

ADHD Tips for Teachers

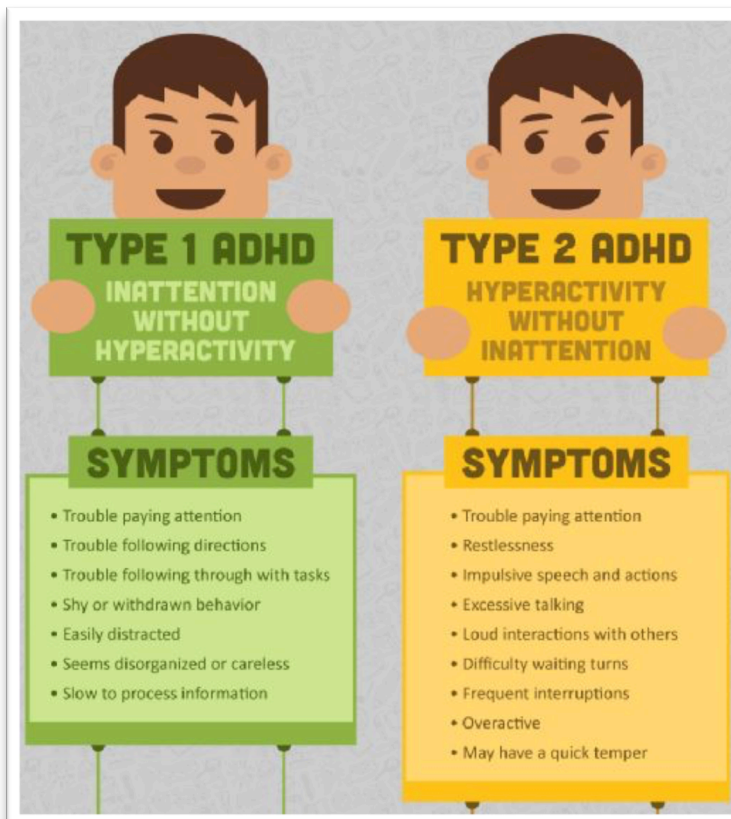
Helping students with ADHD be successful in the classroom.

So how do you teach a student who will not settle down and listen?

The answer: with a lot of patience, creativity, and consistency.



Teachers Make a Difference!



Q: Why is it important for teachers to know about ADHD?

A: There are typically at least 1 to 3 students in every classroom who have ADHD. These students can be a challenge. ADHD is a neurological disorder. Their inattention, hyperactivity and distractibility, which can be very disruptive to a class, are not under their control.

Q: What does ADHD look like in the classroom?

A: Students with ADHD frequently are off-task and inattentive in the classroom and can disrupt learning activities for the entire group. They may leave their seat frequently and violate classroom rules. They may have difficulties completing assignments on time or do so very inconsistently or with minimal accuracy. As a result, they fall behind their peers academically.

Q: What are some ways for teachers to respond without using punishment?

A: Emphasize the use of proactive, positive interventions like structuring the classroom and instruction to promote student engagement as well as providing positive reinforcement to students who are following rules and completing work. When teachers use preventive, positive strategies, they find that they do not have to use punishment as frequently (i.e., student behavior improves such that punishment is not necessary).

"The best way to think of ADHD is not as a mental disorder but as a collection of traits and tendencies that define a way of being in the world." -Edward M. Hallowell, M.D.

Quick Tips: Classroom Strategies

Seating

- Seat the student with ADD/ADHD away from windows and away from the door.
- Put the student with ADD/ADHD right in front of your desk unless that would be a distraction for the student.
- Seats in rows, with focus on the teacher, usually work better than having students seated around tables or facing one another in other arrangements.

Information Delivery

- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, colour coding.
- Create outlines for note taking that organize the information as you deliver it.

Student Work

- Create a quiet area free of distractions for test-taking and quiet study.
- Create worksheets and tests with fewer items
- Reduce the number of timed tests.

Beginning a lesson

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. (You can use subsequent cues to show much time remains in a lesson.)
- List the activities of the lesson on the board.
- In opening the lesson, tell students what they're going to learn and what your expectations are. Tell students exactly what materials they'll need.
- Establish eye contact with any student who has ADD/ADHD.

Conducting the Lesson

- Keep instructions simple and structured.
- Vary the pace and include different kinds of activities.
- Use props, charts, and other visual aids.
- Try not to ask a student with ADD/ADHD perform a task or answer a question publicly that might be too difficult

Ending the Lesson

- Summarize key points.

Maanum, J. L. (2009). *The general educator's guide to special education* (3rd ed.). Thousand Oaks, California: Corwin Press.

Additional Resources

Facts about ADHD

- Answers to your questions about ADHD:
<http://www.addvance.com/index.html>
- Facts About ADHD:
<http://www.cdc.gov/ncbddd/adhd/facts.html>

ADHD in School

- Interventions for ADD in School:
<http://addinschool.com/high-school-interventions-adhd/>
- Motivating the Child with Attention Deficit Disorder:
<http://www.ldonline.org/article/19975>

