

# **TEACHING STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

TEACHERS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

AGRUPAMENTO DE ESCOLAS DE SÃO JOÃO DA TALHA

# THE CORE SYMPTOMS OF ADHD:



Inattention



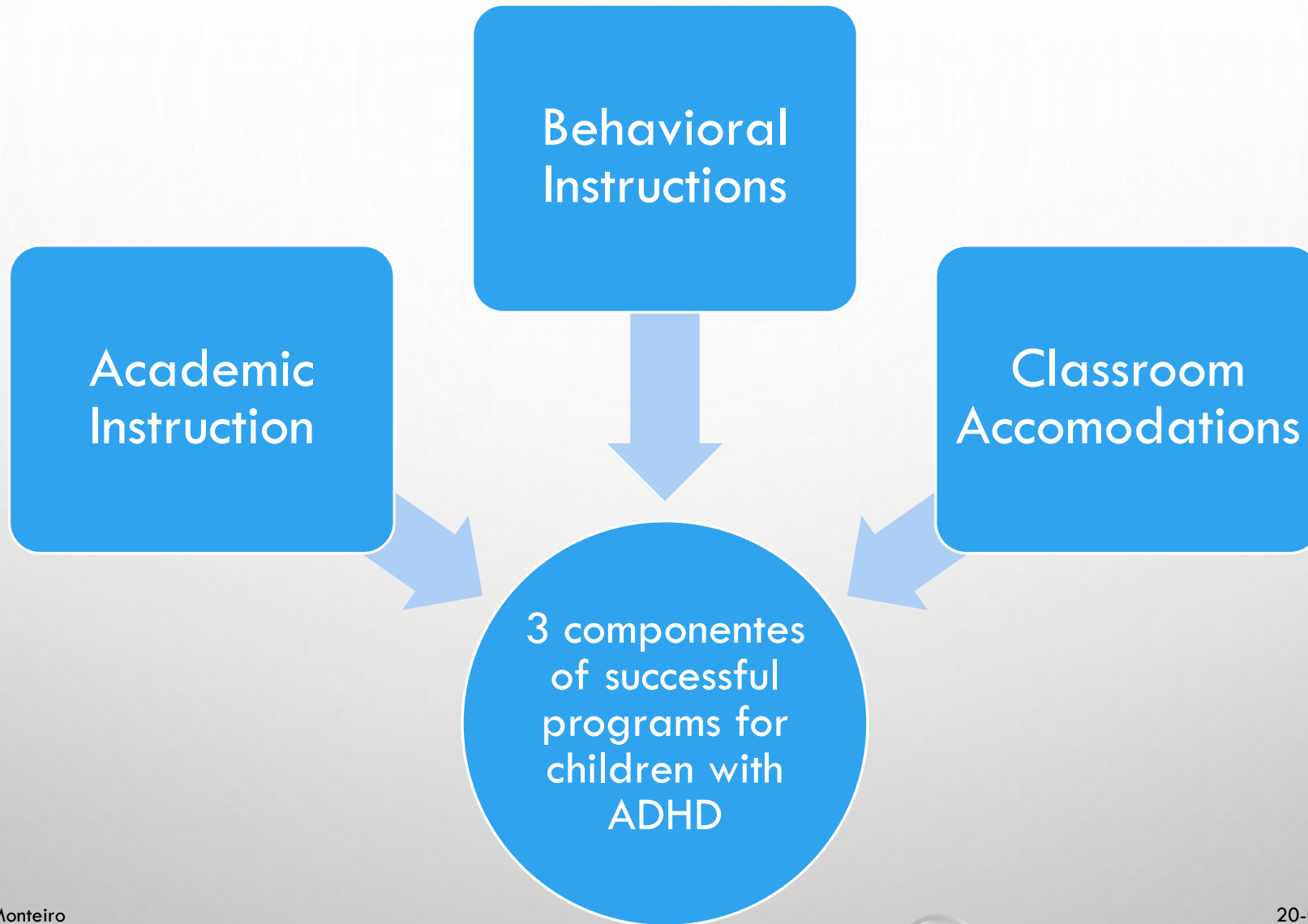
Hyperactivity



Impulsivity

# IDENTIFYING CHILDREN WITH ADHD:

- FIDGETING WITH HANDS OR FEET OR SQUIRMING IN THEIR SEAT (TEENAGERS WITH ADHD MAY APPEAR RESTLESS);
- DIFFICULTY REMAINING SEATED WHEN REQUIRED TO DO SO;
- DIFFICULTY SUSTAINING ATTENTION AND WAITING FOR A TURN IN TASKS, GAMES, OT GROUP SITUATIONS;
- BLURTING OUT ANSWERS TO QUESTIONS BEFORE THE QUESTIONS HAVE BEEN COMPLETED;
- DIFFICULTY FOLLOWING THROUGH ON INSTRUCTIONS AND IN ORGANIZING TASKS;
- SHIFTING FROM ONE UNFINISHED ACTIVITY TO ANOTHER;
- FAILING TO GIVE CLOSE ATTENTION TO DETAILS AND AVOIDING CARELESS MISTAKES;
- LOSING THINGS NECESSARY FOR TASKS OR ACTIVITIES;
- DIFFICULTY IN LISTENING TO OTHERS WITHOUT BEING DISTRACTED OR INTERRUPTING;
- WIDE RANGES IN MOOD;
- GREAT DIFFICULTY IN DELAYING GRATIFICATION.



# Academic Instruction

- Introducing lessons
  - Conducting lessons
  - Concluding lessons
  - Individualizing Instructional Practices
  - Organizational and Study skills
- Useful for Academic Instructional of Children with ADHD

# Introducing lessons

Provide an advance organizer

Review previous lessons

Set learning expectations

Set behavioral expectations

State needed materials

Explain additional resources

Simplify instructions, choices, and scheduling

# Conducting lessons

Be predictable

Support the student's participation in the classroom

Use audiovisual materials

