

**WHAT ARE THE BEHAVIORAL INTERVENTIONS THAT WORK WITH  
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) STUDENTS?**

by

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**BEHAVIORAL INTERVENTIONS TO BE USED IN THE  
CLASSROOM CURRICULUM WITH STUDENTS WITH ATTENTION  
DEFICIT HYPERACTIVITY DISORDER (ADHD)**

**Project Design Summary Explanation**

What are the behavioral interventions that work with Attention Deficit Hyperactivity (ADHD) students?

The behaviors of the student are listed in this quick guide for easy reference. The behaviors are listed and the interventions to be used for each behavior are listed and explained. This handbook can be used in any classroom, in any subject, with any curriculum with students with ADHD. It is meant to be an ongoing project design. The following information addresses each possible behavior in the classroom, and a possible intervention to use for that behavior, striving to help the student be successful.

This project is a curriculum of possible behaviors displayed by students with ADHD and possible interventions that can continuously be implemented in the general high school classroom (grades 9-12), and perhaps even younger, and, in the special education environment. These methods of intervention have been successful in the special education environment and continue to be. In this manual or quick reference handbook, the most-common behaviors displayed by students with ADHD are presented, page-by-page, and then a possible intervention, which is currently being used, is presented. Possible suggestions are made, and can be followed, and even altered or

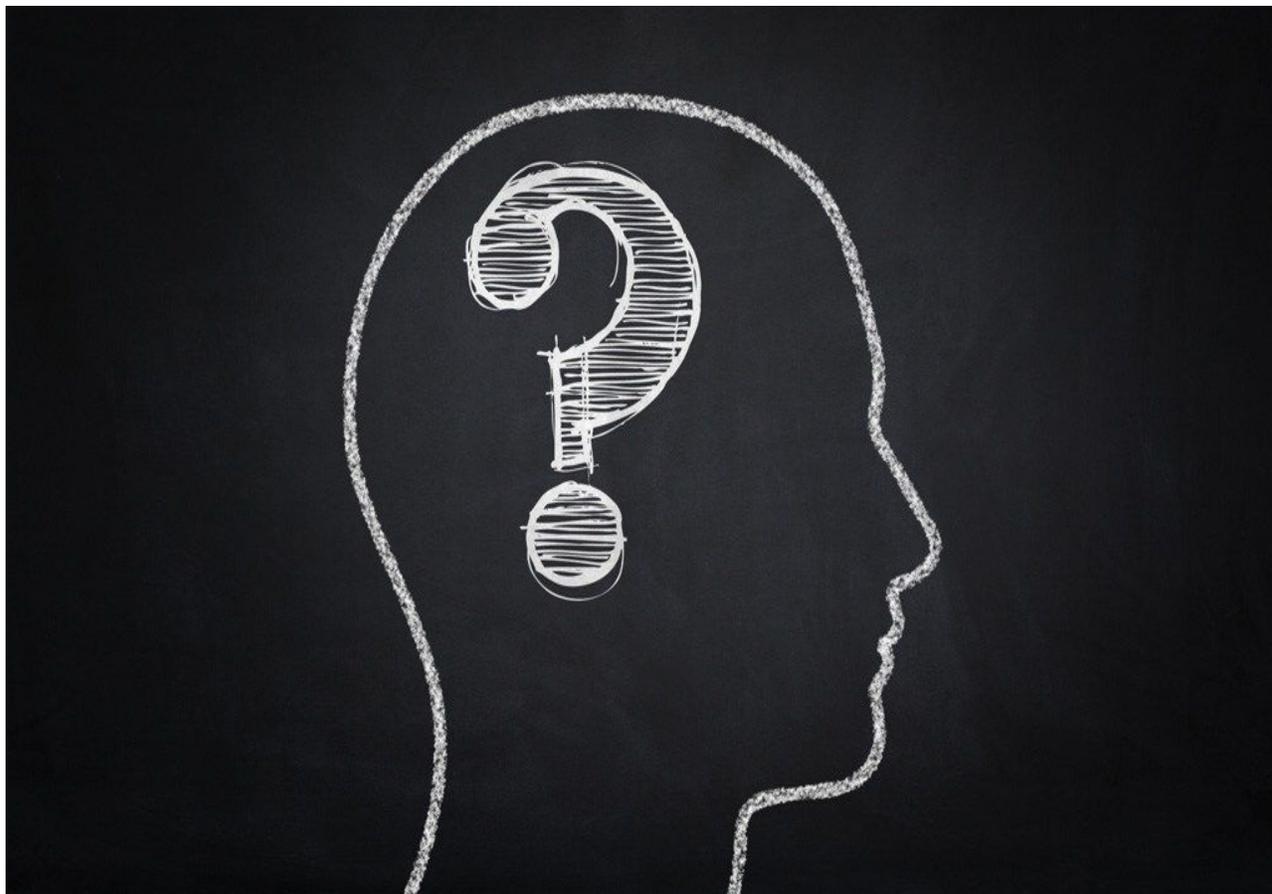
interpreted differently to work for a teacher's particular classroom setting. These are ideas that can be expanded upon. The behaviors and interventions are presented page-by-page.

