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

**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

**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
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

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

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
Additional accommodations and information on intervention strategies can be found in your Intervention Services Manual for Students-At-Risk.