

## ADHD CLASSROOM INTERVENTIONS

These are strategies designed to occur across and between school, health care provider and home. Many children with ADHD do not require special education and related services but do require specific adaptations and accommodations to their general education program.

Each student with ADHD is an individual with unique characteristics. Effective educational programs are based on individual student's behavioral and academic needs rather than on presumed characteristics of the group of individuals with ADHD. Realistic expectations should be set for each student, and those interventions and strategies that will allow the student the best chance of success should be implemented.

These strategies can be used with any student who is demonstrating a behavior listed in column "area of concern".

<u>AREA OF CONCERN</u>	<u>INTERVENTIONS</u>
<ul style="list-style-type: none"> <li>● <b>Teacher / Student Match</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Seek a good fit between students' learning style and teacher's style.</li> <li>▶ Assign student to structured but flexible teachers.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Parent/ Student /Teacher Communications</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop daily/weekly journal.</li> <li>▶ Maintain parent / student school contacts.</li> <li>▶ Notify parents immediately of missing or incomplete assignments.</li> <li>▶ Provide daily or weekly progress reports.</li> <li>▶ Use e-mail for homework assignments</li> <li>▶ Provide set of texts for home use if student has trouble remembering to bring books home for schoolwork.</li> <li>▶ Schedule periodic parent meetings.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Staff Communications</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify staff resources &amp; resource staff.</li> <li>▶ Schedule team meetings as necessary.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Instructional Day/Class Schedule</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Allow student more passing time.</li> <li>▶ Alternate lessons/classes that require greater auditory attention with those that are more visual or active.</li> <li>▶ Modify class schedule.</li> <li>▶ Schedule more demanding classes earlier in the day.</li> </ul>

## AREA OF CONCERN

● **Difficulty sequencing and completing steps to specific tasks** ( *writing a book report, term paper, organized paragraphs, division problems* )

● **Need for reinforcers.**

● **Shifting from one uncompleted activity to another without closure.**

● **Difficulty following through on instructions from others.**

● **Difficulty prioritizing from most to least important.**

## INTERVENTIONS




- ▶ Allow student 5 minutes at end of class to organize books, paper etc.
- ▶ Break up task into workable and obtainable steps.
- ▶ Color code student's materials to help student keep organized.
- ▶ Have a more organized student take notes on carbon paper or duplicate his/her notes.
- ▶ Provide examples and specific steps to accomplish task.
- ▶ Show organization is important by modeling it.

- ▶ Increase frequency of rewards and fines.
- ▶ Provide access to rewards several times a day.
- ▶ Use token systems.
- ▶ Increase immediacy of consequences
- ▶ Increase magnitude or power of rewards.
- ▶ Have parents send in preferred toys or games.
- ▶ Have computer games/activities for reward.
- ▶ Use home-based reward programs.

▶ Define the requirements of a completed activity ( e.g. *Your math is finished when all six problems are complete and corrected. Do not begin on the next task until your math is finished.*)

- ▶ Gain student's attention before giving instructions.
- ▶ Use both oral and written instructions.
- ▶ Give one instruction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the instructions.
- ▶ Place general methods of operation and expectations on charts displayed around the room and / or on sheets to be included in student's notebook.

- ▶ Prioritize assignments and activities.
- ▶ Provide a model to help students.
- ▶ Post priority model and refer to it often.

