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

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| 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 |