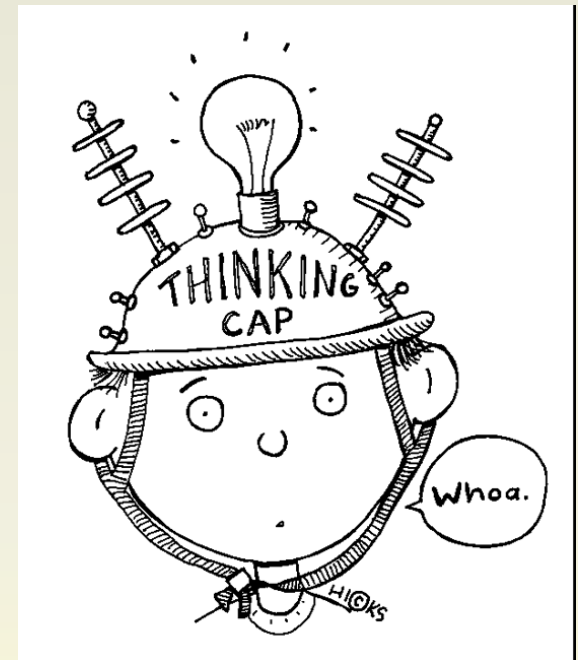


Instructional Strategies

Teacher knowledge is possibly the most significant factor in dealing with students with ADD/ADHD (Flick, 1998).

Students with ADD/ADHD are able to achieve school success when appropriate teaching strategies, supports, and management techniques are incorporated into the school environment.



ADHD In Teens



Teens With ADHD




- Because there is some growth in the frontal lobes of the brain between ages 11 and 13, some junior high school students will have fewer symptoms of ADHD as a teen than they did as a child in elementary school. The problem won't go away, but may become less severe.
- The brain will grow once again around age 19 or 20. It is here that more of the symptoms of ADHD may become less of a problem, but typically the high school or college student will still be impulsive, immature, and have difficulty focusing on routine or tasks they consider boring.

What Can You Expect



- **Inattention**- ADHD causes people to have problems paying attention to routine tasks, or to stay focused on a task long enough to finish the task, especially if the task is not very interesting. The person might be able to focus on interesting projects or entertainment such as video games for long periods of time, but it is the boring tasks of life that are very difficult.
- **Impulsivity** - Often ADHD causes a lack of self-control. Impulsive behaviors or choices can cause havoc in relationships, work, school, or life. Saying or doing things without thinking first is a classic symptom of ADHD in both children and adults.

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- **Hyperactivity** - About half of those with ADHD are hyperactive, always "on the go," and restless. The standard line is that they act as if they are "driven by a motor." Another good description is "excessive, non-goal directed, motor activity."
 - **Easily Bored** - Unless the task is very stimulating, like a video game or TV program or outside playing, those with ADHD are often easily bored by a task - especially bored by homework, math tests, balancing checkbooks, or doing taxes, and many of these tasks just never get done.

Let's take a walk in your student's shoes





What are some strategies for the classroom?

Presenting Lessons to the ADHD Student

Experiential and interactive strategies are great for students with limited attention spans and impulsivity. Staying flexible, positive and being open to alternative teaching approaches are also important when teaching students with ADD/ADHD.



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- Include a variety of learning activities during each lesson. Use multi-sensory presentations, but screen audio-visual aids to be sure that distractions are kept to a minimum. For example, be sure interesting pictures and or sounds relate directly to the material to be learned.
 - Use computer assisted instruction, both in terms of the student at a computer, and also in terms of presenting information via PowerPoint presentations.

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- Use cooperative learning activities, particularly those that assign each teen in a group a specific role or piece of information that must be shared with the group.
 - Provide an outline with the key concepts or vocabulary prior to lesson presentation. The students can follow along and see the main concepts and terms as you present the lesson.


Strategies in the Classroom



Giving Tests to the Student With ADHD



- Frequently give short quizzes and avoid long tests.
- Sometimes ADHD students are known for doing poorly on long tests or on timed tests, even when they know the material.
- Provide practice tests.
- Provide alternative environments with fewer distractions for test taking if necessary. Students with ADHD will often perform much better if taking a test in a quiet environment with few distractions.

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- Using a tape recorder, have the student record test answers and assignments or give the student oral examinations.
 - Consider modifying the test environment for students with Attention Deficit Disorder to accurately assess their ability/achievement on subject area and standardized tests. Individual administration in a quiet area with frequent breaks will give a more accurate assessment than group administration.

Setting up for Success



Although these strategies have proven to be successful in educating students with ADHD, these strategies are useful for ***ALL STUDENTS!***



Parting Words



Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.

~Marva Collins

What the teacher is, is more important than what he teaches.

~Karl Menninger

A teacher affects eternity; he can never tell where his influence stops.

~Henry Brooks Adams

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