Included in the project handbook is a behavioral intervention tracking sheet. This is a possible system that can be used to keep track of each student's behavior and what possible interventions work and what have not. The student is tracked in each classroom, each subject, and breaks are also tracked. Information was gathered from a similar handout for a tracking sheet outline. (Theis, 2017). The tracking method can help to verify where the student may need more support. (See Appendix A).

There are also many points to remember when interacting with students with ADHD in the classroom. These are suggestions and methods that are being used and are working. This page includes subtle methods such as when to make eye contact and when not to. Each student is different. This list of ideas also includes tone and volume of voice to use in a critical situation, when to remove a student from the room, proximity to student, calm and steady body movements and allowing possible choices for the student.

The three types of criteria used for diagnosing ADHD in students is also described in this project handbook. This is presented to help teachers understand how students are evaluated with ADHD and what is being looked for in behaviors. The three types include: predominantly hyperactive/impulsive type, where the student may appear to be in constant motion; predominantly inattentive type, where the student may submit

inaccurate or incomplete work, and have difficulty attending to conversations, ties, or tasks, being easily distracted; and a combined type, where the student may exhibit symptoms that include behaviors from both categories above.



## **ADHD: Behaviors and Interventions**

### **The ADHD Mind**

What are the behavioral interventions that work with Attention Deficit Hyperactivity (ADHD) students?

# **ADHD Behaviors and Interventions**

## **A quick reference handbook**

**The negative behavior of a student in a classroom with ADHD is presented and discussed here. This is followed by a positive intervention that can be used to help that student be successful.**

### **Behavior:**

#### **Inappropriate tone and volume**

The tone and volume of the student are inappropriate: being too loud for the situation, inappropriate language, disrespectful to peers and adults in attitude and conversation.

#### **● Intervention:**

Using calm, quiet voice and flat face effect in interacting with student, prompt them to use classroom or library voice; prompt for inappropriate language and disrespect; and in this situation student may have to take a self time-out in the room, alone, perhaps in a neutral area, not engaged in study for a certain time. In further intervention, if this student is too disruptive, the student may be asked calmly to leave the room and perhaps accompany intervention team members in the school, at another location to have self time and space, perhaps in a resource or rest and relaxation room, until ready to return to class.

## **Behavior:**

### **Poor physical boundaries**

Inappropriate physical boundaries of students: a student is inappropriately touching themselves, others, others' property, not maintaining personal space of themselves, not respecting others' personal space or property.

#### **● Intervention:**

Once again eye contact with the student may work, as well as a verbal, but quiet prompt to their actions, if possible, depending on the situation, and perhaps moving students in their seating arrangements. Self-time in room can also be given, away from peers; or self-time/directed time out of room to another location with intervention staff.

## **Behavior:**

### **Poor interactions**

Poor interactions among students: students show negative and disruptive verbal or non-verbal communication with peers (antagonistic, confrontational, disagreeing inappropriately); and not focusing on one's own needs and behavior, but confronting others in a negative way, disrupting them, and not using age and school appropriate language or discussions.

