

Five Effective Instructional Strategies: Students with ADHD in the Classroom

What are instructional strategies?

Instructional strategies refer to the learning techniques a teacher uses to help students learn or gain a better understanding of the course material (Persaud, 2020).

1. Allow Movement:

When working with students with ASD, it is important to remember that they need a lot of sensory and vestibular input to pay attention. In order to help them attend in class, allow them to move using active seating, and allow for multiple movement breaks. By keeping their body moving, even if it is simply chewing gum, or pressing their legs against an exercise band, students with ADHD can increase their attention span in the educational environment.

2. Use Organizational Tools:

People with ADHD have considerable difficulty keeping themselves organized. This lack of organization is due to a deficit in executive functioning. Using organizational planners and visual reminders can help students with ADHD stay organized.

3. Use Positive Feedback and Logical Consequences for Behavior:

Students with ADHD often have behavioral issues related to poor self-regulation. Teachers can help reinforce self-regulatory behaviors by using positive feedback when they “catch” the student exercising control. If the student acts impulsively, it is important not to react to the behavior if it is minor. If the behavior is very disruptive, there should be logical consequences (“if you pester your neighbor, your seat gets moved”, versus “if you pester your neighbor, you lose recess time”).

4. Break Down Assignments:

People with ADHD often have difficulties with long assignments, because they have difficulty keeping track of sequential, multi-level instructions. Teachers should break down assignment directions into smaller pieces, have very clear due dates for each piece, and give feedback. By breaking down assignments into more manageable pieces, students with ADHD can complete longer assignments without getting overwhelmed.

5. Allow for Extra Time:

Many students with ADHD have a slower processing speed than would be expected with their cognitive abilities. The processing disorder means that it will take them longer than their peers to complete tests. Once students with ADHD near high school age, they should have additional testing confirming their processing speed issues so that they can qualify for extra time on College Board testing.

References

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