



SAINT CATHERINE CENTER FOR *Special Needs*

Dos and Don'ts for Working with ADHD Children

DOs

Do realize that students with ADHD have **neuro-biological, neuro-behavioral** reasons for their poor performance and lack of productivity in the classroom.

Do remember that **inconsistency** is a hallmark characteristic of ADHD. Sometimes they can do the work; sometimes they cannot.

Do understand that there are many variables why the child can do it yesterday and not today.
Be **understanding and flexible**.

Do realize that you will need to **revamp, revise, and modify** aspects of the teaching/behavioral plan to maintain the interest and motivation of ADHD students. It is well worth the time and effort!

Do know how much it matters that you **believe** in them, **maintain high expectations** and give your best effort to help them succeed (no

DON'Ts

Don't assume a student is **lazy or apathetic**. Do realize that students with ADHD have neuro-biological, neuro-behavioral reasons for their poor performance and lack of productivity in the classroom.

Don't assume the student is **deliberately under-performing** because you have observed that at times he is able to perform a particular task/assignment.

Don't give up on using **teaching/behavior modification techniques**.

Contracts....

Don't give up on any student. Keep finding ways to engage and keep the child focused, motivated and interested.

Don't dwell on the past. Allow each child to start each new day with a clean, fresh slate. It will take some time for the child to trust you-he doesn't have an easy existence. Take time to develop a relationship – the payoff is great!

matter how difficult and frustrating it may be).

Do tell children what you want them to do. ("Raise your hand and wait to be called on.")

Do **involve your support staff** by communicating with school support personnel and bringing students to the CST for assistance.

Do **invite the parents to school** to observe their child in the classroom, and communicate with parents regularly and make a plan for working together on specific goals. Let parents know that your primary goal is helping their child improve his school success.

Do keep a **positive attitude** and associate with colleagues who also have a positive mindset. Keep learning and growing. Take advantage of professional-development opportunities.

Do **assume the best** of the child. Allow each student to start the year with a fresh, clean slate.

Don't tell children what you want them **NOT** to do. ("Don't yell out in class!")

Don't be afraid to make various accommodations or adjustments (instructional, behavioral, and environmental) as needed for certain students.

*****It is okay and fair to make accommodations/modifications for individual students with disabilities. *****