

ADD CHARACTERISTICS THAT WILL INTERFERE WITH LEARNING

- The student will fail to engage in exhaustive search/problem solving strategies
- May be inflexible in generating alternatives to solving problems
- May have poor self-awareness and be unable to reflect on own behavior
- Consequently, the student has limited recognition of the impact of their own behavior on others
- Limited ability to think through consequences
- Poor planning, ability to think through sequences

ADD AFFECTS BEHAVIOR

- Poor self control
- Difficulty with regulating their behavior appropriate to the circumstances and setting, especially during periods of transition and when excited or stimulated by noise, visuals
- May display much greater variability in their ability to perform, behave and control moods.
- Problems delaying gratification
- Lose interest in tasks or activities rapidly
- Rewards lose effectiveness over time

SUCCESS DEPENDS ON

- Successfully creating an alliance to address the problem and help the child (Parent-Teacher-Principal-Physician) working together

- ◉ Discovering “niches” of success, strength and interest and building upon them
- ◉ Working hard to reverse any negative interaction patterns
- ◉ Adjust and at times lower expectations
- ◉ Foster social inclusion – use both tangible and social rewards. Help expand the child’s “circle of friends”
- ◉ Acknowledge and grade effort and accuracy, as opposed to quantity
- ◉ Engaging the child to be an active helper or “expert” at home and in the school setting
- ◉ Identifying an organizational aide or liaison person at the school to help with planners, special school supply boxes, homework folders, desk and locker cleanings, etc.

INTERVENTIONS AND STRATEGIES

TO IMPROVE TASK COMPLETION AND QUALITY OF WORK

- Use multisensory introduction of information
- ◉ Provide visible, nonverbal cues
- Increase novelty in presentation of information
- Ignore student’s low-level activity (fidgeting, restlessness)
- Increase opportunity for activity breaks
- ◉ Reduce repetitive tasks
- ◉ Shorten Work periods
- ◉ Shorten assignments
- Do not penalize late work
- Intersperse other tasks during lengthy periods of deskwork

- Utilize computer-assisted learning programs

TO ADDRESS BEHAVIORS:

- Be specific as to what the task and goal you expect the student to accomplish is
- Increase your frequency of feedback on the student's behavior
- Increase your proximity (or others that can help) to student as opposed to isolating the student
- Help remind and prepare the student for transitions
- Encourage the student to ask questions about what comes next and what they will need
- Teach the student to make correspondence type statements, i.e. state what they plan to do and what the consequences (positive or negative) will be. Reward them for following through on positive statements
- Provide a method for the student to give him/herself prompt self ratings, i.e. stickers for assignments/chores done, checks for paying attention.