

### Help Child Organize

- Tape daily schedule to child's desk.
- Provide check lists for long assignments.
- Use colored folders for subjects.
- Use graph paper for math.
- Use big lined paper for writing.
- Check desk and materials for neatness.
- Allow child to write beginning, middle, and end ideas on separate index cards.

### Using Reminder Tapes

- Create a recording with a reminder to stay on-task every few minutes.
- Allow child to use the recording with earphones to eliminate distractions.
- Some children can self-monitor by tallying if they are on-task or off-task when the reminder comes on.
- Reward children for any day-to-day improvements.

### Work To Eliminate Work

- For every 4 problems child completes, one can be crossed out.
- For every 3 lines child writes on, one can be skipped.

### Avoid Excessive Talking

- Confucius says: He who nags, loses!
- Avoid arguing with the child.

### Use Home Communication Charts

### Use The "BREAK" System

- Put each letter of the word BREAK on a separate piece of paper.
- Use a timer.
- When the child works for 10 minutes, (may be longer or shorter), he/she receives one letter.
- When he has spelled BREAK, he receives a break.

### Clearly Define Expectations

- "Fill up at least 5 lines with writing."
- Then put an "X" by 5 lines on the paper.
- Provide reinforcement for writing on more than 5 lines.

### Eliminate Extra Work

- When a child demonstrates master with 10 problems, don't make them do 30 problems.

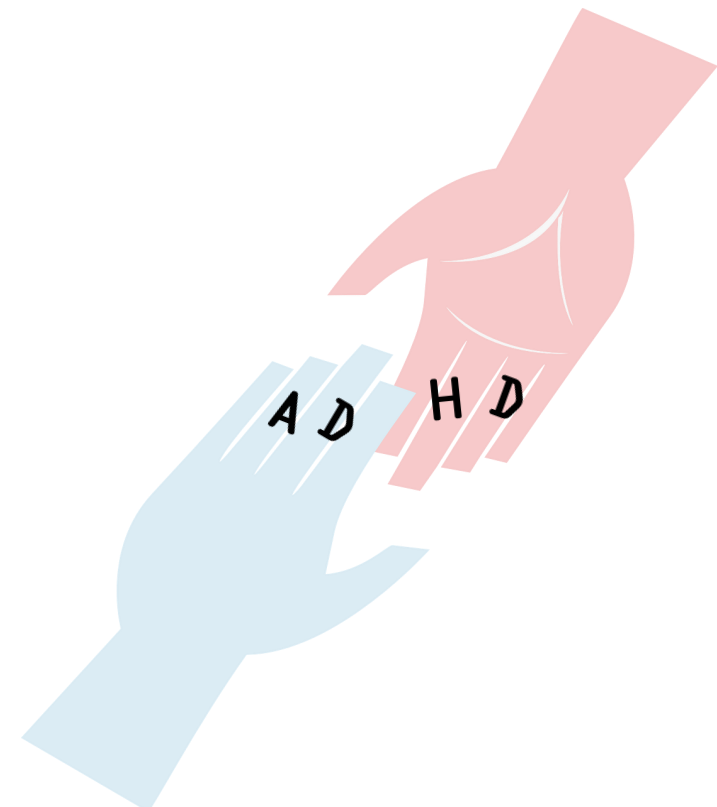
### Use Quiet Music

- Choose a quiet CD.
- During independent work let the child listen to the CD with earphones to eliminate external distractions.

### Stay Positive

- Use incentives before consequences.
- Pick your battles!

### Use Behavior Charts For Classroom



**Steps to Success:**  
**Teacher Tips**  
**for students with ADHD**

*“ADHD is a developmental disorder of self-control. It consists of problems with **attention span**, **impulse control**, and **activity level**.” Russell A. Barkley, PhD*



## Impulse Control

### What It Looks Like

- Talks excessively
- Disrupts class and peers
- Can't keep hands and feet to self
- Easily frustrated
- Angers quickly
- Often interrupts others
- Acts silly for attention
- Unable to wait turn
- Poor Peer relationships
- Trouble with transitions
- Defiant

### What Helps

- Frequently praise on-task behavior
- Give advance warnings for transitions
- Provide something to hold during transitions
- Supervise closely during transitions
- Establish predictable routines and schedules
- Clearly post classroom rules
- Call on only when hand is raised
- Discuss behavior privately
- Teach self-talk
- Ignore attention-seeking behaviors
- Provide social skills training
- Provide safe “cool off” area
- Help child set daily goals
- Control by proximity
- Use picture reminder cards on desk
- Give frequent breaks
- Tape daily schedule on child's desk

## Activity Level

### What It Looks Like

- Often leaves seat or place on floor
- Plays with objects like paper, string, erasers
- Fidgets with hands or feet
- Squirms in seat
- Hangs off chair upside down
- Runs or climbs excessively
- Plays aggressively
- Takes risks on playground
- Twirls down the hallway instead of walking
- Rolls on floor instead of sitting in place
- Sharpens pencils excessively

### What Helps

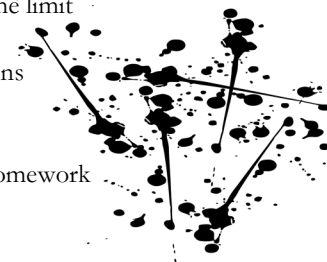
- Seat close to teacher
- Give frequent breaks during long tasks
- Allow child to stand at times while working
- Use timer for work expectations
- Provide frequent opportunities to participate
- Use hands-on activities
- Create non-verbal signal for getting to work
- Walk by child frequently when child is seated
- Provide breaks with physical activity
- Put Velcro strip inside desk for sensory input
- Reward positive behavior frequently
- Let child hold stress ball during floor time
- Fill a beach ball with a little air to sit on
- Put phone book under desk to keep feet on
- Supervise closely on playground
- Remove objects that can be played with
- Let child run errands



## Attention Span

### What It Looks Like

- Easily distracted
- Need one-on-one instruction to stay focused
- Fails to finish work in time limit
- Unable to listen
- Unable to follow directions
- Makes careless mistakes
- Disorganized
- Often loses things like homework
- Forgetful
- Poor handwriting
- Reading difficulties



### What Helps

- Minimize distractions with a privacy screen
- Break long assignments into short segments
- Have child repeat instructions
- Give directions one step at a time
- Provide written and oral instructions
- Provide “Study Buddy”
- Keep work on page visually simple
- Keep verbal instructions short and simple
- Keep chalkboard instructions uncluttered
- Use borders around important information
- Use timer for external time reference
- Seat close to teacher
- Remind child to check work for accuracy
- Let child use colored pencils for writing
- Increase interest level of lessons (films, games, flash cards, hands-on activities)
- Give child check lists for completing tasks