

# Teaching the AD/HD Student

Source: Extracts from [www.ADDinSchool.com](http://www.ADDinSchool.com)

## 1. Presenting Your Lesson

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- Use **peer tutoring** whenever possible.
- Provide a **lesson outline** listing key concepts or vocabulary prior to lesson.
- Use **multi-sensory presentations**, but make sure the audio-visual aids relate directly to the material to be learned so it doesn't become a distraction.
- Make lessons **brief** or break longer presentations into segments.
- **Actively involve** students
- Encourage students to **develop mental images** of the concepts or information being presented. Ask them about their images to be sure they are visualizing the key material to be learned.
- Allow students to make **frequent responses** throughout the lesson by using choral responding, frequently calling on many individuals, having the class respond with hand signals.
- Try **role-playing** activities to act out key concepts, historical events, etc. Use props and surrounding resources in the school.
- **Be creative!** Yes, it is possible for even you to bore a student. Work at teaching, motivating, and entertaining. The more exciting a subject is to a child, the better he will learn. Be excited about what you are teaching!
- A **small student to teacher ratio** enables an increased amount of feedback during prime times of difficulty. Attempt to involve parent volunteers, para-professionals, or support staff in this capacity.
- AD/HD students bore easily. They will respond better to situations that they find stimulating and engaging. Varying the instructional medium and pace will help sustain their interest. Emphasize **"hands-on" activities**.
- Keeping the time required for sustained attention on task balanced with more active learning will improve his performance.
- Use **cooperative learning activities**, particularly those that assign each child in a group a specific role or piece of information that must be shared with the group.
- Develop **learning stations** and clear signals and procedures for how students transition from one center to another.
- Use **game-like activities**, such as "dictionary scavenger hunts," to teach appropriate use of reference/resource materials.
- **Interact frequently** (verbally and physically). Use the student's name in your lesson presentation. Write personal notes to the student about key elements of the lesson.
- **Pair students** to check work.
- When presenting a large volume of information on the chalkboard, **use colored chalk** to emphasize key words or information.
- Changes in **instructor's voice level and variation in word-pacing** will also increase his attention during instruction.
- Make sure your student **establishes eye contact** when receiving direction/instruction. This will improve understanding and follow-through on the task.
- Your student will be more successful when given **directions one step at a time**. When a series of instructions are given, retention beyond the first direction is difficult.
- **Combine verbal directions with illustrations** or demonstrations of the desired task.
- The use of **multiple modes of instruction** increases the probability of successful learning of the task.
- After giving your student directions, have him/her **paraphrase what you have said**. This will increase comprehension and provide an opportunity to check for understanding.
- Your student may tend to want to be "the first one done" on assignments. Set **reasonable accuracy goals** with him/her and collect the entire group's work at once to reduce time pressures.

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## 2. Dealing with Impulsive Behaviors

