



# RECOGNIZING **ADHD** IN THE CLASSROOM

ATTENTION	DISORGANIZED/ FORGETFUL	RESTLESS	IMPULSIVE	WORK HABITS
<ul style="list-style-type: none"><li>• Easily distracted</li><li>• Tunes out of lessons</li><li>• Daydreams</li><li>• Trouble staying in seat</li></ul>	<ul style="list-style-type: none"><li>• Forgets to take books home</li><li>• Forgets assignments or forgets to turn them in</li><li>• Loses homework, pencils, etc.</li><li>• Messy desk, backpack, papers</li></ul>	<ul style="list-style-type: none"><li>• Fidgets</li><li>• Fiddles with nearby objects</li><li>• Trouble waiting, taking turns</li><li>• Trouble staying in seat</li></ul>	<ul style="list-style-type: none"><li>• Talks excessively, blurts out or interrupts</li><li>• May disrupt class</li><li>• Trouble following rules</li><li>• Careless errors</li></ul>	<ul style="list-style-type: none"><li>• Trouble starting/finishing work</li><li>• Incomplete, late or missing assignments</li><li>• Trouble following rules</li><li>• Doesn't follow instructions</li><li>• Easily frustrated</li></ul>

**FOR STRATEGIES & TIPS TO HELP STUDENTS WITH ADHD SEE REVERSE SIDE**



# STRATEGIES & TIPS TO HELP STUDENTS WITH ADHD

## SEATING

1. Away from distractions	Offer seating options such as single desks instead of two-person desks or tables; U-shapes, E-shapes, and rows (straight or staggered) often help.
2. Near teacher or responsible peers	Teacher can help focus attention to tasks, clarify directions. Seeing others at work can cue student to return to task.

## ORGANIZATION

1. Assignment notebook	Many students with ADHD have trouble remembering and tracking assignments
2. Backup way to get assignments	Students who struggle with organization need strategies that help them complete their work in spite of their struggles.
3. Teach & practice organization skills	Students must be taught missing skills or compensatory strategies on a level that matches their younger developmental age.
4. Notify parents of important due dates	Ultimately, everyone who touches a student's life has a role to play. Regular communication is essential.

## CLASSROOM MANAGEMENT

1. Teach and reinforce good listening	Be specific about what to do (eye contact, not interrupting). Reward good behavior. Positive reinforcement works best.
2. Use procedures and routines	Practice, monitor, review, and reteach routines. Keep reviewing until it becomes a habit.
3. Allow some fidget objects	Fidgeting objects may help some children with ADHD focus rather than being a distraction.
4. Give at least 3x more positive feedback than negative	Positive feedback is more powerful in changing behavior. It should also be specific so they know what behavior to repeat.

## INFORMATION DELIVERY

1. Add written or pictorial directions to oral directions	Students may miss parts of oral directions. Written or pictorial instructions help fill in the gaps.
2. Use graphic organizers. Give outlines for note taking	Students understand and remember information better when ideas, words, and concepts are associated with pictures, diagrams, charts, and maps.
3. Give multisensory instruction	Use song and movement to practice spelling words. Use color to call attention to letters with the word and to aid memory.
4. Give instructions one at a time	Students may have memory problems and may only be able to remember one step at a time. Repeating directions helps keep them in memory longer.
5. Break large projects into small tasks with deadlines for completing each task	Students with ADHD have difficulty breaking down large projects into smaller tasks, leading to projects that are not completed or rushed through on the night prior to due date.

## STUDENT WORK

1. Visual prompts, cues, frequent redirection to task	Use a prearranged private signal. Ask student for input on what will work best.
2. Use task cards to reinforce directions	Task cards serve as reminders. Explain to class that everyone learns differently or give everyone task cards to avoid stigmatizing the child with ADHD.
3. Match independent assignments to student ability	Sometimes performance or skill expectations are a struggle; for example, cursive writing or reading independently.
4. Shorten assignments (every other math problem, shorter spelling list)	This is to compensate for the length of time it takes to complete.
5. Reduce handwriting (write answers only, word processor, or dictate to parent)	Motor skills may not be fully developed in these students.