**Sample Accommodations for Attention-Deficit/Hyperactivity Disorder (ADHD)**

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| **Time Management** | |
| Accommodation:   * Instructional/Assignments | Specific Accommodations/Comments:   * Break large projects/assignments into smaller sections |
| * Organizational | * Checklists   + Provide student with assignment and daily task checklists * Planner   + Assist the student in developing a color coded system in a daily planner |
| * Environmental | * Dormitory-related   + Allow the student to post a wall calendar |
| * Assistive Technology | * Other   + Timer (phone, stop watch, etc.)   + Time management phone apps |

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| **Memory** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Read directions * Repeat directions * Extended time |
| * Other Testing | * Read directions to students |
| * Instructional/Assignments | * Instructional supports   + Provide written directions/instructions   + Provide verbal or pictorial cues |
| * Organizational | * Graphic Organizers * Checklists (e.g., dorms tasks, daily tasks, assignment checklist) * Pocket Notebook * Planner |
| * Assistive Technology | * Memory and Organizational phone apps * Electronic calendar and reminders |

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| **Concentration** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Small group setting * Extended time |
| * Other Testing | * Small group setting * Other   + Allow student to wear noise reduction headphones |
| * Environmental | * Distraction free space   + Seat in the front of the class * Headphones   + Allow student to wear noise reduction headphones * Dormitory-related   + Allow white-noise machine in dorm   + Minimize the number of roommates, or provide a single room |
| * Behavioral | * Student/staff cues for need of time-out or break or to re-direct often |
| * Assistive Technology | * White noise or noise cancellation cell phone apps |

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| **Organization and Prioritization** | |
| Accommodation:   * Personal Supports | Specific Accommodations/Comments:   * Buddy/mentor   + Assign person to assist student in creating priorities and support with organization |
| * Organizational | * Graphic Organizers * Checklists   + Provide student with checklists of daily tasks, dorm tasks, and assignment checklists   + Use a weekly chart to assist student in keeping track of work activities * Other   + Wall calendar |
| * Assistive Technology | * Organizational phone apps * Electronic calendar and reminders * Sticky notes |

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| **Social Skills** | |
| Accommodation:   * Personal Supports | Specific Accommodations/Comments:   * Buddy/Mentor   + Assign a staff or peer mentor that exhibits appropriate social behaviors * Other   + Make attendance at social activities optional   + Use roleplay or scenarios to demonstrate appropriate behavior to the student |
| * Communication | * Other   + Adjust method of communication to best suit the students’ needs |
| * Assistive Technology | * Other   + Provide student with videos of adults/students exhibiting appropriate behaviors in the Job Corps and work environment |

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| **Hyperactivity/Impulsivity** | |
| Accommodation:   * Instructional/Assignments | Specific Accommodations/Comments:   * Movement breaks * Break large projects/assignments into smaller sections * Provide teacher note/key points from board/presentation * Copies of notes * Study Guides |
| * TABE Testing | * Frequent breaks * Extended time - 1.5 times * Shorter but more frequent testing periods |
| * Other Testing | * Frequent breaks * Extended time - 1.5 times * Multiple testing periods |
| * Environmental | * Adaptive seating/furniture/workspace   + Provide a workspace where the student can move without distracting others |
| * Assistive Technology | * Other   + Set reminders on phone to take breaks for 5 minutes every hour |

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| **Multi-tasking** | |
| Accommodation:   * Instructional/Assignments | Specific Accommodations/Comments:   * Verification of understanding instructions, rules, assignments   + Write out information and review one on one with the student * Instructional supports   + Communicate one on one with the student and assist with breaking down tasks |
| * TABE Testing | * Small group setting   + Extended time |
| * Other Testing | * Small group setting   + Extended time |
| * Organizational | * Planners   + Provide the student with a planner to organize tasks. Identify tasks that must be done individually, and tasks that can be performed simultaneously * Checklists   + Provide student with assignment and daily task checklists |

***Reminder: Documentation of disability is required to support each accommodation provided. Accommodation Plans must be individualized to meet the specific needs of each student with a disability.***