

ATTENTION DEFICIT/ HYPERACTIVITY DISORDER

A disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than typically observed in peers.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none">• Post discussion material in areas where students are most likely to look when they go off task.• Place the student near the teacher and/or directly in front of the teacher.• Use frequent eye contact to get and keep the child’s attention.• Follow discussion/lecture with a hands-on activity.• Provide student with a stimuli-reduced environment.• Pause and create suspense by looking around before asking a question.• Stand close to the student during the discussion.• Ask a simple question to a student whose attention is beginning to wander.• Provide the student with visuals as part of the discussion (films, tapes, flash cards, etc.).• Provide the student time before answering the student’s question. (pause for about ten seconds).• Allow the student to repeat the question before answering.• Use a personal listening device to help the student focus more on the teacher’s voice and less on extraneous noises.
Independent Worksheets	<ul style="list-style-type: none">• Use a “buddy or partner system” with every child and change buddies every two to three weeks.• Physically active students should be allowed to kneel in or stand by their desks as long as they are not disrupting others.• Allow the students to isolate themselves if they are too distracted.• Use low-level music or environmental sounds during independent work time (whole class or with head phones).• If there are many items on a page, fold the paper so only a small amount shows at a time.• Make frequent checks for worksheet completion.• Emphasize accuracy instead of speed.• If the student is overwhelmed by the amount of information on a page, photocopy sections, and present it in parts.• If the appearance is visually distracting, photocopy to take out color, and give student both color and black and white copies.

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Assessments	<ul style="list-style-type: none"> • Make sure material is left visible during quizzes. • Offer untimed testing. • Allow student to take test orally instead of written. • Provide limited choices for multiple choice and matching tests. • Provide the student with an answer list for fill in the blank questions. • Allow the student to write or circle the answers in the test booklet on tests having computer scored answer sheets. Allow an assistant to transfer the responses onto the computer sheet. • Teach memory techniques for student to study for test (mnemonics, visualization, oral rehearsal, and numerous repetitions). • Allow the student to take the text with reading support if that will increase concentration.
Centers	<ul style="list-style-type: none"> • Write instructions and directions on the board or overhead. • Read the instructions as you write them. Use “modeling” to show how instructions or directions should be carried out. • Create a helper role to channel excessive energy. • Ease transition between activities by providing clear directions and cues such as five-minute warnings prior to the transition. • Incorporate different learning styles by having reading, writing, coloring, and construction type activities (puzzles, gluing pasting, etc.) as is possible.
Projects	<ul style="list-style-type: none"> • Have a “count down” until projects are due. • Short, frequent assignments in an orderly sequence are preferable to long-term projects. • Provide the student with a purpose during unstructured activities. • Give the student and parent a checklist about what is due and when it is due. Specific details are helpful, as well as samples. • Provide flexibility regarding the student’s response to the assignment (medium used, display type, illustrations, models, and oral versus written presentations).
Reports	<ul style="list-style-type: none"> • Use end of class reminders of reports, projects, etc. • Provide student with multi-media desktop publishing application. • Provide student a computer with outlining/webbing software application (Inspiration) for brainstorming and organization. • Provide student with word processing application (standard or talking) with word prediction software (Co: writer). • Provide examples and specific steps to writing a report.

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Reading	<ul style="list-style-type: none">• Allow student to have a second set of books at home.• Utilize books on tape as well as having the parent or peer tape record the reading assignment so that the student can read and listen at the same time.• Use unison reading when having the student read out loud.• Utilize interactive CD reading programs, making sure that the program doesn't require too many tasks at one time.• Provide student with a talking hand-held spell checker or dictionary for identifying unknown words (Franklin models).
Writing	<ul style="list-style-type: none">• Allow student to use word processors or computers.• Allow student to work at the chalkboard to increase level of participation.• Allow the student to use graph paper while doing math.• Allow the student to dictate the responses to a teacher or peer for recording as an alternate to writing.• Utilize pencil with rubber grip.• Allow student to use any method of production, even if there is a mix of manuscript with cursive writing.• Allow them to use recommended writing supports like alternate paper, alternate utensils and added grips, adaptive word processors, form filling software to complete worksheets and tests, text to speech support, word prediction, and grammar and spellcheckers.• Allow the student to dictate responses to an audio tape recorder.• At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences. Use it as a teaching opportunity.• Utilize keyguards.
Drawing	<ul style="list-style-type: none">• Provide the student with visual information as to what is expected.• Allow extra time to complete the task.• Provide the student with flexibility regarding the student's response to the assignment (medium used, display type, etc.).• Allow the student freedom to express himself/herself, keeping in mind that there isn't only one correct way to draw.• Allow student access to graphics on the computer (paint brush, etc.).• Keep samples visible during the entire project.

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Groups	<ul style="list-style-type: none">• Allow student to work in cooperative mixed ability groups with group reward reinforcement system.• Encourage peer assistance and collaborative learning.• Clarify the rules when working in a group situation.• Allow the student to have a responsible job within the group.
Note-taking	<ul style="list-style-type: none">• Suggest that the student color-code notebooks with texts.• Allow students with excellent note-taking skills use carbon paper or a copier machine to provide extra copies for those having difficulties.• Provide students with a paper to copy notes from instead of the overhead.• Student highlights key points on printed copy of notes rather than copying/recording lecture notes.• Provide student with an outline of key points prior to the lecture.
Presentation	<ul style="list-style-type: none">• Allow student to use alternative methods for presentation (visual presentation, videotape presentation, graphs, maps, pictures, etc.).• Utilize visual aids to provide cues for student during the presentation.• Provide model of what you want the student to do during the presentation.• Provide the student with a detailed description of what is expected and a checklist of components.
Organizational Skills	<ul style="list-style-type: none">• Provide the student with color-coded folders for each subject area. Diskettes, folders, and books associated with that class should all be tagged the same color.• Post the materials needed for each activity in a prominent place and remind the student ahead of time to gather the needed items.• Stand in front of the student with the needed item (a sample) in your hand as you are asking the class to get out the needed item.• Use a buddy or partner system with every child and change buddies every 2-3 weeks to help the student get out and organize work materials.• Have a checklist by the door for typical things that need to be taken to exploratory classes, taken home, etc.• Tape (student-developed) behavior and organizational reminders on the student's desk to encourage self-monitoring.• Use an assignment sheet/calendar to help a student monitor upcoming due dates and what needs to be done as homework, with listed materials.• Give the student a cubbyhole or place on a shelf to store items only used in your class. Utilize a container to hold the items and remind the student that only needed items can be kept in it.

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Computers

- Provide the student with headphones to dampen extraneous environmental noise and to help him focus on the application's sound effects.
- Provide the student with audio taped and typed instructions for new software.
- Monitor/support the student's use of new software through peer or adult support until it is familiar.
- Post behavioral expectations for computer use.
- Use a "buddy or partner system" with every child and change buddies every two to three weeks.
- Ease transition between activities by providing clear directions and cues such as five-minute warnings prior to the transition.
- Physically active students should be allowed to kneel in or stand by their desks/chairs as long as they are not disrupting others.
- See reading and writing support areas for additional information.

* If the accommodations do not seem appropriate for the student, remember to check other disability areas.