<u><b>AREA OF CONCERN</b></u>	<u><b>INTERVENTIONS</b></u>
<p> <b>Difficulty completing assignments</b></p>	<ul style="list-style-type: none"> <li>▶ Arrange for student to have a “study buddy” with phone # in each subject area.</li> <li>▶ List and / or post all steps necessary to complete each assignment.</li> <li>▶ Make frequent checks for work/assignment completion.</li> <li>▶ Reduce the assignment into manageable sections with specific due dates.</li> <li>▶ Use calendar to plan long-term assignments.</li> <li>▶ Use daily or weekly assignment sheets or notebook.</li> </ul>
<p> <b>Difficulty sustaining effort and accuracy over-time.</b></p>	<ul style="list-style-type: none"> <li>▶ Decrease work load to fit child’s attention capacity: <ul style="list-style-type: none"> <li>#Smaller quotas for productivity.</li> <li>#More frequent but shorter work periods.</li> <li>#Lower accuracy quotas that increase over time with child’s success.</li> <li>#Don’t send unfinished class work home.</li> <li>#Eliminate high appeal distracters.</li> <li>#Accept a reasonable limit to the amount of time the student will spend each night on homework.</li> </ul> </li> <li>▶ Develop discrete cues to let student know when she/he is off task.</li> <li>▶ Increase the frequency of positive reinforcement and encouragement.</li> <li>▶ Reduce assignment length and strive for quality rather than quantity.</li> <li>▶ See if student benefits from cooperative learning groups or peer tutoring.</li> <li>▶ Teach problem solving behavior and time management strategies.</li> <li>▶ Set time limits for work completion.</li> <li>▶ Use timer if possible for external time references.</li> <li>▶ Use tape- recorded prompts.</li> </ul>
<p> <b>Difficulty with any task that requires memory.</b></p>	<ul style="list-style-type: none"> <li>▶ Combine seeing, saying, writing, and doing; student may need to sub-vocalize to remember.</li> <li>▶ Teach memory techniques as a study strategy (e.g. <i>mnemonics, visualization, oral rehearsal, numerous repetitions.</i>)</li> </ul>

<u><b>AREA OF CONCERN</b></u>	<u><b>INTERVENTIONS</b></u>
<p>● <b>Confusion from non-verbal cues</b> (<i>misreads body language, etc.</i>)</p> <p>● <b>Difficulty with taking tests.</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Model and have student practice reading nonverbal cues in a safe setting.</b></li> <li>▶ <b>Directly teach / tell what non-verbal cues mean.</b></li>   <li>▶ <b>Allow extra time for test taking.</b></li> <li>▶ <b>Teach test taking skills and strategies.</b></li> <li>▶ <b>Allow oral and or un-timed tests.</b></li> <li>▶ <b>Allow student to type tests or use word processor.</b></li> <li>▶ <b>Give more “wait time”.</b></li> <li>▶ <b>Permit breaks during tests.</b></li> <li>▶ <b>Use clear, readable, and uncluttered test forms.</b></li> <li>▶ <b>Use test format with which student is most comfortable. Allow ample space for student response. Have lined answer spaces for essay or short answer questions.</b></li> <li>▶ <b>When impulsivity on multiple choice tests means the student will not read all choices, have the student eliminate all incorrect responses, rather than choose one correct answer.</b></li> </ul>
<p>● <b>Confusion from spoken material, lectures and audio visual material</b> (difficulty finding main idea from presentation, attributes greater importance to minor details.)</p>	<ul style="list-style-type: none"> <li>▶ <b>Allow peers to share notes from presentation.</b> (Have student compare own notes with copy of peer notes.)</li> <li>▶ <b>Encourage use of tape recorder.</b></li> <li>▶ <b>Provide framed outlines of presentations.</b> (Introducing visual and auditory cues to important information.)</li> <li>▶ <b>Provide student with copy of presentation notes.</b></li> <li>▶ <b>Teach and emphasize key words.</b> (The following, the most important etc.)</li> </ul>

## AREA OF CONCERN

● **Difficulty with fluency in handwriting** (e.g. good letter/word production but very slow and laborious.)

● **Poor handwriting** (often mixing cursive & manuscript & capitals with lower case letters.)

● **Difficulty sustaining attention to tasks or other activities** (easily distracted by extraneous stimuli.)

## INTERVENTIONS

▶ **Allow alternate methods of production; scribe, computer, oral presentation etc.**  
▶ **Allow for shorter assignments** (quality vs. quantity.)

▶ **Allow for a scribe, guide for content, not handwriting.**  
▶ **Allow use of a computer/word processor.**  
▶ **Consider alternative methods for student response** (e.g. tape recorder, oral reports, etc.)  
▶ **Allow student to mix cursive and manuscript** (allow any method of production).

▶ **Avoid open classroom settings.**  
▶ **Create a structured environment with predictable routines.**  
▶ **Sit the student close to teacher.**  
▶ **Post class rules in prominent place.**  
▶ **Prepare a stimuli-reduced area available to all students e.g. a study carrel, cubicle, or stall.**  
▶ **Reward attention. Break up activities into small units.**  
▶ **Reward for timely accomplishments.**  
▶ **Seat at individual desks rather than tables.**  
▶ **Consider use of individual headphones to play soft music to block other auditory distracters. Introduce headphones as a privilege or pair appropriate use with reinforcement.**  
▶ **Seat away from auditory distractions such as heaters, fans, air-conditioners, etc.**  
▶ **Seat near appropriate student role models.**  
▶ **Seat where most visual distractions are behind student.**  
▶ **Surround by model students.**  
▶ **Use proximity & touch to cue attention.**

