

## School Based Interventions for an AD/HD Child

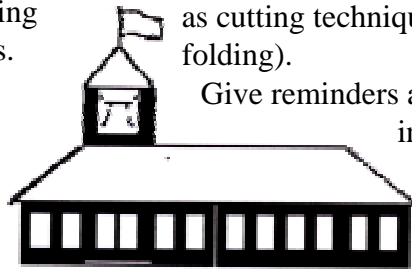
by

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Attention Deficit/Hyperactivity Disorder (Combined Subtype) is a biologically based condition which adversely affects 3% to 5% of the children in this country. AD/HD causes a child to have difficulty sustaining attention and inhibiting behavioral responses. Often these children need special accommodations in order to ensure that they receive a (federally mandated) "free and appropriate public education." This newsletter attempts to review some common adaptations and behavioral accommodations that may help children coping with AD/HD.

### *Environmental Adaptations*

- Seating near the front.
- Provide opportunities for movement.
- Allow student input in selecting the best place for working.
- Seek input into the construction of rules and expectations.
- Allow standing.
- Allow doodling or fidgeting during the instruction, as long as it does not interfere with the main learning objective.
- Allow work with partners.
- Place visual aides for learning around the classroom.

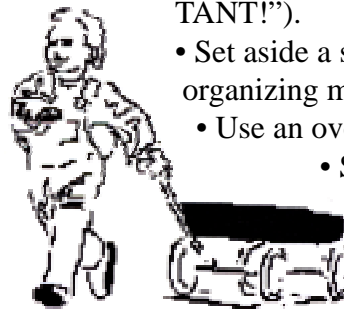


### **Adaptations to the Instructional Method**

- Break assignments into shorter chunks; this can be facilitated by blocking (blocking assignments into smaller segments), cutting (cutting worksheets into 4ths, 6ths or 8ths and placing one item in each square), and folding (same as cutting technique, only folding).

Give reminders about upcoming tests.

- Use a multimodal presentation method, emphasizing visual aids.
- Get to the point quickly.
- Review before presenting new material.
- Allow the student to use a tape.
- Provide a copy of the teacher's notes.
- Give plenty of examples, especially examples which are concrete and practical.
- Incorporate much humor.
- Vary the pacing.
- Use computers for learning and practice; encourage the use of a spell checker and thesaurus.



- Place more favored activities after least preferred activities.
- Consider the following sequence for instruction: review, presentation, teacher guided

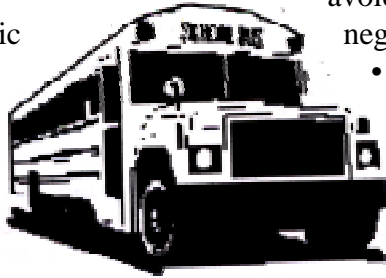
practice, corrections and feedback, independent or group practice and weekly reviews.

- Use a game format to go over rote material.
- Allow for and solicit comments and questions.
- Use a teaching method which calls for active responding (e.g., writing on the board, moving, touching, etc.).
- Allow the student to use a walkman to do in-class work, as long as they stay on task.
- Use a colorful, dramatic presentation style.
- Provide transitional warnings (e.g., in 10 minutes we are going to put away the reading text and take out our math.)
- Use hands on learning.
- Alert the student to key concepts (e.g., stating: "This next point is VERY IMPORTANT!").
- Set aside a specific time for organizing materials.
  - Use an overhead projector.
  - Set up a specific routine and then stay with it.
  - Lower standards for acceptable handwriting.

### *Adaptations to Grading & Testing.*

- Experiment with having the test read to the student.
- Allow the student to do the test without time limits, as long as the student is working.

- Allow for movement oriented projects (e.g., putting on a skit).
- Avoid requiring repeated demonstrations of a mastered concept.
- Avoid perfectionistic standards
- Allow alternative response modes (e.g., oral responses, typing on a typewriter or computer, taping).
- Write the due date on all written assignments.



***Coaching the Student.***

- Encourage highlighting.
- Schedule individual organizational pit stops throughout the day (e.g., desk, book bag, etc.).
- In response to appropriate behaviors: praise, praise and praise some more (even if the child has been inappropriate earlier).
- Teach time management and organizational skills.
- Tape cards with prompts on desks, in books, in the locker, etc. and change them every two to three weeks.

***Recommendations for Behavioral Programming***

- Have rewards follow the targeted behavior as soon as possible.
- Avoid behavior targets that a dead person could do (e.g., the “dead man rule”), such as sitting still.
- Target behaviors that are

related to academic and interpersonal success (e.g., % of work done correctly).

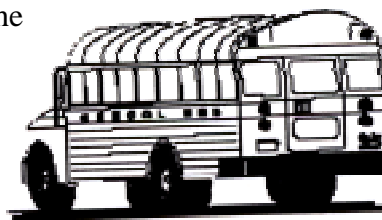
- Attend to positive behavior.
- As much as possible, try to avoid giving attention to negative behaviors.
- Employ a time out procedure, but only if significant energy has already been invested in positive attending, rewarding and praising.

- Arrange for a daily communication sheet from home to school (later can be scaled back to twice a week and then weekly). This sheet should include academic responsibilities (homework, long term assignments and next test date), behavior grades and a report on what grades were returned that day.
- Add or rotate rewards every two to three weeks.
- Chart compliance often and discretely.
- Allow the child supervised access to the chart.

***Possible School Based Reward***

(Some may be provided by the parents.)

- Cash or toys.
- Can switch to a preferred academic activity.
- Lunch with school personnel.
- Library time.
- Computer time.
- Name written on the board.
- Activity errands.



- Run a.v. equipment.
- Help teacher with classroom duties.
- Time at the end of the day to play a game with a peer.
- Drawing.
- Extra recess time.
- Praise and affirmative touching.
- Break up targeted behaviors into time segments based upon the child's age and the severity of the problem.

***Responses and Consequences to be Avoided***

- Staying in at recess
- Not allowing access to a class trip.
- Public disparagings.
- Spankings.
- Anger expressions.
- Giving negative consequences in a loud fashion.
- Lecturing about faults or mistakes.

***Recommended: Putting a Child on Display for a Unique and Positive Contribution to the School.***

- Raising and lowering the school flag
- Reading announcements.
- Being the official “board eraser.”
- Helping the janitors at lunch.
- Helping the teacher(s) of much younger children.
- Taking care of the school mascot.
- Assisting a crossing guard.
- Assisting the gym teacher in setting up.