

**Strategy Matrix for Students with Attention Deficit Hyperactive Disorder (ADHD)
Organization of Needs with Useful Interventions**

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Reading comprehension	<p>Graphic organizer: <i>Rationale: Graphic organizers help students make connections and organize important information. There 5 main types of graphic organizers: 1.) Cognitive mapping- Can be used to distinguish relevant ideas and relationships by using lines, arrows, and spatial arrangements to describe text content, structure, and key conceptual relationships. 2.) Semantic mapping is helpful to organize thoughts through building a web of ideas with the center web displaying the main concept. Semantic feature analysis- Make predictions/confirmations about relationship through a visual representation such as a map or web. 4.) Syntactic/Semantic feature analysis- Similar to a semantic feature analysis but with empty spaces for new vocabulary terms. 5.) Visual Display: Uses a visual such as a timeline, decision tree, flow chart, taxonomy or Venn Diagram.</i></p> <p>Erin can choose a to make a graphic organizer to summarize the main points of each readings. She should remember to leave an empty spot on each of her graphic organizers to add more information if she chooses to, or to include questions that she is unsure about. This allows her on opportunity to be creative while learning more about reading comprehension.</p> <p>Journaling for Academics: <i>Rationale: Journal writing for academics can help students reflect on the main points and help provide clarity on the topic so that they can understand the bigger picture. The student will keep a “Writer’s Journal” to record: 1.) What I know about _____ so far is: 2.) What I am still not sure about _____ 3.) What I’d like to learn more about is _____. Before the end of the period the teacher will review the journal and answer any questions the student may have on the topic.</i></p> <p>Erin will keep a journal for academics which will be written in at least once a week. She will answer the 3 questions in the journal, but she has a choice to be creative and draw on her journal to reflect what she is wanting to say.</p>
Reading vocabulary	<p>LINCS Vocabulary Instructional Method: <i>Rational: Using prior knowledge to learn new knowledge helps teach students how to learn material by understanding it better, learning it faster, and retaining the information into long</i></p>

term memory. For implementing: 1.) Write the word and definition. 2.) Find a reminding word to remember the previous word and definition. 3.) Create a LINCing story/statement/phrase with the reminding word. 4.) Draw an illustration linking to the story and then test to see if the recalled word was effective.

Erin can use this strategy to learn new vocabulary by linking what she already knows to the new word. This allows her to be more creative and to be able to find unique ways of remembering the material. She has the freedom to choose her own words for linking the material and can draw whatever image she finds relevant to the material. This helps her with long term memory since she is fully submerged in the material.

Foldables: *Rationale: Foldables are a three-dimensional graphic organizer that allows students organize information in a visual and kinesthetic way.* This is a great tool for students with ADHD because it allows them to be hands-on and more interactive with the learning content. Using foldables to learn reading vocabulary has shown to lead to an increase of understanding the word and being able to apply it in other sentence structures.

Erin can use foldables for important words related to the lesson. She can make a list of words she is unsure about or needs to know in order to understand the lesson content. Once she completes her foldables she can use it to study the material. Another way of using the foldable is to have another person take the foldable and quiz Erin over the material. If it is used with another student in the classroom, then they can alternate roles in asking and answering the questions to each other.

Social / School Skills

Establishing relationships

Peer Assisted Learning Strategies (PALS): *Rationale: Collaborative learning with peers involves an active learning process gaining a deeper understanding of the content material and higher retention process.* The student will work in pairs with another student with one being the “Coach” and the other the “Player. The Coach will teach the player new information, while the player will be asked to stop a various point to summarize (10 words or less) what was learned. Afterwards, both players will switch roles.

