

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

When You See This Behavior:	Try This Solution:
<b>Classroom Setup</b>	
Easily distracted by classroom activity or by activity visible through door or windows	Seat student front and center, away from distractions
Acts out in class to gain negative attention	Seat student near good role model
Is unaware of personal space; reaches across desks to talk to or touch other students	Increase distance between desks
<b>Assignments</b>	
Is unable to complete work within given time	Allow extra time to complete assigned work
Does well at the beginning of an assignment but quality of work decreases toward the end	Break long assignments into smaller parts; shorten assignments or work periods
Has difficulty following instructions	Pair written instructions with oral instructions
<b>Distractibility</b>	
Is unable to keep up during classroom discussions and/or note taking	Provide peer assistance in note taking and ask student questions to encourage participation in discussions
Complains that lessons are "boring"	Seek to involve student in lesson presentation
Is easily distracted	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
<b>Behavior</b>	
Constantly engaging in attention-getting behavior	Ignore minor inappropriate behavior
Fails to "see the point" of a lesson or activity	Increase immediacy of rewards and consequences
Blurts out answers or interrupts others	Acknowledge correct answers only when hand is raised and student is called upon
Needs reinforcement	Send daily/weekly progress reports home
Needs long-term help with improving behavior	Set up behavior contract
<b>Organization/Planning</b>	
Can't keep track of papers	Recommend binders with dividers and folders
Has trouble remembering homework assignments	Provide student with assignment book; supervise writing down of assignments
Loses books	Allow student to keep set of books at home
<b>Restlessness</b>	
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
<b>Moods/Socialization</b>	
Is unclear as to appropriate social behaviors	Set up social-behavior goals with student and implement a reward program
Does not work well with others	Encourage cooperative learning tasks
Is not respected by peers	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 angering situations; spend time talking to student