

## ADHD Do's and Don'ts For Teachers

DO's	DON'TS
Do realize that students with ADHD have <b><u>neuro-biological, neuro-behavioral</u></b> reasons for their poor performance and lack of productivity in the classroom.	Don't assume a student is <b><u>lazy or apathetic</u></b> . 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 <b><u>inconsistency</u></b> is a hallmark characteristic of ADHD. Sometimes they can do the work; sometimes they cannot.	Don't assume the student is <b><u>deliberately under-performing</u></b> because you have observed that at times he is able to perform a particular task/assignment.
Do understand that there are many variables why the child can do it yesterday and not today. Be <b><u>understanding and flexible</u></b> .	Don't give up on using <b><u>teaching/behavior modification techniques</u></b> . Contracts....
Do realize that you will need to <b><u>revamp, revise, and modify</u></b> aspects of the teaching/behavioral plan to maintain the interest and motivation of ADHD students. It is well worth the time and effort!	<b><u>Don't give up</u></b> on any student. Keep Finding ways to engage and keep the child focused, motivated and interested.
Do know how much it matters that you <b><u>believe</u></b> in them, <b><u>maintain high expectations</u></b> and give your best effort to help them succeed (no matter how difficult and frustrating it may be).	<b><u>Don't dwell on the past</u></b> . 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!
Do tell children what you want them to do. ("Raise your hand and wait to be called on.")	Don't tell children what you want them <b><u>NOT</u></b> to do. ("Don't yell out in class!")
Do attend to the student most of the time when she is behaving <b><u>appropriately</u></b> .	Don't focus the majority of your attention on a child's <b><u>misbehaviors</u></b> .
Do <b><u>involve your support staff</u></b> by communicating with school support personnel and bringing students to the CST for assistance.	Don't be afraid to <b><u>ask questions</u></b> and <b><u>seek advice/support</u></b> when you have concerns about a student.

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<p>Do <b><u>invite the parents to school</u></b> to</p> <ul style="list-style-type: none"> <li>• observe their child in the classroom,</li> <li>• 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.</li> </ul>	<p>Don't neglect to do everything you can to forge a <b><u>collaborative relationship with the parents.</u></b></p>
<p>Do keep a <b><u>positive attitude</u></b> and associate with colleagues who also have a positive mindset. Keep learning and growing. Take advantage of professional-development opportunities.</p>	<p>Don't surround yourself with negative peers who are critical of students, not open to new techniques and strategies, and not updating their skills.</p>
<p>Do <b><u>assume the best</u></b> of the child. Allow each student to start the year with a fresh, clean slate.</p>	<p>Don't listen to previous teachers who only want to pass on the negative traits and characteristics of their students.</p>
<p>Do realize that these are the students often in <b><u>greatest need of support</u></b> and intervention.</p>	<p>Don't forget the quiet student in the background who can easily go through the school year unnoticed and anonymous.</p>
<p>Do find buddies, <b><u>share</u></b> with colleagues, and <b><u>collaborate!</u></b></p>	<p>Don't work alone.</p>
<p>Do the following: • <b><u>State your objective</u></b> observations of the child's behavior and performance in the classroom. • Request a CST meeting and involve your school's multidisciplinary team</p>	<p>Don't put yourself in the position of suggesting to parents that their child has ADHD and needs to be evaluated or medicated.</p>
<p>Do choose to make the <b><u>adaptations and special arrangements</u></b> it takes for students to succeed in the classroom.</p>	<p>Don't be afraid to make various accommodations or adjustments (instructional, behavioral, and environmental) as needed for certain students.</p>
<p><b>***It is okay &amp; fair make accommodations/modifications for individual students with disabilities. ***</b></p>	