



RECOMMENDED PRACTICES FOR ADHD STUDENTS

Research endorses the following types of behavior modification for use with ADHD children:

- [1] ADHD children perform best with clear expectations and immediate feedback.
- [2] Positive reinforcement forms the basis of the plan, and ranges from frequent positive feedback (praise) to token rewards where specified behavior earns treats and privileges.
- [3] Negative feedback includes short, immediate reprimands and redirection to effectively reduce undesirable behaviors.
- [4] Response cost, combines positive reinforcement (earning tokens that can be exchanged for privileges or rewards) and punishment (deducting tokens for undesirable behavior), to increase on-task behavior and work completion.
- [5] Correspondence training rewards children for matching their intentions to their actions. They promise to complete a task, do it, then report it.

Modifying Test Delivery. Children with ADHD have problems with executive function and written language. They better demonstrate knowledge through oral testing, performance testing, or alternative demonstrations of accomplishment. Provide extra time to complete tests and quiet testing areas away from distractions.

Tailoring Homework. Modify or shorten assignments. Even older students may need help managing time and keeping track of assignments, textbooks, and instructional materials. Use daily assignment sheets that parents can monitor, and possibly, an extra set of textbooks at home. Provide assistance in planning and executing long-term assignments.

One-on-One Tutorials. Class-wide peer tutoring pairs students for drill-and-practice activities and has proven effective for children with ADHD. It provides them the immediate feedback they need, and reduces demands on teachers' time.

Curriculum. Curricula must be interesting, challenging, collaborative, and meaningful. It must connect to real-life experiences and teach through real-life applications. It must entail choices, teach responsibility, and allow opportunities for initiative and creative effort. The task must be rewarding itself, since ADHD students "function in the realm of the immediate" and may not work for delayed rewards, like grades. These programs have the highest success: school-to-work programs, apprenticeships, and the integration of vocational and academic instruction. When these requirements are met, the student is internally motivated and the need to control student interest and behavior diminishes.

Instructional Methods. Research endorses the following methods: lesson preview, direct instruction, link new knowledge to prior knowledge and personal experiences, check for understanding, and prepare for transition to next activity.

ADHD children are "learn by doing, trial and error learners" who will work to get something stimulating, active, and novel. They will also work "to get out of or away from what is repetitious and boring." This is why adding stimulation to instruction improves performance. Build novelty, interest, verbal response and motor activities into academic tasks. Educational computer games sustain student attention, provide immediate feedback, and develop problem-solving skills.

Use a form of positive reinforcement in which the child is rewarded for good behavior. This is combined with negative reinforcement for bad behavior. Children with ADHD perform best when they have an organized structure with consistent rules so that they clearly understand what they are doing and what they should do next. Psychologists and social workers can help children with self-esteem, anxiety, social skills, and understanding and coping with ADHD.