

Managing ADHD, Executive Function Challenges, and Behavior in the Classroom©

ACCOMMODATIONS AND MODIFICATIONS

I. Learn and master tools and techniques necessary for peak learning and performance

- Master efficient and rapid keyboarding skills (QWERTY)
- Use of computer graphic organizer program (ex. Inspiration software)
- Use of effective homework and assignment tracking system
- Master planning of long-term assignments by creating short term assignments and due dates
- System for actively turning in completed assignments
- Use of dry erase board or another device to jot down potentially distracting thoughts to track for another time
- Knowledge of multiple strategies for note-taking, studying, and quiz/test-taking to help the student discover their preferred method
- Use of timer to stay on task and budget time

II. Active Learning

- Provide class notes to allow for additional focus during lesson time and to support at-home learning and studying
- Provide a study partner for added learning through discussion and modeling
- Reinforce positive behaviors with specific praise to help with motivation and a positive mindset
- Provide reading material that is appropriate and stimulating with consideration for both fluency and comprehension levels. Explore audiobooks if appropriate.
- Highlight important information and material
- Use a nonverbal signal (like a sticky note on the desk or a hand on a shoulder) to get the student's attention and indicate the need for things like taking a brain break.

III. Working Memory aids

- Provide written instruction for classwork and homework
- Allow use of a calculator, formula sheets, and rule sheets
- Provide visual aids for multiple-step projects and activities

IV. Organization

- Color Code materials for each subject
- Direct support for developing effective organization of materials, including multiple subject materials management and systems for remembering materials for home and school.

V. Attention and Behavior

- Discuss seat assignment with the student to minimize distractions and maximize teacher support
- Use flexible seating, like wiggle chairs, standing desks, footrests, seat cushions, or resistance bands on chair legs
- Post classroom rules and schedules to aid in compliance and transitions
- Develop a discreet plan and signal with the student for when the student is distracted or off-task
- Prepare for transition time with ample warning and a transition plan
- Enlist assistance from the student during lesson time to run errands, to hand out papers to students, clean off bookshelves, or stand at times while working
- Allow student to fidget with a quiet object
- Provide support at the Point of Performance whenever possible

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VI. Student Output

- Give quizzes and tests to the student alone or in a small group
- Allow extra time for assignments, quizzes, and tests
- Allow short breaks during testing
- Administer tests over multiple sessions
- Break larger assignments into smaller segments, each with a deadline
- Provide interval time goals for longer assignments, quizzes, and tests
- Reduce distractions with study carrel
- Reminder for review of grammar and spelling
- Allow for the use of dictation software or other means of presenting information
- Modify length of assignments when possible
- Allow for white noise or headphones during independent work to reduce auditory distractions
- Allow understanding to be demonstrated in different ways, like oral reports, posters, and video presentations.
- Allow the student to write answers directly on the test rather than Scantron
- When possible, reduce the writing required by the student and do not require rote copying of material from other sources

VII. Additional Supports

- Adjust class schedule so that classes that require the most mental focus are during the student's peak learning time.
- Have open communication with parent and student together about agreements and arrangements made with the student regarding strategies and supports for staying on task, organizing, completing work, etc., so that parent can support and reinforce efforts at home.
- Maintain communication log (via notebook or email) with parents and students regarding goals, progress, and performance.
- Meet with the student quarterly to set goals for performance (behavior, homework completion, quality of work), not just grades. This will allow the student to adjust efforts and improve performance quality.
- Provide a breakdown of grades to show performance on content, grammar, process, etc.
- Have an age-appropriate discussion of how learning challenges impact the student
- Training and education for teachers regarding student's profile and challenges