ADHD Accommodation Menu

Problem Area – Focus and Attention

___ Seat in the front of the classroom
___ Seat away from distractions (fish tank)
___ Seat near quiet peers and away from disruptive peers
___ Increase space between seats
___ Private cue to stay on/return to task
___ Involve student in discussions/activities
___ Make instructions clear and brief
___ Select teachers with energetic, engaging style
___ Pair written and oral instructions
___ Check to be sure assignments are copied correctly
___ Break large assignments into parts with deadlines
___ Make extra eye contact with student
___ Teach in close proximity to student
___ Consider need for smaller environment with more adult support

Problem Area – Impulsivity and Hyperactivity

___ Ignore minor impulsive behavior
___ Keep student occupied and active
___ Supervise closely during transitions
___ Reprimand(s) should be brief and private if possible
___ Seat near good role model
___ Notice and reinforce positive behaviors
___ Set up behavior contract with clear short-term goals
___ Encourage hand-raising and waiting
___ Rewards and consequences should be immediate
___ Implement home/school reward token system
___ Allow student to stand and move at times
___ Provide movement breaks between seated activities
___ Consider need for smaller environment with more adult support

Problem Area – Organization and Planning

___ Use adults to support organization – teachers, parents, resource teachers
___ Create “Homework Loop” to complete daily assignments
___ Check to see that assignments are written down correctly
___ Be sure correct books go home or consider extra copies
___ Encourage parents to set up homework time and place and assistant
___ Have teachers ask for completed assignments
___ Empty and reorganize book bag and locker at least weekly
___ Use colored dividers and folders
___ Consider peer assistant for organization
___ Use multi-sensory approaches for giving assignments and teaching
___ Consider allowing tape recording of assignments and lessons
___ Use consistent repetitive approach to getting organized
___ Ask student to repeat instructions
Problem Area – Oppositional Defiant Behavior and Attitude

- Praise compliance – “catch them being good”
- Post rules and review them regularly
- Ignore minor problems and re-focus on task
- Use sensitive reprimands with consequences
- Set up contract for expectations and rewards
- Supervise transitions and less structured settings
- Avoid lecturing and shaming interventions
- Give two positive choices when possible
- Cast in leadership role when possible
- Cast in support role to younger students
- Cast in assisting role with teachers, staff, parents
- Model communication and anger management skills
- Encourage communication and problem solving
- Spend some private time building alliance/attachment
- Develop signals to communicate building stress/agitation
- Encourage social interactions in and out of the classroom
- Focus delicately on accomplishments and talents
- Use friendly humor avoiding sarcasm
- Be careful with competition, public rewards
- Prepare and support student through crises – even those they create
- Consider need for more supportive environment (counseling, consult teacher, self-contained classroom, day treatment)

Problem Area – Academic Achievement

- Consider referral for testing for any learning concerns/disabilities
- Explore other possible impairing conditions (speech, hearing, learning disabilities)
- Use multi-sensory techniques in all phases of teaching
- Use games, songs and chants/raps for rote learning and memorization
- Accommodate weaknesses in learning – math, reading, foreign language
- Be aware that learning weaknesses worsen attentional problems and vice versa
- Schedule regular meetings/communication with parents about learning concerns
- Direct parents to practice skills with student
- Parents can consider private tutoring or after-school homework support
- Consider need for formal 504 accommodations or Special Education support
- Consider different levels of support (resource room, consult teacher, self-contained setting)
- Emphasize any areas of interest in academics content