

Strategies for Learning and Teaching



- Facilitate easy transitions between lessons. Consider the use of a clear signal to mark the end of one activity and the beginning of another.
- Encourage and promote support for the student from peers.
- Pre-establish consequences for misbehaviours.
- Provide regular, consistent and constructive feedback to the student. Reward more than you punish. Immediately praise any good behaviour or accomplishment.
- React to inappropriate behaviour by suggesting a positive alternative.
- Ignore minor inappropriate behaviour.
- To ensure as far as possible that the student is rewarded more often than he/she is reprimanded, use rewards in preference to sanctions.
- Set targets as a positive option for the student. See the completion of these targets as an opportunity to give a reward.
- Use concrete materials and computer-assisted instruction.
- Structure teaching carefully and present new material in a step by step manner.
- Ensure you have student's attention prior to issuing instructions.
-  When directing a question towards the student make sure you say his/her name first as a signal for the student to pay attention.
- Have the students keep their desk and immediate environment clear of distractions and put away items that are not in use.
- Seat the student at the front with his/her back to the rest of the class.
- Seat among well-focused peers, preferably those whom the student views as significant peers.
- Try not to have the student seated near distracting stimuli such as doors, windows, high traffic areas, etc.
- Avoid multiple instructions and complex directions, keeping instructions simple and as near to the one-sentence rule as possible. Be consistent with daily instructions.
- Assign only one task at a time to the student.
- Give extra time for certain tasks as often students may work slowly.
- Use teacher-modelling and direct instruction in order to demonstrate effective ways of completing a task.
- Use a variety of learning and teaching resources that are motivating for the student.
- Interact with the student in a calm manner.
- Ensure classroom routines are predictable.
- Provide advance warning that something is about to happen/finish as these students can experience difficulties at transition periods.
- Present uncluttered text in worksheets.
- Utilise checklists for the student to work through when doing tasks and homework.
- Encourage the student to verbalise to the teacher what needs to be done and then reiterate the same silently to himself/herself.

- Directly teach concentration skills, the following of rules, self-management and organisational skills.
 - Consider allowing the student to wear earphones when completing tasks if this is found to promote greater levels of task-engagement. Perhaps permit the student to choose the music he/she wishes to listen to while wearing earphones.
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