**WAYS TO SUPPORT A STUDENT WITH ADHD: this list is not exhaustive, but does include some commonly used supports for home and classroom.**

|  |  |
| --- | --- |
| CONCERN | SUPPORT |
| Difficultly sequencing and completing multiple steps to accomplish a task like writing a book report, long division, etc. | * Help student “chunk” task into workable steps
* Make the chunks very specific
 |
| Difficulty following through on instructions from others. | * Use a signal to alert student you are about to give directions. Signal could use sight, touch, or sound cues.
* Give one direction at a time.
* Check for understanding after instructions are given.
 |
| Difficulty completing homework. | * List/post assignments in visible place at home. Write due dates on list. Help student prioritize most urgent assignments.
* Arrange for student to have study buddy they can contact outside of school to check on due dates, specifics of assignment, etc.
 |
| Difficulty with memory tasks | * Create a multiple sensory experience. Look at a picture while saying content aloud, have student do an action while reading content, talk out loud while writing, etc.
* Use memory techniques such as repetition, mnemonics, visualization
 |
| Difficulty with test taking | * Request extra testing time
 |
| Difficulty sustaining attention on homework/difficulty participating in class in appropriate ways | * Reward attention. Catch student “being good”
* Use preferential class seating to keep distractions to a minimum
* Consider use of earbuds/music while studying at home (distracting for some students)
* Have quiet, predictable place for student to study that is free of tempting distractions
* Give student opportunity to earn frequent breaks to get up and stretch
 |
| Messiness/sloppiness in work | * Help student organize with a planner/calendar, materials that always go in the same place, etc.
* Establish a daily routine for student (Ex: homework from 4-5 PM, online/supper/TV break, then finish homework 6-7 PM)
* Help student keep materials like homework, pencils, paper, in a specific, consistent place
* Be willing to repeat expectations with student
 |
| Inappropriate/impulsive blurt outs, comments, behaviors, etc. | * Be clear with student how you want them to act
* Give specifics of how to do something differently, if you want to change a certain behavior
* Allow opportunities for student to showcase their strengths; recognize positively when they meet your expectations
 |