

Strategy Matrix for Students with Attention-Deficit/Hyperactivity Disorder Organization of Needs with Useful Interventions

Disability: Attention-Deficit/Hyperactivity Disorder

Student Strengths: Creative (find solutions to problems others do not), always wants to know more about things (curious), musically gifted, physically active (school and outside sports but still has energy)

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Difficulty Recalling Math and Science Facts Will read math facts and science definitions, then forgets and has difficulty recalling them	<u>Constant Time Delay</u> Explicitly teaching facts through flashcards and automated student responses to math facts (multiplication tables) and science facts
	<u>Music or Mnemonics</u> Use music to promote short to long term memory transfer for example: the bone song, PEMDAS, multiplication table facts rap
Reading Comprehension Reads passages and then forget important information and retains little to no information	<u>Guided Notes</u> Break down the reading and give the student important things to pull out and remember from the readings. Easy to re-read and reflect on after reading passages.
	<u>Sticky Notes</u> Student will use them to interact with the text while reading and make connections to other classroom discussions or readings
Social / School Skills	
Making Connections with Peers Talks to them, but has a hard time maintaining a positive connection – many assume the student is lazy and exclude from group assignments	<u>PALS</u> Promotes collaborative and active learning; gives students a chance to talk to each other and build connections
	<u>Cooperative Learning Roles</u> Student learns how to work with peers and feels responsible for an aspect of other's learning (has a job to complete)
Shouting Out or Talking Out of Turn Causes lots of interruptions by shouting out answers during class discussions	<u>Pre-Correction</u> Remind all students the expectations around raising our hands to give answers or ask questions
	<u>Response Cards</u> Allow the student to answer without verbally interrupting the class. Get to hold a card up or place it on their desk.
Behavior / Organization	
Missing Assignments / Late Work Performs well on work, but forgets to complete it or turn it in when finished	<u>Behavior Specific Praise</u> Notice and acknowledge when a student has completed an assignment and submitted it on time. Increases likelihood of the student doing it again
	<u>Choice Boards</u> Giving the students the opportunity to choose which tasks or assignments they want to complete so that they are more likely to do them.
Fidgeting (needs physical stimulus) Difficulty sitting still at their desk and staying focused during tasks	<u>Movement in Learning</u> Allow the student (and class) the opportunity to move next to their desk if having a hard time sitting still. (Brain Breaks)
	<u>Academic Games</u> Bring in learning games that can be utilized for movement and 'fun' but also hit those target content areas (example: trashketball)