|  |  |  |  |
| --- | --- | --- | --- |
| Content (input) | Depth of knowledge(input) | Intended Goals (output) | Method of Instruction |
| Same as general curriculum | Same | Modified | Modified |

**ADHD**

 **Attention Deficit Hyperactivity Disorder**

**What does it look like?**

* Poor sustained attention
* Highly creative
* Impulsive behaviors
* May appear to fidget, wriggle, squirm
* Strong problem-solving skills
* Regularly leaves their seat, moves around
* Difficulty planning or organizing
* Strong imaginative skills
* Struggles to follow multi-step instructions
* Regularly interrupt others
* Struggles to wait their turn
* Novel thinking
* High energy and passion

**Curriculum modifications:**

* Set high expectations
* Create opportunities to exhibit positive behaviours
* Consistent routines & Visual Timetable
* Facilitate transitions (give a five minute warning, remind the student what they need to take, assign a partner to move with)
* Reduce visual or auditory distractions and keep instructions simple
* Chose a signal to get the students attention rather than always calling their name
* Set near the front of the class away from windows or doors with their back to the class
* Ensure the student takes regularly sensory breaks
* Provide regular, constructive feedback and clear guidelines
* Use concrete materials and tech to support learning
* Ask the student to verbalise feelings and reiterate instructions
* Use a folder/basket to keep desk organised
* Increase the space around the student’s desk
* Use a theraband on the student’s chair
* Use a variety of teaching methods
* Avoid grading on neatness or presentation- focus on content
* Give shorter but equally challenging work
* Assign a “role of responsibility” (run errands, gather worksheets, deliver messages)
* Break long assignments into chunks
* Use a timer to track time
* Colour code materials for different subjects
* Provide different ways to respond (oral response, video, typed, poster)
* Use a behavior plan where necessary, praise positive behaviours
* Discuss problems or challenges one – to - one

**Resources to support this student:**

Timer

Ear defenders

Flashcards

Visual Timetable

Graph paper

Theraband

Fidget tools