

## 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 refocus 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