Help students correct their own mistakes

Help students focus

Follow-up directions

Lower noise level

Divide work into smaller units

Highlight key points

Eliminate or reduce frequency of timed tests

Use cooperative learning strategies

Use assistive technology

# Concluding lessons

Provide advance warnings

Check assignments

Preview the next lesson

## Individualizing Instructional Practices

Language Arts and Reading Comprehension (computer games for Reading comprehension; recorded books)

**Phonics** (computer games for phonics; mnemonics for phonics)

**Writing** (post office, proofread compositions, tape recorders)

**Spelling** (colour-coded letters, word banks)

**Handwriting** (quiet places for handwriting, special writing paper)

**Math Computation** (mnemonics, real-life examples, calculators, computer games)

Solving Math Word Problems

## Organizational and Study Skills Useful for Academic Instruction of Children with ADHD

Assisting Students with ADHD with Time Management

Helpful Study Skills for Students with ADHD

## Behavioral Interventions

Selectively ignore inappropriate behavior

Allow for “escape valve” outlets

Visual cues

Proximity control

Hand gestures

# CLASSROOM ACCOMODATIONS

## SPECIAL CALSSROOM SEATING ARRANGEMENTS FOR ADHD STUDENTS

- **SEAT THE CHILD NEAR THE TEACHER;**
- **SEAT THE STUDENT NEAR A STUDENT ROLE MODEL;**
- **PROVIDE LOW-DISTRACTION WORK AREAS**

## INSTRUCTIONAL TOOLS AND THE PHYSICAL LEARNING ENVIRONMENT

- **POINTERS;**
- **EGG TIMERS;**
- **CLASSROOM LIGHTS;**
- **MUSIC;**
- **PROPER USE OF FURNITURE;**





# Grupo de Educação Especial

GRC