Examples of accommodations which teachers can make to adapt to the needs of students with ADD are grouped below according to areas of difficulty.

**Inattention**
- seat student in quiet area
- seat student near good role model
- seat student near “study buddy”
- increase distance between desks
- allow extra time to complete assigned work
- shorten assignments or work periods to coincide with span of attention; use timer
- break long assignments into smaller parts so student can see end to work
- assist student in setting short-term goals
- give assignments one at a time to avoid work overload
- require fewer correct responses for grade
- reduce amount of homework
- instruct student in self-monitoring using cueing
- pair written instructions with oral instructions
- provide peer assistance in note taking
- give clear, concise instructions
- seek to involve student in lesson presentation
- cue student to stay on task, i.e. private signal

**Impulsiveness**
- ignore minor, inappropriate behavior
- increase immediacy of rewards and consequences
- use time-out procedure for misbehavior
- supervise closely during transition times
- use “prudent” reprimands for misbehavior, i.e. avoid lecturing or criticism
- attend to positive behavior with compliments, etc.
- acknowledge positive behavior of nearby student
- seat student near good role model or near teacher
- set up behavior contract
- instruct student in self-monitoring of behavior, i.e. hand raising, calling out
- call on only when hand is raised in appropriate manner
- praise student when hand raised to answer question

**Motor Activity**
- allow student to stand at times while working
- provide opportunity for “seat breaks”, i.e. run errands, etc.
- provide short break between assignments
- supervise closely during transition times
- remind student to check over work product if performance is rushed and careless
- give extra time to complete tasks (especially for students with slow motor tempo)
Mood
- provide reassurance and encouragement
- frequently compliment positive behavior and work
- speak softly in non-threatening manner if student shows nervousness
- review instructions when giving new assignments to make sure student comprehends directions
- look for opportunities for student to display leadership role in class
- conference frequently with parents to learn about student’s interests and achievements outside of school
- send positive notes home
- make time to talk alone with student
- encourage social interactions with classmates if student is withdrawn or excessively shy
- reinforce frequently when signs of frustration are noticed
- look for signs of stress build up and provide encouragement or reduced work load to alleviate pressure and avoid temper outburst
- spend more time talking to students who seem pent up or display anger easily
- provide brief training in anger control: encourage student to walk away; use calming strategies; tell nearby adult if getting angry

Academic Skills
- if reading is weak; provide additional reading time; use “previewing” strategies; select text with less on page; shorten amount of required reading; avoid oral reading
- if oral expression is weak; accept all oral responses; substitute display for oral report; encourage student to tell about new ideas or experiences; pick topics easy for student to talk about
- if written language is weak: accept non-written forms for reports, i.e. displays, oral, projects; accept use of typewriter, word processor, tape recorder; do not assign large quantity of written work; test with multiple choice or fill-in questions
- if math is weak: allow use of calculator; use graph paper to space numbers; provide additional math time; provide immediate correctness feedback and instruction via modeling of the correct computational procedure

Organization Planning
- ask for parental help in encouraging organization
- provide organization rules
- encourage student to have notebook with dividers and folders for work
- provide student with homework assignment book
- supervise writing down of homework assignments
- send daily/weekly progress reports home
- regularly check desk and notebook for neatness, encourage neatness rather than penalize sloppiness
- allow student to have extra set of books at home
- give assignments one at a time
- assist student in setting short-term goals
- do not penalize for poor handwriting if visual-motor deficits are present
- encourage learning of keyboarding skills
- allow student to tape record assignments or homework
Compliance
- praise compliant behavior
- provide immediate feedback
- ignore minor misbehavior
- use teacher attention to reinforce positive behavior
- use “prudent” reprimands for misbehavior, i.e. avoid lecturing or criticism
- acknowledge positive behavior or nearby student
- supervise student closely during transition times
- seat student near teacher
- set up behavior contract
- implement classroom behavior management system
- instruct students in self-monitoring of behavior

Socialization
- praise appropriate behavior
- monitor social interactions
- set up social behavior goals with student and implement a reward program
- prompt appropriate social behavior either verbally or with private signal
- encourage cooperative learning tasks with other students
- provide small group social skills training
- praise student frequently
- assign special responsibilities to student in presence of peer group so others observe student in a positive light

Adapted from a variety of resources including - ADD Warehouse http://addwarehouse.com
Children & Adults with Attention Deficit/Hyperactivity Disorder http://www.chadd.org