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- AD/HD children tend to act without thinking first. Behaviorally, this shows itself in a lack of understanding of cause and effect. They do things without thinking about the consequences of their action and say things without considering how others will respond.
- Research also suggests that AD/HD students can often verbalize the rules in place for behavior but have difficulty internalizing them and translating them into thoughtful behavior. Difficulties in delaying gratification also add to the impulsivity.
- Some clinicians believe that this lack of self-control (poor regulation and inhibition of behavior), rather than their ability to pay attention, is the main problem with AD/HD. How can you help these students with their self-control?
- By having AD/HD students think “out loud” when they are problem-solving, the teacher will gain insights into their reasoning style and the process will slow them down before they respond impulsively. Or ask the student your question, but ask him not to answer for 15 or 20 seconds, long enough to think about it first and not just respond impulsively.
- Quite often, AD/HD students will continue to have difficulty with certain types of interactions on a regular basis; difficulty in taking turns, over-interpreting others’ remarks as hostile, personalizing others’ actions excessively, and misreading social cues. With the help of your student, his teacher, and his trusted peers, problems that happen over and over again can be identified.
- Role-play the problems, and possible solutions, ahead of time. Use his friends to help in the role-playing. Have your AD/HD student practice these responses during the school day and have him and others give you feedback on their success.
- Teach your AD/HD students to “Stop and Think” before talking. This will help him to learn to slow down before talking. Encourage thoughtful responding and decrease impulsivity by waiting 10 to 15 seconds to receive responses during whole group instruction.
- Keep the classroom behavior rules simple and clear. Have the class agree on what the rules should be. Define and review classroom rules each day.
- Implement a classroom behavior management system. Actively reward the behaviors that you want the students to do. Focus on the positive.
- Use a kitchen timer to indicate periods of intense independent work and reinforce the class for appropriate behavior during this period. Start with brief periods (5-10 minutes) and gradually increase the period as the class demonstrates success. When necessary, develop contracts with an individual student and her/his parents to reinforce a few specific behaviors.
- Set hourly, daily, weekly, or monthly goals depending on the reinforcement needs of the AD/HD student. Provide frequent feedback on the student’s progress toward these goals.
- Provide a changing array of backup rewards or privileges so that AD/HD students do not “burn out” on a particular system. For example, students can earn tickets for a daily or weekly raffle for the display of positive behavior.
- To improve out-of-the-classroom behavior, allow the class to earn a reward based on the compliments they receive on their behavior from other teachers, lunchroom staff, playground aides and principals.
- Avoid giving the whole class negative consequences based on the AD/HD child’s behavior. The AD/HD child, as well as the whole class, can benefit from implementation of social skills curriculum for the entire class.
- Modeling and requiring the children to use a systematic method of talking through classroom conflicts and problems can be particularly valuable for the AD/HD child.
- Praise specific behaviors. For example, “I like how you wrote down all your assignments correctly,” rather than, “Good boy!”
- Use visual and auditory cues as behavioral reminders. For example, have two large jars at the front of the room, with one filled with marbles or some other object. When the class is behaving appropriately, move some marbles to the other jar and let the students know that when the empty jar is filled they can earn a reward.
- Frequently move about the room, manage by “walking around.” When you catch your AD/HD student working on-task, reward him with a simple wink or smile. “I like the way that you are working hard” goes a long way with AD/HD students.
- With students who can be quite volatile and may initially refuse negative consequences (such as refusing to go to time-out), set a kitchen timer for a brief period (1-2 minutes) after refusal has occurred. Explain to the child that the child can use the two minutes to decide if she/he will go to time out on her/his own or if more serious consequence must be imposed. Several experienced teachers insist this method has successfully reduced the extent to which they have had to physically enforce certain negative consequences with students and seems to de-escalate the situation.
- Provide a safe environment for the child with AD/HD. Make sure the child knows you are his friend and you are there to help him. Treat him with respect. Never belittle him in front of his peers. Both he and the other children know that he stands out, and if the teacher belittles the child, then the rest of the children will see that as permission from the teacher to belittle the child as well. Children can be cruel.
- Students with AD/HD disorder can experience many difficulties in the social area, especially with peer relationships. They tend to have trouble picking up social cues, they act impulsively, have limited self-awareness of their effect on others, display delayed role-taking ability, and over-personalize other’s actions as being criticism, and tend not to recognize positive feedback.

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## 2. Dealing with Impulsive Behaviors (continued)

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- AD/HD students tend to play better with younger or older children when their roles are clearly defined.
- These AD/HD students tend to repeat self-defeating social behavior patterns and not learn from experience.
- Conversationally, they may ramble and say embarrassing things to peers.
- Areas and time-periods with less structure and less supervision, such as the playground and class parties, can be a problem. Students with good social awareness and who like to be helpful can be paired with the AD/HD child to help. This pairing can take the form of being a “study buddy”, doing activities/projects, or playing on the playground.
- Cross-age tutoring with older or younger students can also have social benefits. Most successful pairing is done with adequate preparation of the paired student, planning meetings with the pair to set expectations, and with parental permission. Pairing expectations and time-commitments should be fairly limited in scope to increase the opportunity for success and lessen the constraints on the paired students.
- Students with AD/HD disorder tend to do well in the cooperative group instructional format. Small student groupings of three to five members, in which the students “sink or swim” together to complete assignments/projects, encourage students to share organizational ideas and responsibilities, and gives an ideal setting for processing interpersonal skills on a regular basis.
- Small “play groups” of two to four students can help your ADD/AD/HD student to develop more effective social skills. These groups are most effective if socially competent peers are willingly included in the group. The group should be focused on activities that stress interaction and cooperation.
- Your AD/HD student would benefit most when the target social skills are identified and practiced with them prior to the activity and processed after the activity. Role-play ahead of time.
- Many AD/HD students lack friends to be with outside of the school-setting. It can be beneficial to strategize with your AD/HD student and his parent on developing a “friendship plan” for the home setting. Sometimes the goal of establishing one special friendship is ambitious and sufficient. This could include steps of identifying friend possibilities that might be available/accepting, practice in making arrangements using the phone, planning an activity or sleep-over that is structured/predictable, and tips on how to maintain friendships over time.
- A subtle way for your AD/HD student to learn social skills is through the use of guided observation of his peers on the playground. Accompany them on to the playground and point out the way other students initiate activities, cooperate in a game, respond to rejection, deal with being alone, etc.
- For many AD/HD hyperactivity disorder students, thirty minutes on the playground is beyond their capability to maintain peer relationships successfully. If necessary, break-up the recess into ten minutes of activity, a ten-minute check-in with the playground supervisor, then another ten minute activity period.
- Restricting the area available for your AD/HD student during recess can increase the contact with adult supervision and lessen the complexity of social decision-making. This can be done privately with your AD/HD student prior to recess. Many AD/HD students welcome this manner of simplifying their social interactions during this period of low structure.
- It is helpful to meet with your AD/HD student prior to his lunchroom/playground period to review his plan for recess activity and with whom he will sit during lunch. Have him ask peers in advance of the recess block to do a certain activity with him. Process the activity with your AD/HD student after recess and make suggestions for the following day.