#### **● Intervention:**

A prompt will be given to student calmly, flatly and in even tone to discontinue behavior. Student could be approached privately and negative behavior pointed out, as to not draw attention to that student. Students may be seated elsewhere in room. Student could take time in room, or elsewhere out of room, coming back to class when ready for instruction. Students with ADHD should not be approached as if they are bad because of their negative behavior, but also understand in certain terms that certain interactions are not acceptable in the learning environment.

## **Behavior:**

### **Not completing or working on assignments**

Not completing assignments: the student is not completing assignments on time, not submitting work as assigned according to criteria set by staff, according to that student's ability, in a timely manner. In all classrooms, there are so-called consequences, and interventions that try to avoid these consequences and make the student successful.

- **Intervention:**

As an intervention, the educator could work one-on-one with the student, supporting answers and productivity, and if student is capable. If the student with ADHD is not meeting expectations, because of poor behavior, prompts can be given to continue work, complete it, or perhaps work-away find space somewhere else, other than the classroom, where the student can be successful. Many times, a change of environment, away from distracting peers, when the student is struggling academically, can be helpful to a student with ADHD.

## **Behavior:**

### **Not in assigned area**

Not being in one's assigned area in the classroom: students with ADHD have to move, and that is all right. However, it cannot be distracting, disruptive or dangerous to other students, or adults in the classroom.

- **Intervention:**

The student may be allowed space in a certain area to wander, take a little self-time or stand at his or her assigned desk. This helps with that anxious student. However, if it disrupts, then that student may have to take a movement break out of the room, with special education staff, or intervention staff. This could include walks around the campus area, playing in the gym, or other activities to expel energy and help that student to come back to the room and focus on work, again, being successful.

## **Behavior:**

### **Not following classroom expectations**

The student is not following expectations and directions in the classroom: the student is not following the teacher's direction, or redirection, or is not accepting the answer given in a timely manner. Students with ADHD misinterpret directions and redirections. They can become offensive and feel they are being singled out in the classroom.

#### **● Intervention:**

In carrying out the intervention, staff must be careful not to point blame or single the person out. Expectations and directions should be given clearly, verbally, perhaps in writing, on the board, or SmartBoard when needed, and then make sure students understand. After this, if student does not follow directions, they could be offered self-time out of room, or directed out of room to intervention staff areas. Student could be worked with individually, with staff in proximity and offering an explanation as to what is expected next. Be actively engaged with the struggling student, so that he or she can understand what to do.

## **Behavior:**

### **Not participating appropriately**

The student is not participating appropriately in class, or just not participating: many times a student with ADHD becomes overwhelmed with what is expected in doing work in the class. He or she may just shut down and sit and do nothing, refusing to participate in work, or discussion. They may even just put their head down and sleep.

#### **● Intervention:**

Many times a student with ADHD becomes overwhelmed with what is expected in doing work in the class. He or she may just shut down and sit and do nothing, refusing to participate in work, or discussion. They may even just put their head down and sleep. This may be acceptable if the student is not disruptive to others. At times the student will just be left to sit quietly, or sleep at his or her assigned area. Work may not be getting done, but the classroom is working smoothly otherwise, and the work and class will always be there. At times, the student will just not be available to engage. The student could be offered space somewhere else.

## **Behavior:**

### **Student unable to self-regulate**

The student is not able to self-regulate his or her self-escalation of misbehavior, or advocate for needs at the time, or be able to implement an appropriate coping strategy.

#### **● Intervention:**

If before the school day starts, these students could be discretely pulled aside and talked to before entering the classroom. They may be allowed to start class later. This will be based on knowing the student and how they come into the school in the morning--one may be able to perceive that student is not ready for class yet. Teachers can interact, assistant teachers can interact, special education teachers can interact and intervention team members can interact. This is where a good interventionist is crucial.

**Behavior:****Not following personal goal**

Not following personal goal: every student has a personal goal that he or she follows. This may be set up by therapist, case manager, teacher or combination thereof. It may be something followed in an IEP.

