

Faculty Information

**STUDENTS WITH ADHD** 11/02/2019

**OVERVIEW**

ADHD, or “Attention Deficit/Hyperactivity Disorder” may manifest itself in various ways, depending on the individual. Some individuals have ADHD, primarily Inattentive Type. These students may appear to daydream, or not focus and pay attention in class. They do not show symptoms of impulsivity and hyperactivity, but the disorder is no less debilitating. Other students may have ADHD, Hyperactive/Impulsive Type. These students are subject to impulsively interjecting their thoughts out loud in class, fidgeting at their desks, having trouble staying on task, restless. Another way that this disorder may manifest is ADHD, Combined Type. Students with ADHD, Combined Type may display ALL of the above behaviors.

Additionally, ADHD usually impacts Executive Functioning. When Executive Functioning is affected, the student may struggle with organizational skills, time management, setting priorities, procrastination, memory disorders, and difficulty breaking tasks into steps. The student may experience difficulty following multiple step directions. These challenges may result in a sense of being overwhelmed and out of control, and left unmanaged, can result in secondary disabilities such as depression and anxiety disorders.

**SUGGESTIONS FOR FACULTY**

* Include a statement in your syllabus inviting students with disabilities who may have special needs to meet with you privately so that you may confidentially discuss the student‘s needs and reasonable accommodations. Also, at the beginning of each semester, verbally invite students with disabilities and to meet with you privately to discuss their individual and unique needs. Talk about the requirements of the class, special needs of each student (on a case-by-case basis, as each student’s needs are unique), and strategize as to how to implement the reasonable accommodations defined by the Student Disability Resources and Services Director. Never make an assumption about an individual’s abilities. Each individual is unique, and his/her disability impacts him/her in varying ways. Students with ADHD are often very bright and creative. If you have concerns, contact the Director of the Student Disability Resources and Services (SDRS).
* Many students with ADHD will require the use of a note taker as a reasonable accommodation. Please assist the student in obtaining a note taker by either announcing to the class that SDRS is hiring note takers, or by singling out good students and asking if they would be interested in the job. Never disclose who the notes are for in order to preserve the confidentiality of the students. SDRS will provide NCR paper to the note taker who is hired and establish how the notes are to be delivered to the student.
* Additionally, to supplement the notes and move towards more independent functioning, many students with ADHD may also use a digital recorder or a Live Scribe pen in class.
* When practical, break assignments down into sequential steps for the class. This strategy benefits the entire class and is a good Universal Design for Instruction strategy.
* Allow preferential seating, so that the student with ADHD may select a seat near the front. This strategy places many distractions behind the student and reducing those distractions and enhancing the student’s ability to focus and be attentive.
* Face the class when speaking. Read what you have written on the board.
* Provide the student with ADHD a copy of your handouts and PowerPoints in advance, so that the student may write notes directly on the handout and/or PowerPoint as you are discussing it.
* Post handouts, PowerPoints, assignments, and notes on the class website. This strategy helps the entire class and is a good Universal Design for Instruction strategy.
* When possible, use multiple modalities when teaching. Once again, the entire class benefits and it is a good Universal Design for Instruction strategy.
* Students with ADHD may use testing accommodations. These accommodations may include extended time for exams, quizzes, in-class writing assignments, as well as the use of a distraction-reduced environment, such as the SDRS Testing Rooms. If a student qualifies for testing accommodations, it is noted on the Accommodations Letter that the faculty member receives from the Director of SDRS. Please honor the privacy and confidentiality of students using testing accommodations and do not comment in class or call attention to the fact that these students are testing in an accommodated manner.
* Be sure that, at all times, you maintain the privacy and confidentiality of the student. If you need to discuss issues or testing arrangements with the student, do so privately.

**Texas A&M University Commerce Student Disability Resources and Services**

Gee Library, Suite 162

903-886-5150

E-mail: StudentDisabilityServices@tamuc.edu

**Texas A&M University-Commerce at Frisco – 9700 Wade Blvd, University Hall 105, Frisco TX**

Frisco@tamuc.edu

(972) 377-1665

**Universities Center at Dallas – 801 Main Street, Suite C340, Dallas TX**

Dallas@tamuc.edu

(214) 954-3600

**Collin Higher Education Center – 3452 Spur 399, Mckinney, TX 75069**

CHEC@tamuc.edu

972-599-3122

**Mesquite Metroplex Center – 2600 Motley Drive, Suite 100, Mesquite, TX 75150**

Russell.blanchett@tamuc.edu

972-882-7520

**Navarro Partnership – 3200W 7th Avenue, Corsicana, TX 75110**

Virginia.monk@tamuc.edu

903-875-7619

***REMEMBER****:*

**ALL** students must meet the same academic standards for credit in your class. Standards should NOT be lowered. Students with disabilities may use reasonable accommodations, but they are held to the same academic and Code of Conduct standards as any other student.