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## 3. Improving Social Skills

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## 4. Increasing Time On-Task

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- Promote time on-task with AD/HD students, never time off-task. Reward the behaviors that you want the AD/HD student to do, not the one's that you don't want him to do.
- Give a minute timer to keep on his desk. Ask the AD/HD child how long he thinks it would take to perform a certain task. Let him set his own time and race against the timer.
- Most students with AD/HD disorder have difficulty with sustaining attention on tasks over time. Students with AD/HD problems may need different levels of stimulation to keep them focused.
- AD/HD students will do better in classrooms with four walls than in an "open pod" arrangement, which will have a lot of distractions.
- Break work up into smaller segments and sprints, and allow your AD/HD student frequent breaks to move around inside and outside the classroom. This may vary from a daily outside walk, doing errands around the building, to classroom stretching exercises.
- Schedule the most demanding attentional tasks in the morning.
- Your AD/HD student may get overwhelmed with large assignments. His attention may wander after guided practice on similar tasks. Adjust the assignment down to smaller intervals. Give the assignment one sheet at a time. Assign every third problem, rather than every one, for completion to reflect mastery level. Cut apart single worksheets into strips. Tailor guided practice to occur during those time periods. Schedule breaks after this optimum attention time period and then return to the assignment.
- Seat work is often extremely difficult for students with AD/HD disorder. This can become compounded when the teacher is instructing another small group. Check on your AD/HD student as much as possible or have him check-in with the teacher.

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## 5. Improving Consistency of Performance