This strategy will help Erin establish relationships with other peers in the classroom. It also helps Erin learn that other students are learning the same material and may also

	<p>not understand the information as well. This helps break too much reliance on the teacher and focuses on peers for support. She will work with several different partners so she can meet different individuals in the classroom and learn that not everyone will be at the same level and understands materials differently.</p> <p><u>Class Wide Peer Tutoring (CWPT):</u> <i>Rationale: CWPT is an effective learning strategy that can be used for students with difficulty in learning but also for those who need help in building relationships. This strategy teaches patience and taking turns when working with partners.</i> There are two roles in this strategy- The first is the tutor who presents the information and checks for accuracy. The other role is the tutee who must follow the instructions and answer the questions. The tutor holds the answer key and keeps track of the score. To start the tutor asks the question and provide the correct answer by modeling it. Next the tutee must write the correct answer and recite it three times. There are 2 points rewarded for correct responses, but if the tutee cannot answer correctly then the tutor provides the correct answer. The tutee then can try again and if he/she answers correctly three times then 1 point is earned. If they cannot answer the question correctly then they move on to the next question and no points are earned. At the end of the game the teacher records all the scores. The entire class may be split into two teams to determine which team has the overall higher score.</p> <p>This teacher Erin to not only work in pairs, but to work together for the overall goal of the team. He is able to practice both one-on-one interactions and in larger groups.</p>
In-attentive	<p><u>Music/ Rhythm:</u> <i>Rationale: Music in the classroom has many benefits including improved concentration, boost academic performance, increasing motivation and attention.</i> There are several ways to implement music in the classroom such as finding a song related to the content and having students memorize the information or having students make up their own song related to the content.</p> <p>At times that music is not being using in the lesson, Erin could bring her own headphones during independent study time and listen to music while doing her own quietly.</p> <p><u>Academic games (nonelectronic):</u> <i>Rationale: Game-based learning is a fun and effective way to engage students and increase learning.</i> It helps reinforce the material and provides an opportunity for enrichment. Using a variety of games and options of playing alone, with a partner, or in groups provides options and flexibility.</p>

	<p>If Erin finishes her work early or on time, she can choose a game to play during catch-up period. She can also check out a game to take home with her on the weekend. The teacher will have a list of games with description, Erin can try at home if she is interested.</p>
Behavior / Organization	
Hyperactive	<p><u>Pre-Correction:</u> <i>Rationale: Pre-correction identifies what might be challenging and explicitly teaches the correct response so that the student knows what is expected. An example would be- before asking a question in class- say “Please remember to raise your hand if you know the answer to this question”. Another example is to say “We need to be quite while someone else is speaking, and be active listeners” before another student is presenting.</i></p> <p><u>Movement:</u> <i>Rationale: Several studies have shown that students with ADHD perform better in school when activities involve movement. Movement can take on many forms in the classroom. If Erin is tired, she may walk to the back of the classroom and stretch. She also may keep a squeeze toy at her desk for stress relief. The teacher should also incorporate movement activities into daily lesson planning.</i></p>
Low-self esteem	<p><u>Behavior Specific Praise Statements:</u> <i>Rationale: Using positive statements specific to student behavior increases moral and build confidence and higher self-esteem. This is both useful for increasing positive behaviors and reducing problematic behavior.</i> Erin suffers from low-self esteem and lack of confidence. Using statements such as “You did very well answering questions correctly in class today.. you will do very well on the test.” Another example is: “Erin you did very well with listening today”, which has a dual benefit of increasing self-esteem while encouraging positive listening skills and discouraging interruptions during class.</p> <p><u>Positive Self-Talk:</u> <i>Rationale: Engaging in positive-self talk can help reduce stress, improve self-esteem, increase intrinsic motivational levels, lead to increase productivity, and impact both physical and mental health. To increase positive self-talk, teachers should: 1.) Model positive-self talk. 2.) Demonstrate a list of positive self-talk statements. 3.) Practice changing negative statements into positive ones.</i></p> <p>Erin should write down a list of positive self-talk statements to practice saying when she is feeling down. She should</p>

	also note statements that could be used during times of stress. For example: Change- “I give up. I will never be able to do this” to a “This is really hard, but with practice I will get it”.
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Disability: Attention Deficit Hyperactive Disorder (ADHD)

Student Strengths: Highly energetic with a seemingly endless amount of energy. Spontaneous and open to explore new opportunities. Hyper-focused with the ability to focus on a task without noticing the world around them.