

CLASSROOM ADAPTATIONS

Students with ADHD face many challenges and obstacles within the classroom. It is not possible for the classroom teacher to structure the classroom environment to eliminate all barriers to success for the ADHD child. However, there are many adaptations which classroom teachers can make for ADHD children which will enhance their opportunities for success. Following are examples of such classroom adaptations.

- Teach note taking, outlining, organizational, and study skills.
- Allow students to take short breaks throughout the day or during long presentations.
- Have students make lists of tasks to do and cross out items completed.
- Use a daily assignment notebook.
- Develop classroom routine and limit disruptions to structure and environment.
- Coordinate a home/school progress report.
- Arrange for students to have a "study buddy" for each subject area.
- Allow flexibility in where and how students sit during instructional sessions.
- Use frequent eye contact and proximity to direct student attentiveness.
- Work with the student to keep his/her desk clean and clear, providing only the material which is needed.
- Use study corrals, quiet places, or preferential seating.
- Ignore minor disruptions and encourage peers to do the same.
- Seat the ADHD child next to good role models and those the child sees as "significant others".
- Don't seat the ADHD child near such distractions as windows, doorways, high traffic areas, etc.
- Give students tickets which "allow them to speak" to reduce impulsive comments.
- Teach "stop and think" activities.
- Assign the ADHD child to do activity tasks such as running errands, arranging chairs, cleaning boards, etc.
- Allow students to have their "toys" (paperclips, tape, etc.) to the extent it is not disruptive to others or the task at hand.
- Finally - expect the unexpected!