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- Computers are great for immediate feedback to the AD/HD Disorder student. They provide 1 on 1 work, and they are highly stimulating. Use them with AD/HD students whenever possible.
- AD/HD students often have trouble with change, as you may see when asking an AD/HD child to move from one activity to another. Establish routines and notify the child well ahead of time if there are to be changes in the daily routine. This will help the child to focus better.
- Report any significant changes in behavior or school performance of AD/HD students to parents, school administrators, or school psychologist. There may be medication issues, or other issues, that the parents or physicians need to be aware of.
- Your AD/HD student may need a place to unwind and reduce stress during the school day. Often times this can be simply providing a place for sitting alone, using the computer, taking a short walk, drawing, or modeling with clay. After ten to fifteen minutes, your AD/HD student will likely be able to access the energy needed to attend to the classroom.
- Know the difference between big things and little things.
- AD/HD Students using medication to treat attentional problems will have their optimal attention effects for Methylphenidate (Ritalin) 45 minutes to 2 2 hours after taking the medication. Other medications differ, and it is best to check with the physician about the time of maximum medication effects. If possible, try to schedule the most attention-demanding tasks for the AD/HD student during this medication window. Work with parents to coordinate this.
- An individualized plan that emphasizes stimulating re-inforcers on a consistent basis has a good chance of success. Consequences and reinforcement should be as immediate as possible. Changing the reward periodically is usually necessary.
- If your AD/HD students believe that you are on their side, and that you really want them to be successful, then your behavioral plans will probably succeed. If they believe that you are out to get them, then they will view your behavioral plans as punitive and manipulative. Same plan, different interpretation and results. You must be on the AD/HD child's side. You must convince the child with AD/HD disorder that you want him to succeed.
- Rewards and verbal praise on a continual basis will change the attentional problem the most effectively. One suggested system is the "point system". Feedback that is delayed or variable is problematic in that your student may have difficulty in correlating delay and gratification. Your student may begin to make faulty behavioral connections in these situations.
- AD/HD students respond well to rewards that they experience as highly stimulating. Computer games, artistic media, and action-based play (sports or other physical activity), building sets, and activities outside of the school setting, can be effective.
- Ask your AD/HD student what he would like to earn. Your AD/HD student is the best source of identifying the reward.
- Rewards should be changed frequently to maintain their "novelty power".
- It is important in any behavioral system that your AD/HD student finds early success to "buy in" to the program.
- One of the characteristics of AD/HD hyperactivity disorder is the variability of work performance across settings, tasks, and over time. In other words, AD/HD students have good days and bad days, good hours and bad hours. Rather than take high performance on some tasks as an indicator that low performance on other tasks is due to low motivation and willfulness, it is important to understand this as the nature of attentional problems. Your AD/HD student will do better on tasks he finds inherently interesting and stimulating. He will tend to do worse on tasks that required sustained attention and are boring.
- If you bore your AD/HD students, they will perform poorly. When they perform poorly, you might quietly ask yourself if your lesson was boring.
- Your AD/HD student may have difficulty with tasks that require complex problem-solving strategies. There is continued difficulty with the "executive processes" (strategies that are used to organize and monitor thinking and action). Your AD/HD student may not learn from his mistakes, and may just keep guessing until he gets the right answer. Help your AD/HD student to develop problem-solving strategies.
- Although your AD/HD student may seem to be verbally expressive (he may talk a lot), he may still be poor in putting down his ideas in written form. Sometimes it is a long journey from the brain, down the sleeve, to the hand, and finally to the pencil and paper. The mouth is a lot closer to the brain. Help the AD/HD disorder child with his writing skills.
- My ADD wife is verbally expressive. However, it can take her an hour to write a simple thank you note. This has always been the case for her, and as a result, school was very frustrating for her. Show great wisdom with your AD/HD students when it comes to writing assignments. Teach necessary skills, and encourage the AD/HD students.
- In assignments that require research reports and creative writing, have the student dictate the words to someone rather than writing it down. The AD/HD student can then copy the words using the word processor. This technique will yield greater output on tasks requiring expressive written language skills by removing the written component.
- Assignments that require extensive fine motor skills are difficult.
- Give seat work one sheet at a time, if possible. This will prevent your AD/HD student from feeling overwhelmed. This is also a helpful technique in testing him.

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## 5. Improving Consistency of Performance (continued)

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- Identifying your AD/HD student's goals with his involvement is effective. Goals should begin by being simple and easy to understand. Two to three goals are enough.
- The criteria for success (or earning points) should be simple and clear. Successful goal attainment early in the process is critical. Ask your AD/HD student to generate possible goal areas or have him choose from a menu that the teacher has created. The larger the role that he has in identifying the goals, the greater investment he will have in reaching them.
- Have someone actively monitoring your AD/HD student during tests, especially multiple-choice, fill in the "bubble" tests. He can get off-track and fill in the wrong places or become so frustrated that he might answer at random to simply complete the test.
- Emphasize that part of the work routine is to "check your work". AD/HD students tend to complete work and turn it in without checking it over. Give the AD/HD student some instruction in how to check his work and practice it with him.

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## 6. Increasing Classroom Compliance

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- Listen to the child. They want to be heard too.
- Provide a safe environment for the child. Make sure the child knows you are his friend and you are there to help him.
- Treat him with respect.
- Never belittle him in front of his peers. Both he and the other children know that he stands out, and if the teacher belittles the child, then the rest of the children will see that as permission from the teacher to belittle the child as well.
- Give him a break once in a while. Know the difference between big things and little things, and don't confront him on each little thing. It is hard for these children to control themselves all of the time.
- Be alert to how much movement they may need. Allow for some extra trips to the restroom, or to run some errands. You may want to allow him to run around in a designated spot in the play yard.
- Help the child find his areas of strength so that he can build his self-esteem.
- It is important to pair verbal praise with a reward. This will facilitate "weaning" from a concrete reward structure to an internalized system.
- A simple nod, wink, smile, or touch on the shoulder can be very powerful.
- Instead of confronting your student continually on activities/behaviors that are inappropriate, point out the alternative choices that are available. This will make the expectations clearer to him and avoid the negativity inherent in what he would perceive as criticism.
- Some students respond to a prearranged cuing system with the teacher. In this system, the teacher gives a visual signal (touching the ear) or verbal phrase ("Remember, I'm looking for good listeners") when a targeted inappropriate behavior occurs. The cue can remind your student to correct behavior without direct confrontation or loss of self-esteem. It can involve the classroom teacher or any support personnel available to the student.
- Encouraging your student to monitor his own behavior has many benefits. It can provide an opportunity for discussion when your student and the teacher agree/disagree on the ratings. It also prompts movement toward your student's internal frame of reference in evaluating his behavior.