<b><u>AREA OF CONCERN</u></b>	<b><u>INTERVENTIONS</u></b>
<p>● <b>Confusion from written material</b>(difficulty finding main from a paragraph, finds greater importance in minor details.)</p> <p>● <b>Poorly developed study skills.</b></p> <p>● <b>Difficulty participating in class without being disruptive; difficulty working quietly.</b></p> <p>● <b>Frequent messiness or sloppiness; poor organization.</b></p>	<p>▶ <b>Provide advance organizers such as maps, charts, out-lines etc.</b></p> <p>▶ <b>Provide outline of important points from reading material.</b></p> <p>▶ <b>Provide tape of text / chapter.</b></p> <p>▶ <b>Teach outlining, main idea/details concept.</b></p> <p>▶ <b>Student can be part of cooperative study group that composes unit study guides or questions for class.</b></p> <p>▶ <b>Teach study skills specific to subject: assignment calendar, test book reading, note taking-mapping-skimming-summarizing.</b></p> <p>▶ <b>Use analogies, metaphors, outlines and mapping strategies.</b></p> <p>▶ <b>Reward appropriate behavior-catch student being good.</b></p> <p>▶ <b>Seat student in close proximity to teacher.</b></p> <p>▶ <b>Use study carrel if appropriate.</b></p> <p>▶ <b>Arrange for peer helper for organizing.</b></p> <p>▶ <b>Assist student to keep materials in a specific place.</b></p> <p>▶ <b>Repeat expectations as necessary.</b></p> <p>▶ <b>Give reward points for notebook checks and proper paper format.</b></p> <p>▶ <b>Be sure student has daily, weekly, and assignment sheets; list of materials needed daily and consistent format for written work.</b></p> <p>▶ <b>Have a consistent way for students to turn in and receive back papers.</b></p> <p>▶ <b>Use graph paper for handwriting and math problems.</b></p>

## AREA OF CONCERN

● **Poor self-monitoring** (careless errors in spelling, math, & reading.)

● **Frequent fidgeting with hands, feet, or objects; squirming in seat.**

● **Inappropriate responses in class often blurted out; answers given to questions before they have been completed.**

● **Difficulty remembering to follow rules.**

● **Apparent inattention** (under-active, day-dreaming, “not there.”)

## INTERVENTIONS

- ▶ **Allow use of calculators as appropriate.**
- ▶ **Have student proofread work when it is “cold”.**
- ▶ **Teach specific methods of self-monitoring, e.g. stop-look-listen.**
- ▶ **Use checklists when necessary outline directions, steps, or procedures to be followed.**

- ▶ **Allow alternative movement when possible.**
- ▶ **Break tasks down to small increments and give frequent positive reinforcement for accomplishments.** (Squirming & fidgeting is often due to frustration.)

- ▶ **Seat student in close proximity to teacher for visual and physical monitoring.**
- ▶ **State behavior that you want .**

- ▶ **Provide cards on desk with rules for individual desk work.**
- ▶ **Periodically ask child to restate rules.**
- ▶ **Teach child to use self-instruction during work.**
- ▶ **Have child recite rules to other children before work period.**
- ▶ **Provide posters with rules for various work periods.**
- ▶ **Use tape recorder cues or reminders.**

- ▶ **Attempt to involve student actively in lesson.**
- ▶ **Get student’s attention before giving directions, tell student how to pay attention.** (“Look at me while I talk; watch my eyes while I speak”.)
- ▶ **Ask student to repeat directions.**

