

How to help me with my ADHD

Interventions that can help me to succeed

Please remember to note the adaptations or modifications that you make for me and put them into my IEP.

Then, for all examinations the come from the MELS, I can benefit from an extension of time - up to a third more of the time normally allocated.

Ways to help limit agitation and impulsivity	Ways to limit inattention
<ul style="list-style-type: none"> • Place my desk in a spot where I will not bother others and where there are not too many distractions. • Allow me at times to work standing up; to do small errands; to work in a corner of the room for a time, and to use materials such as an anti-stress ball or an exercise ball. • Give me just one instruction at a time and wait until I have completed it before continuing. • Don't use a lot of words. • Divide my work into small chunks. • Teach new or difficult content preferably in the morning. • Alternate quiet activities and more stimulating activities. • Use encouragement and positive feedback when I am able to behave appropriately. • Adjust your expectations and demands to my abilities. • Choose your battles. Ignore whatever you can. • Don't make me wait too long. When I raise my hand, allow me to reply as soon as possible. • Give me a time limit for getting my work done, and let me know when my time is up. • Allow me to use colored pencils or to listen to music with headphones. • Show me how to use my agenda effectively. • Encourage me to speak more slowly, so that my ideas will be less jumbled and better expressed. • Play some calming background music when we do group work. • If you need me to work in a group, define clearly what I am expected to do. • Teach me methodically and with frequent repetition of the expected behaviours. 	<ul style="list-style-type: none"> • Ask me questions. • Use my name to get my attention. • Modulate the tone of your voice. • Use instructions that are short, clear and to the point. • Use a sign or a gesture for communicating with me. • Ask me to repeat the instruction to ensure that I have clearly understood it. • Encourage me to ask for help when I am lost. • Notice when I am paying attention. • Limit the number of posters; posters that are too bright, and objects that move all the time. • Use a portable cardboard study carrel that can be placed on my desk when there are tasks that require more attention and focus. • Make pictograms and provide a schedule of the day to help me to orient. • Place me near a classmate who can serve as a role model. • Allow me to use a computer to do my work. • Use a cardboard "window" to help me with my reading.
<p>Encourage me as often as possible and notice my successes, even if they seem small, to compensate for all the times that you have to correct me!</p>	
<p>DON'T FORGET THAT FREQUENTLY I CAN HAVE BOTH SETS OF SYMPTOMS.</p>	



RIEF, S. F., *How to Reach and Teach Children with ADD/ADHD-2nd Ed*, Jossey-Bass Teacher
 GANTOS, J., *Joey Pigza Swallowed the Key*, MacMillan Square Fish
 MATÉ, G., *Scattered Minds*, Knopf Canada



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 CADDRA : <http://www.caddra.ca/cms4/>
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