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## 7. Organizing the student's environment

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- Use dividers and folders in his desk so he can easily find things.
- Teach him how to organize himself better.
- Help the child with AD/HD Disorder to organize his written work or numbers.
- Allow the AD/HD child to move a pencil or his finger across the page while reading. If he's writing, allow him to use one or two fingers for spacing between words.
- During math, graph paper may be very helpful to organize his numbers and columns.
- Your AD/HD student will function better when able to anticipate times requiring increased concentration. A visual representation of the day's schedule will provide another opportunity to internalize classroom routine.
- Break longer assignments into a series of smaller "sprints" for the AD/HD student to complete one after another. Your AD/HD student will feel less "overwhelmed" and he will complete the total project in far less time.
- Consider having the AD/HD student complete every second or third problem, instead of answering each one. Require him to show mastery of concepts.
- Emphasize practice and assignment completion on the word processor to lower the frustration many AD/HD students feel with written work.
- Model an organized classroom and model the strategies you use to cope with disorganization.
- Establish a daily classroom routine and schedule.
- Show that you value organization by following 5 minutes each day for the children to organize their desks, folders, etc.
- Reinforce organization by having a "desk fairy" that gives a daily award for the most organized row of desks.
- Use individual assignment charts or pads that can go home with the child to be signed daily by parents if necessary.
- Develop a clear system for keeping track of completed and uncompleted work such as having individual hanging files in which each child can place completed work and a special folder for uncompleted work.
- Develop a color coding method for your room in which each subject is associated with a certain color that is the that subjects textbook cover and on the folder or workbook for that subject.
- Develop a reward system for in-school work and homework completion. One example of a system that reinforces both work quality and work quantity involves translating points earned into "dollars" to be used for silent auction at the end of grading period. For AD/HD children needing more immediate reinforcement, each completed assignment could earn the child a "raffle ticket" with her/his name on it . Prizes or special privileges could be awarded on the basis of a random drawing held daily or weekly.
- Write schedule and timelines on the board each day.
- Provide due dates for assignments each day.
- Divide longer assignments into sections and provide due dates or times for the completion of each section.
- Tape a checklist to the AD/HD child's desk or put one in each subject folder/notebook that outlines the steps in following directions or checking to be sure an assignment is complete.
- THE BLACK HOLE OF HOMEWORK exists in your AD/HD student's desk or backpack. We have seen AD/HD students struggle for hours with homework, only to not turn it in and then lose it in their desks or backpacks. Please check to make sure that they are actually turning in the work. It is strange but true. They have probably done the homework, but just are not paying attention when you ask them to turn it in.
- Provide study guides or outlines of the content you want the child to learn, or let the child build her/his own study guide with worksheets that have been positively corrected.
- Be clear about when student movement is permitted and when it is discouraged, such as during independent work times.
- Your AD/HD student should be encouraged to utilize assignment sheets, broken down by day and subject. He or his teachers can record assignments at the completion of each task.
- An organizing time at the end of each day can be helpful to gather the necessary materials for the assignments and develop a plan of action for completion. This will greatly aid the development of the "executive processes".
- Some AD/HD AD/HD students now take a small dose of their medication when they come home from school to aid in studying/homework completion. Check with the doctor about the time period of maximum medication effectiveness to help set-up a sensible homework schedule.
- One of the simplest interventions for AD/HD students is to have an extra set of textbooks at home to minimize the problem of not having the necessary homework materials.
- Your AD/HD student should have a regularly scheduled time for cleaning up his desk at least once a week. However he may need some help from teachers, volunteers, or his parents.

