

Table I. Student Characteristic: Attention Deficit

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting ⌘ Low Gain Amplification systems (if prescribed) • Capitalize on student interests
<p>Response</p> <p>Resource:</p> <p>For additional information see CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp</p> <p>Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practice http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet / graph paper ⌘ Use materials or devices used to solve or organize responses ⌘ Use visual organizers ⌘ Use graphic organizers • Use mnemonic devices to aid memory • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns ⌘ Time cue or countdown clock <p>Also see Table O: Executive Function</p>