

ACCOMMODATIONS FOR ADHD

ADHD Resource Series — Guide 3

Purpose

A reference guide to common classroom accommodations for students with ADHD, organized by category, to support IEP/504 planning and everyday implementation in the ASL classroom.

Environmental Accommodations

- **Preferential seating** — seat near the front or away from high-traffic areas for clear sightlines and fewer distractions
- **Reduced distractions** — minimize visual clutter near the signing space; offer a quiet area for focused work
- **Movement breaks** — build in scheduled or as-needed opportunities to stand, stretch, or move between tasks

Time & Pacing Accommodations

- **Extended time** — allow additional time to complete assignments, activities, or assessments
- **Timers** — use a visible timer to build awareness of time and support smoother transitions

Organizational Supports

- **Visual schedules** — post a clear, predictable outline of the day's or lesson's activities
- **Checklists** — break tasks into visible, checkable steps so students can track their own progress
- **Chunking assignments** — divide larger tasks into smaller, manageable segments with natural stopping points

Instructional Accommodations

- **Repeated directions** — restate or rephrase directions as needed, and check for understanding before moving on
- Pair verbal or signed directions with a visual or written reference
- Offer directions one step at a time rather than as a full list up front

Remember

Accommodations remove barriers — they don't lower expectations. Match each accommodation to the specific need it addresses, and revisit them regularly as a student's needs change.