

OFFICE OF DISABILITY SERVICES
STRATEGIES PAGE

ATTENTION DEFICIT DISORDERS (AD/HD)

Students with Attention Deficit Disorders can complete academic requirements the same as any other student, however some **strategies** may be required. The following are a few of those strategies that you, as an instructor, might consider when presenting subject matter:

Provide a detailed course syllabus (including papers and projects) before class begins, or as soon as possible.

Encourage the use of organizational aids (daily planners, calendars, lists etc).

Establish and post simple and clear classroom rules, and the consequences that will follow rule infractions.

Students with **AD/HD** should be seated in the front of the classroom, near the teacher, with their backs to the rest of the class.

Avoid (as much as possible) transitions, physical relocation, changes in schedule, and disruptions.

Students with **AD/HD** benefit greatly from an orderly environment

When changes do occur, provide clear and consistent instructions to the **AD/HD** student as soon as possible.

Maintain eye contact during verbal instructions.

Repeat instructions in a calm, positive manner.

Give instructions both verbally and in written form.

Simplify complex directions. Avoid multiple commands.

Help the students feel comfortable with seeking assistance (most **AD/HD** students will not ask for help).

Keep in mind that students with **AD/HD** are easily frustrated and they will need assurance that they are doing things correctly. Stress, pressure, and fatigue reduce

self-control and can lead to poor behavior.

When you ask an **AD/HD** student a question, first say the student's name and then pause for a few seconds as a signal for him/her to pay attention.

Gradually reduce the amount of assistance, but keep in mind that these students will need more help for a longer period of time than the student without a disability.