

to sustain attention to tasks, they may still lack motivation. By reminding clients of their top priorities and of all the gains they have made, the coach provides encouragement. Self-confidence is bolstered.

The client may under-function in certain situations, especially when it comes to prioritizing, planning, attending to details and following through with projects. In other instances, the client may become overwhelmed with a project, and not knowing where to start, may avoid the task. By breaking large projects down into smaller, more manageable tasks, coaches keep clients more focused on their goals. Other clients might need help in discovering a system of tangent rewards so as to sustain motivation and progress forward.

4. Coaching acts as the "Executive Secretary of Attention."

Clients with AD/HD are challenged in their ability to "gross prioritize", to gather and focus their attention in a more global way. By keeping the big picture in mind, the coach helps the client to sustain their attention on their primary goals, pointing out distractions and helping to create strategies when distractions do arise.

5. Coaching supports the client's ability to self-direct actions and to change behavior.

In order to function autonomously, individuals must be able to screen out distractions, sustain their attention and use feedback appropriately. Attentional arousal is a double-edged sword for people with AD/HD. While it is usually the case that their attention needs to be aroused in order to attack certain tasks, it is also true that if their attention is too aroused they can find themselves becoming "over-focused" and getting stuck in a particular activity or step of a task at the cost of everything else. Just as they can be sidetracked by pleasurable feedback, clients can also be sidetracked by negative feedback such as those "voices in the head" that continually remind one of one's inadequacies. Clients with AD/HD are also very adept at self-deception and forgetting the pain of past procrastination and other self-defeating behaviors.

The coach compensates for these deficits by providing daily reminders and helping the client sequence out the details of needed actions. By pressing clients to process and evaluate outcomes and consequences, the coach allows clients to develop the ability to make more proactive choices and be less reactive to the environment. Coaches also help clients develop the ability to estimate the time it takes to complete tasks by having on-going discussions, reviewing plans for timelines and processing out the details and sequences of tasks. The coach helps clients to, in effect, observe themselves in action, by processing out events, asking questions and providing feedback. <http://www.add.org/content/coach/coachingguidelines2.htm>

Finding ways to get focus back

- Quicken the pace of the classroom.
- Use more hands-on and kinesthetic components in your teaching.
- Use charts to help students organize material.
- Give students sheets for self-monitoring and then review and honor the findings, paying off with agreed upon rewards, supports.
- Maximize stimulation but minimize how many are offered at one time.
- Provide a place for the student to put on headphones and regain focus.
- When a student cannot move forward with an assignment, move to something else and return to the task when the student has the energy to try again.
- Consider providing green tea and coffee on an as needed basis for students.
- Use snacks with high carbohydrate content to support student energy levels.
- Help the student generate checklists for self-monitoring - a good change of pace and provides organizational points for the student.
- When practical, allow the student to use keyboarding and the computer to accomplish tasks.

LIST OF APPROPRIATE SCHOOL-BASED ACCOMMODATIONS AND INTERVENTIONS

FOR A 504 PLAN OR FOR ADAPTATIONS AND MODIFICATIONS SECTION OF AN IEP

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<http://www.add.org/content/school/list.htm>

Choose only those accommodations and interventions that are the **most** needed. Attempt to select low-level accommodations and interventions before moving to more supportive or high-level accommodations and interventions. If high-level accommodations are necessary, choose them with the goal of slowly removing them whenever possible. The objective should always be to provide support while encouraging growth with these strategies to foster independence and self-advocacy.

Alter the environment

Provide this Student with Low-Distraction Work Areas

Provide this student with a quiet, distraction free area for quiet study time and test-taking. It is the responsibility of the teacher to take the initiative to privately and discretely (do not draw peer attention to the student) "send" this student to a quiet, distraction-free room/area for each testing session. It is important to assure that once the student begins a task requiring a quiet, distraction-free environment that no interruptions be permitted until the student is finished.

Always seat this student near the source of instruction and/or stand near student when giving instructions in order to help the student by reducing barriers and distractions between him and the lesson. For this reason it is important to encourage the student to sit near positive role models to ease the distractions from other students with challenging or diverting behaviors.

