

Strategy Matrix for Students with Attention Deficit Hyperactive Disorder Organization of Needs with Useful Interventions

Disability: Attention Deficit Hyperactive Disorder

Student Strengths: Has good listening comprehension with peers, works quickly and efficiently once task is well understood in the classroom, makes peers laugh, very kind and polite toward teacher and peers. Can focus on one task if the content interests the student and contributes positively to classroom discussion.

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>Peer Assisted Learning Strategies will be useful in alleviating the student’s struggle with reading comprehension. Putting the student in groups or pairs will help the student to confer with partner(s) about content being studied or reading material. The student’s strengths in communicating well verbally may help other students in the groups or pairs who do not, and the other student’s ability to comprehend written materials may help the student with attention deficit hyperactive disorder to gain comprehension skills from peers and see how they are coming to their own understanding of the written material. Working in pairs will help to deepen the student’s understanding of the content and help the student gain a different perspective in comprehension of the materials being studied. The student will learn different comprehension methods other students use and will find ones that work for them so that they can have better reading comprehension individually.</p> <p>Implementing an Electronic Portfolio in the classroom in which the student is able to document via SeeSaw the actual text of what they have read, and then the meaning of what they have read in one spot will help the student to see, side-by-side, what the text says and then their summary of it in their own words. The teacher will provide feedback on the student’s documented comprehension of the content and give assistance if the student has misunderstood or comprehended the text incorrectly. Over the course of a school year (or longer) the student will be able to see how they have improved in their comprehension of assigned reading and text, and can then see where they need more improvement. The teacher feedback with the electronic portfolio will help the student the know for sure what they are misunderstanding about the text, and what the teacher needs them to get out of the text.</p>
Writing comprehension	<p>Implementing a LINCS Vocabulary Handout will help the student’s writing comprehension by helping them learn how to connect a word to its definition, and then remember what that word means in different contexts. The student will first write down the word and the dictionary definition. Then, the student will come up with a reminding word that will help them to remember the new word. The student can also create a LINC-ing story/phrase that will include the reminding word and its definition. The student will also draw a picture to help give imagery to the word they are learning, and then the student will test themselves to gauge their understanding of the term. This strategy will help the student with writing comprehension because it will solidify connections the student has made to the vocabulary term and will help the student relate prior knowledge to new knowledge. This student’s attention deficit hyperactive disorder affects their ability to really retain new information, so the LINCS strategy will help ensure the student not only knows the word but knows how to use it out of and within context.</p> <p>Journaling for Academics is an effective strategy to implement to help the student with writing comprehension because it encourages the student to examine, express, and keep track of their reasoning in a non-judgmental, creative way. The student will use the skills they have already obtained in their understanding of writing and work to implement new writing strategies. Journaling for academics may spark a love of writing within the student and prompt the student to write in complete sentences, improve handwriting, and improve overall grammar. If the teacher is not grading the journal, it gives the student an opportunity to make mistakes without seeing consequences, and only seeing improvement suggestions from the teacher. Teacher feedback is an important aspect of academic journaling, and gives the student an opportunity to express themselves without being graded poorly for it.</p>
Social / School Skills	
Difficulty maintaining friendships	<p>Class-wide Peer Tutoring- the student has difficulty maintaining friendships with peers and needs help building social skills in an educational setting. Implementing class-wide peer tutoring in class can help the student in which pairs are encouraged to work collaboratively to help each other learn. Behavioral techniques used in this approach help the student who is struggling to maintain friendships become conditioned in specific academic instruction and provides learning of social behaviors through peer interaction.</p> <p>Playing Good Behavior Games with the entire class can help the student to develop social and emotional skills that they need to develop healthy behaviors. The student needs some help in understanding how to interact with their peers well, and good behavior games are a great way to improve the classroom climate while also teaching the student what is appropriate or inappropriate in interacting with peers. The student initially come off well to peers, but has difficulty maintaining friendships because of self-isolation and distracting students with off-task behavior in class. The student compares themselves to others, often in a negative way by recognizing other’s strengths and overemphasizing their own. Good behavior games will help the student reduce disruptive behaviors, stay on task, and encourage healthy competition rather than unhealthy competition amongst peers.</p>
Poor self-image	The strategy of Positive Self-Talk helps the student eradicate habits of negative thinking about surroundings or oneself. It can take a lot of time to change the natural way of thinking, and many students with attention deficit hyperactive disorder can feel quite

	<p>down on themselves because they feel different from their peers. Positive self-talk can curb negative emotions and increase student self-confidence, success, and productivity. The teacher helps emulate positive self-talk by helping the student recognize when they are talking negatively about themselves and give them other phrases to use that are more positive in nature. For example, if the student says, "I'm not good at this!" the teacher can point out the negative talk, and then offer a different phrase for the student, such as "what am I missing?"</p> <p>Behavior Specific Praise is another strategy that can be used to help the student's self-image self-confidence. The student is all too aware of their flaws and where they should improve academically and socially and is limited to only seeing what they are doing wrong instead of being acknowledged for the things they are doing well. Behavior specific praise done by a teacher will help the student understand when they are doing something correctly, and exactly what they are doing correctly. For example, if the student has stepped out of his or her comfort zone in class and has shared a comment during a class discussion, the teacher will acknowledge the student's comment and verbally tell the student why the comment was constructive to the overall discussion. Simple acts or comments by the teacher in the manner of behavior specific praise can help give encouragement to the student and boost their confidence.</p>
Behavior / Organization	
Missing Assignments/Late Work	<p>Choice Boards may help the student who is missing assignments and submitting their work incomplete or late. This student with attention deficit hyperactivity disorder misses deadlines frequently and lacks of interest in certain content. Choice boards provide the student with opportunities to work toward an academic goal in different ways. The student is given autonomy over how they are learning, which will promote interest in an assignment or activity that was not conducive to student learning. This can prompt the student to complete work with pride and turn it in on time. Student academic engagement can be improved by a teaching implementing choice boards.</p> <p>Another strategy that could be helpful if implemented by the teacher is a Written Behavior Contract, which will encourage the student to complete work in a timely fashion and submit quality work. The student works with the teacher to implement the contract by providing the conditions themselves and the rewards of the contract. Instead of the student dreading turning in assignments late or being faced with the possibility of missing work, not knowing what the teacher might do when such an occasion occurs, the student knows exact expectations, rewards, and consequences for not turning in work on time. The student, in turn, does not feel that they are being treated unfairly by consequences when they do turn in work late, and also sees the rewards of turning in work on time.</p>
Difficulty following verbal instructions	<p>Precorrection is a strategy that should be used for the student who has difficulty following verbal instructions. The student does well with written instruction, but loses interest and lacks appropriate attention while the teacher is giving verbal directions. Precorrection allows the teacher to predict that the student will struggle with verbal directions, adjust the environment to better support the student, and ensure that the directions are given to the student in a manner that they can comprehend well and refer to throughout completion of the project or assignment.</p> <p>Post Its are an effective way of teaching content in a fun, colorful way, and they can also be used in delivering explicit instruction and directions to students in the classroom. The student with attention deficit hyperactive disorder has difficulty retaining verbal, step-by-step instruction and often misses key details in assignments because they have forgotten what the teacher has said. The teacher can use colorful post-its to help the student attach a color to one of the steps in the direction to an assignment, and the student can have the directions on their desk for reference if they have forgotten a step. The student can also use post-its to give a sort of checklist as to what they have already completed in the assignment, and what they have left.</p>