

More

Instructional Strategies and Classroom Accommodations

- Allow the child to answer directly in a booklet. This reduces the amount of movement and distraction during an assignment.
- Reduce stress and pressure whenever possible. Children with ADD or AD/HD are easily frustrated. Stress and pressure can break down a student's self-control and lead to inappropriate behaviors.
- Ask parents what works at home.

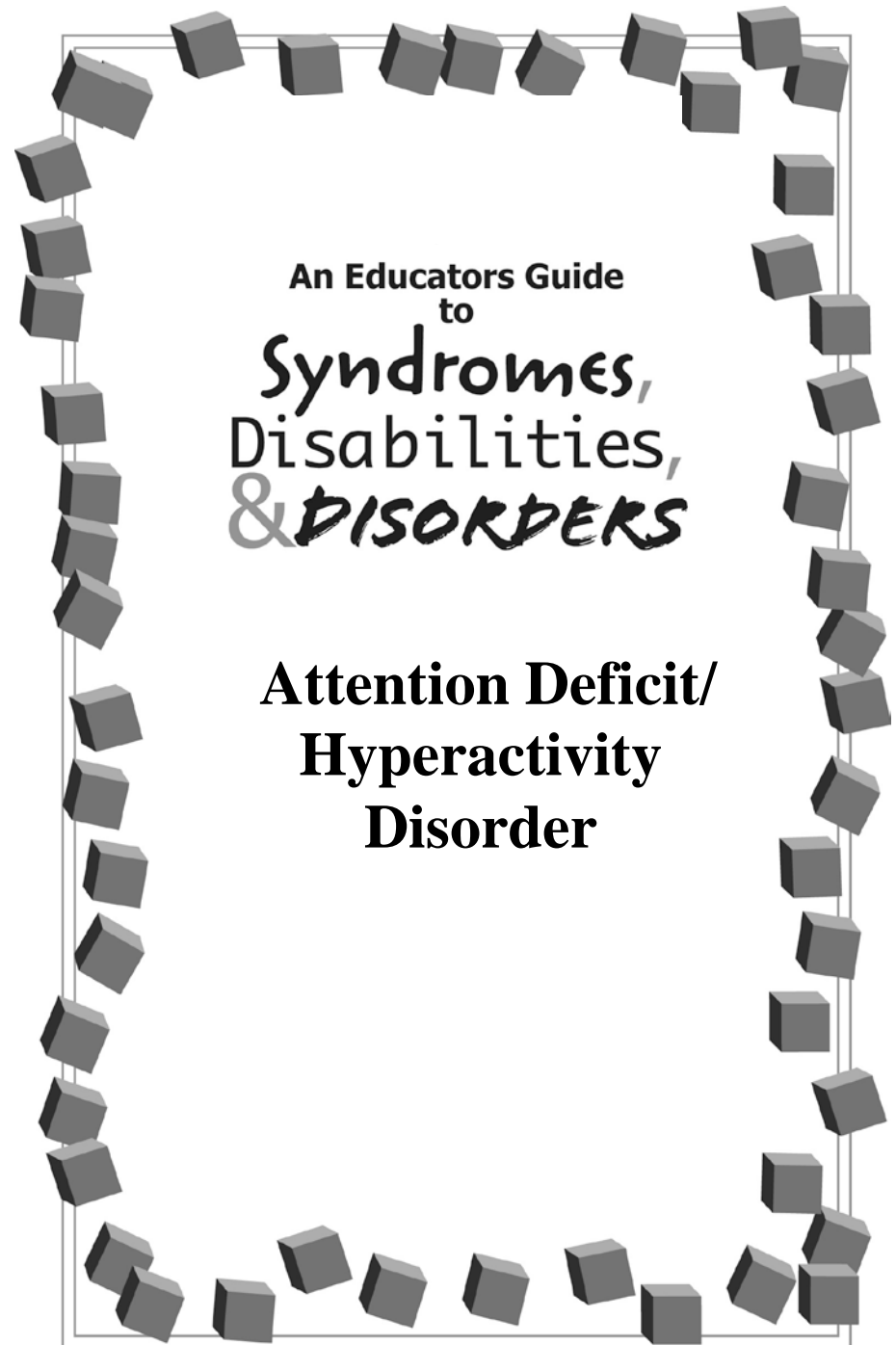
Educational Implications

Children with ADD or AD/HD may have trouble staying on task or finishing assignments. They may lose books, supplies, and homework. Students may blurt out answers before teachers can finish asking the question. They may be irritable, impatient, hard to discipline, clumsy, reckless, and accident-prone. Other children may dislike them. They may come to see themselves as bad and lazy, and powerless to do any better. This "chain of failure" can lead to depression, low self-esteem, behavior problems, and, unfortunately, school failure.

Resources

Attention Deficit Information Network
58 Prince Street, Needham, MA 02492
781-455-9895
www.addinfonetwork.org
Support, information, community resources

Children and Adults with Attention-
Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Suite 150, Landover, MD 20785
301-306-7070 • 800-233-4050
www.chadd.org
Support, information, resource center



Symptoms or Behaviors

The U.S Department of Health and Human Services lists 3 forms of AD/HD, each with different symptoms.

Children with **inattentive disorder** may:

- Have short attention spans
- Have problems with organization
- Fail to pay attention to details
- Be unable to maintain attention
- Be easily distracted
- Have trouble listening even when spoken to directly
- Fail to finish their work
- Make lots of mistakes
- Be forgetful

Children with **hyperactive-impulsive disorder** tend to:

- Fidget and squirm
- Have difficulty staying seated
- Run around and climbs on things excessively
- Have trouble playing quietly
- Be “on the go” as if “driven by a motor”
- Talk too much
- Blurt out an answer before a question is completed
- Have trouble taking turns in games or activities
- Interrupt or intrude on others

Children with **combined attention deficit/ hyperactivity disorder** show symptoms of both inattention and hyperactivity or impulsivity.

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- Have the student check with the teacher or have the teacher check with the student to make sure that assignments have been written down correctly. Many teachers will choose to initial an assignment notebook to indicate that information is correct.
- Consider a Functional Behavioral Assessment (FBA). Understanding the purpose or function of the student’s behaviors will help you respond with effective interventions.

- Once you have a better understanding of a student’s behaviors and learning style, consider modifying or adapting the curriculum and environment.

- Provide consistent structure and clearly define your expectations.

- When giving instructions or tasks, it’s helpful to break them into numerous steps. Give the student 1 or 2 steps at a time.

- Allow the student to turn in late work for full credit.

- Allow the student to redo assignments to improve score or final grade.

- Allow the student to move about within reason. For example, give them tasks that require them to get out of their seat, such as passing out papers, or give them short breaks to exercise or stretch.

- Catch your student being good. Look for positive behaviors to reward and reinforce. Many students with AD/HD receive constant criticism for their behavior, which creates a cycle of negative behavior, poor self-esteem, and attention seeking.

- Have a secret code to help the child recognize that he/she has gotten off task and must refocus. This helps the student stay on task without embarrassment.

- Allow a child to use tables or formulas—memorization may be very difficult.