In order to reduce distractions, computers and other equipment with audio functions operated in this student's classroom or designated work areas must be used with earphones to eliminate the sound being broadcast into the classroom or designated work area.

Always seat this student in a low-distraction work area in the classroom.

Prepare the student for transitions

Prepare the student in advance for upcoming changes to routine - field trips, transitions from one activity to another, etc.

Plan supervision during transitions – between subjects, classes, recess, lunchroom, assemblies, etc.

Prepare the student in preparing for the end of the day and going home, supervise the student's book bag for necessary items needed for homework.

Adaptations for a Student with Hyperactivity

Allow the student to move around. Provide opportunities for physical action – pace in the rear of the classroom, do an errand, wash the blackboard, get a drink of water, go to the bathroom, etc.

Make sure the student is always provided opportunities for physical activities. Do not use daily recess as a time to make-up missed schoolwork. Do not remove daily recess as punishment.

Permit the student to play with small objects kept in their desks that can be manipulated quietly, such as a soft squeeze ball, if it isn't too distracting.

Alter Presentation of Lessons/Accommodations for assignments

Make sure all homework instruction and assignments be clear and provided in writing (not simply aloud).

Provide this student with information that is clear and in writing

Provide a consistent, predictable schedule. Post the schedule in the classroom and/or tape it to the inside of the desk or student assignment book

Write down key words on the board to aid in note-taking during sections that are "lecture-based."

Provide the student with a legible outline before a lesson/lecture and with legible teacher's notes of lesson/lecture.

Provide this student with a note-taker at all times to record classroom discussions and lectures.

Provide student with a weekly syllabus, in advance, of upcoming week's assignments and lessons. Keep instruction clear and assure that instructions and assignment criteria are always provided in writing (not just out loud) by providing the student with the above requested syllabus and by writing the assignments on the board as they are given to the class.

Break the Assignments into Short, Sequential Steps

Break instructions into short, sequential steps; dividing work into smaller short "mini-assignments," building reinforcement and opportunities for feedback at the end of each segment; handing out longer assignments in segments; and, consider scheduling shorter work periods.

Provide regular guidance and appropriate supervision on planning assignments, especially extended projects that take several days or weeks to complete.

One of the most common things for children with ADD to do is to procrastinate, to miscalculate, and to avoid (unpleasant) tasks until the last minute. This is why close guidance in planning long term projects is so important. A part of the ADD spectrum of symptoms is a sort of a temporal disability where the gauging of time, and how long tasks will take are distorted.

By modeling examples of how to plan, being coached through the planning process, and through consistent practice children with ADD will gain a better sense of how to plan within a timed framework.

The goal of independence will be achieved when appropriate supports are consistently provided for and during all longer projects so the student can gradually develop independence, learn to master time management, learn better to plan ahead, and feel in control and comfortable; and so fall-out of things remembered at the last moment is significantly reduced.

Support the student's participation in the classroom

Give private, discrete cues to student to stay on task, cue the student in advance before calling on him, and cue before an important point is about to be made (example: "This is a major point.").

Allow adequate time for student to answer questions to permit the student time to form a thoughtful answer.

Provide the amount of support and structure the student needs (not the amount of support and structure traditional for that grade level or that classroom/subject).

Identify the students strengths altering the format of a presentation to take full advantage of the strengths (teach "to" the strengths).

As much as possible use high impact visual aids with lively oral presentations to provide a more interesting and novel presentation of lessons.

At all times avoid the use of sarcasm, continual criticism or bringing attention to student's different needs in front of his peers; and recognize that this student will respond significantly better when encouraged and when positive achievements are noticed and mentioned.

Classroom and Homework Assignment Adaptations

Allow the student to begin an assignment and then go to the teacher after the first few problems are done

for confirmation that he/she is doing the assignment correctly, and to receive gentle correction or praise

Encourage the use of books-on-tape to support students reading assignments (The National Library Services provides books-on-tape for individuals with disabilities - including textbooks).

Provide the student with published book summaries, synopses or digests of major reading assignments to review beforehand (example: Cliff Notes for literature studies).

