## ADDitude's Classroom Accommodations to Help Students with AD/HD

Classroom Setup  Easily distracted by classroom activity or by activity visible through door or windows  Acts out in class to gain negative attention  Is unaware of personal space; reaches across desks to talk to or touch other students  Sunable to complete work within given time  Does well at the beginning of an assignment but quality of work decreases toward the end  Has difficulty following instructions  Is unable to keep up during classroom discussions and/or note taking  Complains that lessons are "boring"  Turns in work with careless mistakes  Behavior  Constantly engaging in attention-getting behavior  Fails to "see the point" of a lesson or activity  Needs reinforcement  Try This Solution:  Ceats student front and center, away from distractions  Seat student front and center, away from distractions  Seat student near good role model  Increase distance between desks  Assignments  Allow extra time to complete assigned work broven assignments into smaller parts; shorten assignments or work periods  Pair written instructions with oral instructions  Provide peer assistance in note taking and ask student questions to encourage participation in discussions  Cue student to stay on task with a private signal  Turns in work with careless mistakes  Schedule five-minute period to check over work before turning in homework or tests  Behavior  Constantly engaging in attention-getting behavior  Fails to "see the point" of a lesson or activity  Needs reinforcement  Send daily/weekly progress reports home
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Needs reinforcement Send daily/weekly progress reports home
Needs long-term help with improving behavior Set up behavior contract
Organization/Planning
Can't keep track of papers Recommend binders with dividers and folders
Has trouble remembering homework Provide student with assignment book;
assignments supervise writing down of assignments
Loses books Allow student to keep set of books at home
Restlessness
Needs to move around  Allow student to run errands or to stand at
times while working
Has difficulty focusing for long periods of time Provide short breaks between assignments
Moods/Socialization
Is unclear as to appropriate social behaviors  Set up social-behavior goals with student and
Does not work well with others Encourage cooperative learning tasks
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assign special responsibilities in presence of peer group
Has low self-confidence Compliment positive behavior and work; give
student opportunity to act in leadership role
Appears lonely or withdrawn Encourage social interactions with classmates
plan teacher-directed group activities
Is easily frustrated Acknowledge appropriate behavior and good
work frequently
Is easily angered Encourage student to walk away from angerin
situations; spend time talking to student