

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

Disability: Attention Deficit Hyperactive Disorder

Student Strengths: Ian has Attention Deficit Hyperactive Disorder and is a creative individual with high problem-solving capabilities. Ian also has hyper focus which results in high-capacity results in shorten amounts of time. He works well under pressure and excels in interconnective pattern identification, as well as out-of-the-box thinking. Additionally, he is highly loyal in his personal relationships.

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Distracted or loss of interest in lectures/activities	<p>Choice Boards – choice boards allow students to take control of their education. Students are allowed to choose between assignments presented by the teacher and therefore engage with the ones that are most appealing to them. This is especially helpful to students with Attention Deficit Hyperactive Disorder because they are more likely to be engaged in assignments of their own interests/choosing.</p> <p>Movement – Movement in classrooms has been shown to increase academic performance for all students. This strategy is especially beneficial due to the fact it doesn't isolate these students from their peers. Whether it's integrated with lectures or simply allowing students to move around the room throughout the day, the benefits are the same.</p>
difficulty giving attention to small tasks or details in work.	<p>Foldable Graphic Organizers – Foldables are an excellent visual aid tool for students of all types, but particularly Attention Deficit Hyperactive Disorder. Given these students tend to excel with tactical skills, this allows them to process information on their own time, but also to create physical representations of their work. This aids in visual information, tactical creation, and helps with getting movement in to keep students engaged.</p> <p>Guide Note Taking – Guided note taking is a strategy that engages students to follow lectures and listen/look for key concepts. This is helpful to students to follow the key concepts ideas and not get overwhelmed with listening to every detail. Most guided notes have blanks for vocabulary or spaces for general concept ideas. This is a beneficial way to aid students in see big ideas without getting lost in auditory stimulus.</p>
Social / School Skills	
difficulty controlling their emotions or picking up on standard social cues	<p>Positive Self-Talk –Positive self-talk rewires students' thought process from negative mindsets such as "I will never get this right" to "I don't understand it right now, but I will." This not only helps with school social skills but also emotional development in general. Teaching students to be kind to themselves and others is a necessary life skill.</p> <p>Behavior Specific Praise – Behavior specific praise is praise that is directed at a specific behavior a student is doing, as opposed to a generic "good job" response. When their positive behavior is reinforced, they are more likely to continue to model that behavior.</p>
late work or misplacing necessary school supplies, such as: paper, pens, etc.	<p>Constant Time Delay – Constant time delay is utilized with either a prompting software or flashcards to build fluency in subjects by using content specific vocabulary or facts. This helps not only to build engagement but also continually prompts students with their next task. For students who have difficulty following auditory directions, having this visual aid and cue will help their learning.</p> <p>Mnemonics – Mnemonics are especially helpful to students with Attention Deficit Hyperactive Disorder because it uses rhythmic phrases to access long term memory to short term memory. These phrases go beyond school information and can assist in remembering supplies, location of personal items, or due dates for assignments. Applying the goals to musical rhythms is equally as effective.</p>
Behavior / Organization	
difficulty engaging in lengthy conversations or instructions	<p>Post It Notes – Post it notes are beneficial because they allow students to get their thoughts out without a verbal outburst. Post its can alternatively be a white board or a note pad. Students can write out their answers or questions so they don't forget and can continue to pay attention to the remaining lecture/discussion.</p> <p>Cooperative Groups – Cooperative groups aids students in problem solving with groups. Pairing students with a buddy allows students to have multiple forms of clarification on instructions or the current task that needs to be completed. This not only builds their social skills, but their interconnective personal skills as well.</p>
constant impatience	<p>Behavior Game – Behavior games are beneficial for all students because it sets a clear expectation for the classroom. Many students need more than auditory expectations and with written expectations/specific praises for proper behavior, students always have a reference to go back to and incentives to follow directions. Not only are they self-expectations, but also of their peers and the effects of their actions. This method allows for students to have clear expectations and work together as a group.</p>

	<p>Precorrection Strategies – Precorrection is a way for teachers to correct undesirable behavior before it even begins. When teachers are aware of difficult positions for their students, like complicated instructions, they can have measures in place to aid students.</p>
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