



Children with ADHD:

Recommendations for Elementary and Secondary Schools

Elementary and Secondary Schools

Tips and Tricks for Schools

Intervention Plan (IP)

- Developing an intervention plan (IP) helps with communicating information, fosters school-family collaboration and provides a concrete way of ensuring staff involvement and the application of targeted measures.

Elementary Schools:

Classroom Organization:

- Avoid overloading classroom walls or desks with pictures and objects.
- Avoid sitting the child/teen near sources of distraction such as a window, computer corner, reading corner, pencil sharpener.

Measures:

- Seat children with ADHD near the teacher.
- Seat children who have ADHD with children who do not have ADHD.
- Teach and encourage children to use memory aids (checklists) posted on their school desks, in their agendas or in the locker room to prevent them from forgetting things.
- Decide with them on a sign or pictogram that will remind them to look at and listen to the teacher.
- Encourage them to repeat the instructions in their heads (self-talk).
- Allow them to use headphones when they must work on a task and the classroom is noisy.
- Allow them to use a timekeeping tool, such as the Time Timer. This can help them increase their speed, remind them to concentrate and make the mental effort required to do their work.
- Allow them to move around regularly.



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cliniquefocus.com / attentiondeficit-info.com

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- Appoint them as the class “paper distributor” more often to allow them to move around more regularly.
- Whenever possible, allow them to stand up while working because this very often helps control their restlessness.
- Provide regular breaks so that they can get up and move around.
- When it is not too distracting, allow them to manipulate small objects (e.g., tangles, stress balls, whisper phone, erasable crayons) to channel their need to touch and to promote attention.
- Assess with the teacher the appropriateness of having them sit on an air cushion or a balance ball to reduce the impact of psychomotor agitation.
- Placing a heavy stuffed animal in the laps of hyperactive children can help them better control their need to move around.

Secondary Schools:

- Teach and encourage teens to use memory aids (checklists) in their agendas or lockers to prevent forgetfulness.
- Post their class schedules on their locker doors.
- Decide with them on a discreet sign reminding them to look at and listen to the teacher.
- Allow them to use headphones when they must work on a task and the classroom is noisy.
- When it is not too distracting, allow them to manipulate small objects (e.g., tangles, stress balls, whisper phone, erasable crayons) to channel their need to touch and to promote attention.
- Promote effective note taking (carbon copies or easy access to the secretary’s photocopier).
- Ask teachers for paper copies of their course notes so that teens with ADHD can easily add their own notes taken in class.
- When necessary, ask teachers for an electronic copy of their course notes.
- Using a digital alarm or stop watch (iPod Touch) can help them with time management.
- A digital agenda can help teens better organize themselves (restrict use in class to this feature because accessing social media is a powerful distraction ☺).



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Elementary and Secondary Schools:

Tests, evaluations and exams:

- If necessary, allow 50% more time for them to take tests, evaluations and exams.
- If possible, allow children/teens with ADHD to take their tests, evaluations and exams in a separate room with fewer distractions.
- Allow them to use noise-cancelling headphones or ear plugs. (NB: Some students are better able to concentrate when listening to music through headphones.)

You are invited to visit

www.attentiondeficit-info.com and www.cliniquefocus.com

TIPS for Schools

Here you will find a number of additional documents on ADHD and its impacts at school, including infosheets on school accommodations and support documents for students, parents and teachers.



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