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## 8. Setting Up Your Classroom

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- Right from day one, make clear rules and post them, with logical consequences and with rewards.
- Move your AD/HD student's desk to where there are fewer distractions. Close to the teacher to monitor and encourage, or near a well-focused child.
- Privacy boards can work well, but should never embarrass a child.
- Students with attentional problems do better in classrooms with four walls than in an "open pod" arrangement. Open pods allow too many visual and auditory distracters throughout the day.
- It is usually better to use rows for seating arrangement and to try to avoid tables with groups of students. Often the groups are too distracting for the AD/HD child. In the ideal setting, provide tables for specific group projects, and traditional rows for independent work. Of course, we are rarely in an ideal setting.
- Every once in a while, try arranging desks in a horseshoe shape to allow for appropriate discussion while permitting independent work.
- Your AD/HD student's desk should be near the teacher (for prompting and redirection), away from other challenging students, and not touching others' desks. However, if you notice that your AD/HD student looks around a lot to see where noises are coming from, because he is very auditorily distractible, he may benefit from being seated near the rear of the classroom. Experiment with seat location in the front of the classroom (near the board) and instructional area if your student is more visually distracted.
- It is important for the teacher to be able to move about the entire room and to have access to all students. Practice "Management By Walking Around" in the classroom. The more personal interaction, the better.
- Have all of the distractible AD/HD students seated nearest to place in the class where you will give directions or lectures. At least as close as possible without being punitive.
- To minimize distractions, seat the AD/HD student away from both the hallway and windows.
- Keep a portion of the room free of obvious visual and auditory distractions. Have at least a part of the room free from bright, loud, or distracting objects.
- Use desk dividers and/or study carrels carefully. Make sure they are used as a "study area option" rather than as a punishment.
- Your AD/HD student will do better when he is able to anticipate times requiring increased concentration. Make a copy of the day's schedule and post it for your students.
- If your AD/HD student tends to lose focus, and his activity-level increases during the day, schedule the most demanding attentional tasks in the morning.
- In our desire to provide an engaging classroom for students, try to be aware of the auditory and visual distractions present. Attempt to place your AD/HD student where these would have the least effect.
- Seat those really smart and quiet girls next to the AD/HD child.
- Stand near the AD/HD student when giving directions or presenting the lesson.
- Use the AD/HD student's worksheet as an example.
- We know that teachers are neither God to control the weather, nor the janitors to control the thermostats. But as best as you can, provide comfortable lighting and room temperature.
- Use individual headphones to play white noise or soft music to block out other auditory distractions. Be sure the music is not too interesting so that it becomes a distraction.
- It has become somewhat fashionable to play classical music, or baroque music, quietly in the background while students are working. This may, in fact, actually work.
- Provide a quiet, carpeted space in the room as a special study section for independent reading.
- Many students often bring their own distractions (toys) from home. Try to make a classroom rule about appropriate time/place to share them with classmates and limit their appearance in the classroom and on the desks.

# Teaching the AD/HD Student

Source: Extracts from [www.ADDinSchool.com](http://www.ADDinSchool.com)

## 9. Using Worksheets and Other Tips

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- Stress accuracy instead of quantity of work. This is really what you want as a teacher anyway.
- The AD/HD child may be easily overwhelmed and discouraged. Reduce the quantity of work on a page. Instead of giving 30 problems on a page, give only 10 or 15. Then the AD/HD child won't be overwhelmed, and successes will build up his self-esteem.
- Your AD/HD student may tend to want to be "the first one done" on assignments. Set reasonable accuracy goals with him and collect the entire group's work at once to reduce time pressures.
- Use large type.
- Keep page format simple. Include no extraneous pictures or visual distracters that are unrelated to the problems to be solved.
- Provide only one or two activities per page.
- Have white space on each page.
- Use dark black print. (Avoid handwritten worksheets or tests.)
- Use off-white or buff-colored paper rather than white if the room's lighting creates a glare on white paper.
- Write clear, simple directions.
- Underline key direction words or vocabulary or have the students underline these words as you read directions with them.
- Draw borders around parts of the page you want to emphasize.
- Divide the page into sections and use a system to cover sections not currently being used.
- If possible, use different colors on worksheets or tests for emphasis, particularly on those involving rote, potentially boring work.
- Have the students use colored pens or pencils.
- Give frequent short quizzes and avoid long tests.
- Provide practice tests.
- Provide alternative environments with fewer distractions for test taking.
- Using a tape recorder, have the AD/HD student record test answers and assignments or give the student oral examinations.
- Shorten assignments. If the AD/HD student can demonstrate adequate concept mastery in 10 or 20 questions, don't require 30-40 problems.