurse for coming school year.

ISSUE: COMMUNICATION WITH PARENTS

- Use AGENDA book for daily assignments/progress reports
- Designate one teacher as home/school liaison
- Meet, call, or write parents weekly for brief progress report.

ISSUE: STAFF UNFAMILIAR WITH ADD/ADHD

- Provide fact sheets and teacher guides.
- Provide staff in-service.
- Consult with staff familiar with ADD instructional strategies

ISSUE: ADMINISTRATION/COUNSELOR INITIATIVES

- Provide in-service behavior management ADHD training for staff.
- Provide consistent rules and expectations.
- Develop school wide behavior management program.
- Provide preferential teacher management program.
- Adjust class scheduling (difficult classes in morning).
- Arrange parent/teacher meeting at beginning of each school year.
- Establish uniform assignment and test heading school wide.
- Post public address announcements in prominent location.
- Provide public recognition for student accomplishments.
- _____ should be rewarded for accomplishments that may have different criteria than a student without ADD.

Examples of ACCOMMODATIONS for ANY Student

The following are examples of accommodations that may be used with **ANY student** to aid in that student's success in any classroom or trade area where appropriate.

PHYSICAL ARRANGEMENT OF ROOM:

- allow the student to choose, with teacher help, a positive role model for a particular class/project, cooperative learning group
 - preferential seating near the instructional area
 - preferential seating near the teacher
 - additional accommodations you have found helpful
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ASSIGNMENT AND WORKSHEETS:

- breaking assignments into smaller segments (when needed)
 - provide word banks
 - make sure homework assignments are written on the board
 - simplifying complex directions (more than two part directions)
 - provide class expectations and directions in written form (several times throughout the trimester)
 - be clear and concise on what is required for each assignment
 - allow assignments to be typewritten or done on the computer
 - reduce quantity of items required when appropriate
 - additional accommodations you have found helpful
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TEST TAKING:

- more precise questions (clarify what is being asked)
 - give more accurate multiple choice questions (less "maybe" answers)
 - being thorough on review for test; exactly what the test will be about.
 - give out specific study sheets for tests
 - make use of oral testing (when appropriate)
 - modify testing situation (when appropriate)
 - allow extra time to complete tests and/or quizzes
 - additional accommodations you have found helpful
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ORGANIZATION;

- with long-term projects, calendar/worksheet with scheduled checklist for duration of the project
 - allow student to have an extra set of books at home (when appropriate)
 - progress reports sent home at intervals to be determined by student, parents, and teacher
 - make sure the student is keeping up with the class work
 - make classroom rules and consequences clear and keep “gray” areas to a minimum
 - allow for short breaks between assignments
 - correct the student’s work in colored pens on tests, quizzes and homework (helping student see errors)
 - allow student to stretch and move about room, with minimal distraction to class (when appropriate)
 - provide peer assistance with organizational skills
 - additional accommodations you have found helpful
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LESSON PRESENTATION:

- pairing student with peer to check work (being careful to be discreet)
 - writing key points on the board
 - arranging Peer tutoring
 - providing visual aids
 - making sure directions are understood
 - breaking longer presentations into shorter segments
 - provide outlines for project, abstract assignments, tests
 - have class review key points orally
 - teach through multi-sensory modes (when possible)
 - using computer-assisted instruction (when possible)
 - go over key points for tests and quizzes
 - provide copy of notes (when appropriate)
 - additional accommodations you have found helpful
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SPECIAL CONSIDERATIONS:

- extra help sessions with teacher
 - strong recommendation to attend before and after school homework help programs
 - keep parents informed / open communication
 - additional accommodations you have found helpful
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Additional accommodations and information on intervention strategies can be found in your **Intervention Services Manual for Students-At-Risk**.