

# What can I do in the classroom?

## ADHD

- Provide optimal stimulation - color, video, music, and movement
- Maintain a schedule; emphasize time limits
- Assist with organization
- Give constant positive reinforcement/rewards
- Be brief and clear
- Use homework as practice; identify the minimum amount necessary to demonstrate learning

## ANXIETY

- Utilize flexible thinking to achieve academic goals/understanding (song, dance, film, skit, and visual art)
- Give clear and concise instructions and use visuals when possible
- Allow flexibility with written assignments (reduce amount; oral answers; dictation; typed vs. handwritten)
- Allow the student to record a class assignment with a phone or other device
- Provide a written outline of the lecture or what is discussed in class
- Divide reading assignments into shorter segments
- Allow student to take breaks to reduce anxiety
- Show how to break long assignments into smaller sections, such as researching the topic, writing an outline, and making the display
- Establish limits on the amount of time to spend on a project; enlist the parents to help

## SLD

### Auditory/Visual Processing

- Visual aids paired with verbal lectures; hands-on practice; opportunities to lead instruction (flipped lessons)

### Dyslexia

- Multi-sensory activities; chunk large activities into smaller components; provide lecture notes for highlighting/markup; study guides

## DEPRESSION

- Give frequent feedback on academic, social, and behavioral performance
- Teach the student how to set goals and self-monitor
- Teach problem-solving skills
- Coach the student in ways to organize, plan, and execute tasks demanded daily or weekly in school
- Give the student opportunities to engage in social interactions
- Frequently monitor and report whether the student has suicidal thoughts

## AUTISM

- Recognize that a student with Autism is likely to have anxiety before, during, and after social situations, which can lead to avoidance; building competence is essential to reducing this anxiety
- Don't let the behavior overwhelm you; understand why behaviors are occurring
- Utilize written or posted lists/itineraries/schedules for academic activities
- Establish routines early in the school year; be consistent
- Be aware of your classroom environment (noise, lighting, temperature, etc.)
- Allow the student to work in a group with students who are accepting and supportive
- Utilize multi-sensory modes of teaching which include visual, auditory, kinesthetic, and tactile components