**● Intervention:**

If a student does not follow their personal goals, a discussion with special education teachers and case managers can occur. It is good to go over and update a student's individual goals and remind them of what is expected.

## **Points to remember when using these interventions**

- Make eye contact with student if appropriate, remembering that many of these students have poor eye contact. Sometimes it is better not to look them in the eye.
- Use proximity and walk toward student or students, perhaps between students if needed.
- Stand near students.
- Use body movement and gestures like a shake of the head indicating no, or finger over lips indicating quiet.
- Use calm, low voice, positive statements in interventions.
- Changing the student's location may help in an intervention, which, as describing now, are all interventions. Do this in a positive sense, not putting any type of blame on any student. It is for your benefit, to help you be successful, you could point out.
- In any classroom environment, limits are set as to what is allowed and not allowed, at what expectations are in the room.
- Students will be allowed time away from instruction in the classroom, or out of the classroom if needed.
- Students are always allowed choices in instruction.
- Students are allowed time with intervention staff, special education teachers and case managers, and teachers or assistant teachers, through arrangement. This includes emails to these people, phone calls, and letters written to these adults.
- Students should always be aware of consequences and limits followed within the school. These are not punishments, but areas of improvement in being successful.

### **Three types of criteria used for diagnosing ADHD in students**

Predominantly inattentive type: the student may: submit inaccurate or incomplete work; have difficulty attending to conversations, ties, or tasks; be easily distracted; have difficulty following directions; frequently lose materials, and/or; have difficulty organizing tasks and materials. (DSMV, APA, 2013).

Predominantly hyperactive/impulsive type: the student may: appear to be in constant motion; frequently fidget or move in his or her seat; become restless during quiet activities; leave his or her seat when expected to remain seated; interrupt others and classroom activity; talk excessively, and/or; fail to follow classroom procedures (e.g., blurt out answers without raising hand).

Combined type: the student may exhibit symptoms that include behaviors from both categories above. For a student to be diagnosed with ADHD, symptoms must appear before age 12 and be prevalent across at least two of the types. As discussed in chapter two, there must also be adverse effects on a student's academic performance, on job success and social and emotional development. (APA, 2013). Children with ADHD are also likely to have coexisting emotional, behavioral, developmental, learning or physical Conditions. (Wolraich and DuPaul), 2010).

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## **APPENDIX A**

### **Behavioral Intervention Tracking Sheets**

The tracking system used for this project was adapted and restructured and redesigned from an existing system, the Theis Performance Tracking System handout, updated each year as needed. The system was created by D. Theis, principal at the school I work for. This sheet is similar to one used every day in a special education (EBD) school setting. The Intervention Tracking system sheets can be filled out in each class period, if students transition, or each hour of each different class. The sheets would go from room to room, class to class, each day. This would track what classes and subjects students struggle in, and what the behavior barriers are, and what interventions work, and do not work. The subjects, hours, breaks, interventions and behavior barriers are listed for quick comment and notations. This system was adapted and created using ideas from the tracking system handout being utilized in the school where I teach from. Refer to Sheet A1 for more details about the tracking sheet system.

## Sheet A1

## Behavioral Intervention Tracking Sheets

Name: \_\_\_\_\_ Class, Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	Hour	Breaks (Record Time)	Bath Room Time	Comments:
				T PB Int. AC AOD AD P SR PG
				T PB Int. AC AOD AD P SR PG
				T PB Int. AC AOD AD P SR PG
				T PB Int. AC AOD AD P SR PG

				T PB Int. AC AOD AD P SR PG
				T PB Int. AC AOD AD P SR PG
				T PB Int. AC AOD AD P SR PG
<b>Further Comments:</b>				<b>Additional Behaviors/ Intervention</b>
<p><b>Mark how many times a period a behavior occurs under the corresponding letters (Record Times)</b></p> <p><b>T=Tone and Volume; PB=Physical Boundaries; Int.=Interactions with others; AC=Assignment Completion; AoD=Area of Designation; AD=Accepting Directions; P=Participation in class; SR=Self-regulation; PG=Personal Goals set for that student</b></p>				<b>Total of Various Behaviors:</b>

