Disability: ADHD

Student’s Strengths: Jack is a very creative student who likes to think out-of-the-box and is very innovative in how he approaches solving problems. He’s also a risk taker in which he doesn’t mind getting problems wrong as long as he’s tried them. Jack is definitely has unique characteristics that works to his benefits.

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<th>Common Disability Characteristic</th>
<th>Evidence-based Strategies</th>
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<td><strong>Academic</strong></td>
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| Trouble engaging in simply writing their thoughts and ideas on paper Also, self-expression | **Art and Illustration** – In this the student will be able to represent their thoughts how they see fit (drawing, writing, or both) which caters to their creativity and expression.  
**Choice Boards** – Similar to art and illustration, choice boards allow for the student to decide how he wants to show that he understands the topic. Again, allowing for creativity. |
| Increase irritability with lack of movement for periods of time | **Movement** – The straightforward way to address the lack of movement during a lesson. Create a movement to let the student move around.  
**Drama** – Students can do miming and dubbing. They can act out a story by doing some role play. Having the student perform for learning is one way to incorporate movement to the learning process. |
| Patience, taking turns/working with others | **Academic Games** – Having the student work with partners to participate in a game will put him in situations where he must learn to work with others  
**Cooperative Learning** – Assigning a role to the student can be great to utilize his unique strengths. He will perform his role to the best of his ability and bring those qualities to the group. |
| Organization issues (materials/handouts) | **Seesaw** – In regards to handouts/permission slips, files can be sent to the parents of the student and the student as well. If the student should have an issue as we discussed in the Learning Disabilities & Life Stories book, this would be a good method around it.  
**Precorrection** – I would aim to get him in the routine to check his bag before he leaves the class to make sure he has everything he needs when he goes home. |
| Impulsiveness | **Self-Regulation** – The chart provided with the tools to get into the green zone seems like a very positive way to have the student work on behavior problems. The “tools” can be modified to fit his needs.  
**Behavior Specific Praise** – Continually give praise throughout implementation periods and let student know that when he behaves appropriately he will be appreciated. |
| Organization issues (information/notes) | **Guided Notes** – Providing handouts will help with the student having organized notes. It will also give him an idea of how notes are organized.  
**Foldables** – Great for organizing chunks of information. Some of the limitations may be the amount of information that is put on the foldable (limited space). It will help the student have the information in categories. |