Periodically, if needed, modify classroom and homework assignments (examples: student does every 2nd or 3rd problem, or have the student use a timer and draw a line across their homework page and the end of 15 minutes of sustained work).

Make a second set of books and materials available for this student to keep a back-up set at home

Alter Testing and Evaluation Procedures

Prior to the test, provide the student with specific information, in writing if necessary, about what will be on the test or quiz.

Provide the student with a practice test or quiz to study the day before the actual test or quiz. (Pre-review)

Allow the student more time to complete quizzes, tests, exams and other skill assessments when needed (including standardized tests) to eliminate possible test anxiety. Information retrieval can be complicated by ADD/LD. When more time is available to complete an assignment, test, quiz or final exam, should it be needed, memory retrieval is improved and test pressure interferes less with the ability to retrieve and express what is known.

The student will inform the teacher of his need for additional time by writing a note on the test to arrange for more time whenever he/she is unable to finish a test in the standard amount of time provided to other students.

Provide the student with other opportunities, methods or test formats to demonstrate what is known.

Allow the student to take tests or quizzes in a quiet place in order to reduce distractions.

Consider allowing this student to use a calculator when it is clear the student understands math calculation concepts.

Always allow this student to use a calculator to check his/her work.

Alter the Design of Materials

Tests should always be typed (not handwritten) using large type; and all duplicated materials must be clear, dark and easy to read. The simpler and less distracting the page, the better. With that in mind, questions that are not a part of the test and are not to be answered should be removed from the student's view.

Whenever possible the instructions should always been next to the questions to which they relate, and test questions should visually stand-out from the test answers (on multiple choice, matching, etc.).

Review the design of the test to assure that the test questions are ordered in a logical, sequential manner (example: test questions should be arranged to progress logically through the material be tested, e.g., Section 1 to Section 2 to Section 3 to Section 4, etc., with no skipping between one section and another).

Provide Training and Guidance for Study Skills, Test Taking Skills, and for Time and Organizational Planning Skills Training (Incorporate All of These Into Each Subject Area)

Provide the student with a regular program in study skills, test taking skills, organizational skills, and time management skills.

assignments; help the student plan how to break larger assignments into smaller, more manageable tasks.

Help the student set up a system of organization using color coding by subject area, especially with materials that need to be stored in a school locker during the day.

Teach the student how to identify key words, phrases, operations signs in math, and/or sentences in instructions and in general reading.

Teach the student how to scan a large text chapter for key information, and how to highlight important selections.

Teach the student efficient methods of proof-reading own work.

Across all subject areas, display and support the use of mnemonic strategies to aid memory formation and retrieval.

Support alternate methods of outlining such as "mind-mapping" or "clustering."

Skills Guidance and Support

Provide consistent coaching from all teachers to support—organizational skills, time management skills training, study skills training, test taking skills.

Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and the implementation of this plan, and who will periodically review the student's organizational system and to whom other staff may go when they have concerns about the student; and to act as the link between home and school.

Permit the student to check-in with this advisor first thing each week (Monday mornings) to plan/organize the week and last thing each week (Friday afternoons) to review the week and to plan/organize homework for the weekend.

Support the formation of study groups, and the student seeking assistance from peers, encourage collaboration among students.

Create a Safe Environment for Learning:

Employ Effective Motivational Techniques for the Student Employ Administration, faculty and counselor initiatives

Match student's needs and learning style with teachers who have the appropriate attributes to provide the student with the best education and support possible and who know how to create ("engineer") opportunities for academic and social success, can increase the frequency of positive, constructive, supportive feedback, and can identify, recognize, reinforce and build upon the student's strengths and interests.

Recognize EFFORTS the student employs toward attaining a goal and recognize the problems resulting from skill deficits vs. non-compliance.

Look for positives. Provide immediate feedback to the student each time and every the student accomplishes desired behavior and/or achievement - no matter how small the accomplishment.

Create a non-threatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so.

Provide this student with an environment where it is safe to learn—academically, emotionally and socially, give any needed reprimands privately and whenever possible, provide public recognition for student accomplishments, encourage empathy and understanding from faculty, staff and peer group, and do not