<u><b>AREA OF CONCERN</b></u>	<u><b>INTERVENTIONS</b></u>
<p>● <b>Agitation under pressure &amp; competition.</b> (Athletic or academic.)</p> <p>● <b>Difficulty remaining seated or in a particular position when required.</b></p> <p>● <b>Inappropriate seeking of attention.</b> (Clowns around exhibits loud, excessive or exaggerated movement as attention-seeking behavior, interrupts, interferes with other students' activities, teases others.)</p> <p>● <b>Frequent/excessive talking.</b></p> <p>● <b>Poor use of time</b> (staring off into space, doodling, not working on assigned task.)</p>	<p>▶ Put stress on effort &amp; enjoyment for self, rather than competition with others.</p> <p>▶ Minimize timed activities; structure class for team effort &amp; cooperation.</p> <p>▶ Give student frequent opportunities to get up and move around.</p> <p>▶ Allow/provide space for movement.</p> <p>▶ Catch when appropriate &amp; reinforce that “good” behavior.</p> <p>▶ Provide conflict resolution activities or training.</p> <p>▶ Provide social skills training.</p> <p>▶ Show student-model-how to get another person’s attention appropriately.</p> <p>▶ Avoid lengthy reasoning with student over mis-behavior.</p> <p>▶ Make sure student is called upon when it is appropriate and reinforce listening.</p> <p>▶ Teach student hand signals and use to tell student when to and when not to speak.</p> <p>▶ Give time limit for small units of work with positive reinforcement for accurate completion</p> <p>▶ Teach “reminder cues” (touch on shoulder, hand signal etc.)</p> <p>▶ Tell your expectation of what it means to pay attention. <i>“You look like your paying attention when.....”</i></p>



<u><b>AREA OF CONCERN</b></u>	<u><b>INTERVENTIONS</b></u>
<p>● <b>Difficulty making transitions</b> (from activity to activity or class to class). Takes an excessive amount of time to find school supplies, gives up, refuses to leave previous task, appears agitated during change.</p> <p>● <b>Frequent self put-downs, poor personal care and posture, negative comments about self and others, low self-esteem.</b></p> <p>● <b>Frequent involvement in high risk/ dangerous activities without considering possible consequences.</b></p>	<p>▶ <b>Allow extra time for student to organize books &amp; papers from last class before beginning next class.</b></p> <p>▶ <b>Allow student to leave class early to go to his/her locker for supplies before hallways become crowded and distracting.</b></p> <p>▶ <b>Arrange for an organized “peer helper.”</b></p> <p>▶ <b>Have specific locations for all materials (pencils pouches, tabs in notebooks etc.)</b></p> <p>▶ <b>Program student for transitions. Give advance warning of when a transition is going to take place (“Now we are completing the worksheet; next we will.....”) and the expectations for the transitions (“...and you will need.)</b></p> <p>▶ <b>Specifically name and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment.</b></p> <p>▶ <b>Allow opportunities for the student to show his/her strengths.</b></p> <p>▶ <b>Give positive recognition.</b></p> <p>▶ <b>Help student identify and develop strengths and affinities.</b></p> <p>▶ <b>Train student for self-monitoring, reinforce improvements, teach self-questioning strategies. (“What am I doing? How is that going to affect others?”)</b></p> <p>▶ <b>Stress “<u>Stop-Look-Listen</u>” strategies.</b></p> <p>▶ <b>Anticipate dangerous situations &amp; plan.</b></p> <p>▶ <b>Pair with responsible peer. (Rotate peer helpers so they don’t wear out.)</b></p>

<u><b>AREA OF CONCERN</b></u>	<u><b>INTERVENTIONS</b></u>
<p>● <b>Inappropriate behaviors in a team or large group sport or athletic activity</b> (difficulty waiting turn in games or group situations.)</p>	<p>▶ <b>Give student a responsible job</b> ( e.g. team captain, care &amp; distribution of equipment, score keeping, etc.); <b>consider a leadership role.</b></p> <p>▶ <b>Have student in close proximity to teacher.</b></p>
<p>● <b>Poor adult interactions; defies authority; constantly seeks adult approval; clings.</b></p>	<p>▶ <b>Provide / Plan for positive attention.</b></p> <p>▶ <b>Talk with student individually about the inappropriate behavior</b> (<i>What you are doing is..... A better way of getting what you need or want is .....</i>)</p> <p>▶ <b>Teach self- monitoring activity to student.</b></p>
<p>● <b>Difficulty using unstructured time—recess, hallways, lunch room, library. Assembly.</b></p>	<p>▶ <b>Allow student to assist custodian or work in cafeteria , assist librarian, office aide, or to do helpful errands for teachers.</b></p> <p>▶ <b>Allow student to eat lunch with a friend away from the cafeteria area, and in a quiet-less stimulating environment.</b></p> <p>▶ <b>Encourage participation in group games.</b></p> <p>▶ <b>Provide student with a definite purpose during unstructured activities</b> (<i>/The purpose of going to the library is to find &amp; check out.....the purpose of..... is to.....</i>)</p>