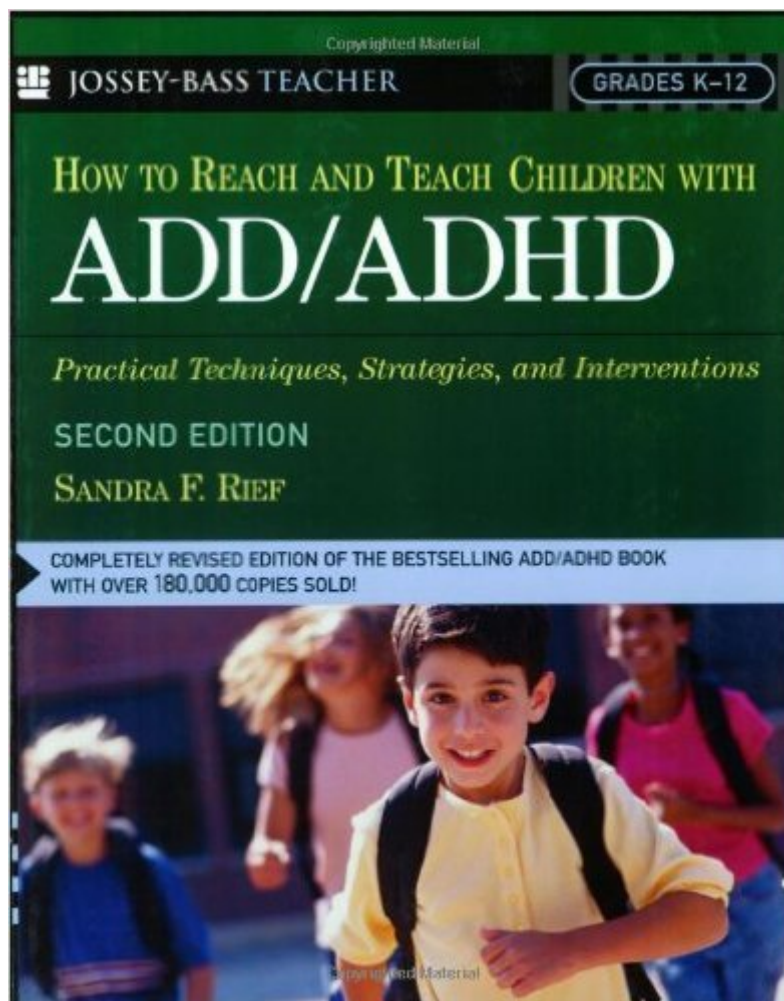


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# How To Reach And Teach Children With ADD / ADHD: Practical Techniques, Strategies, And Interventions



## Synopsis

Sandra Rief offers myriad real-life case studies, interviews, and student intervention plans for children with ADD/ADHD. In addition, the book contains best teaching practices and countless strategies for enhancing classroom performance for all types of students. This invaluable resource offers proven suggestions for: Engaging students' attention and active participation Keeping students on-task and productive Preventing and managing behavioral problems in the classroom Differentiating instruction and addressing students' diverse learning styles Building a partnership with parents and much more.

## Book Information

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Average Customer Review: 4.7 out of 5 stars [See all reviews](#) (47 customer reviews)

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## Customer Reviews

This 'manual' presents a technical and philosophical overview of the complex array of variables that factor into effective teaching of the ADHD child. The author has compassion as well as insight into the children, who often face rejection and failure. The co-occurring low self esteem can carry over a lifetime. A variety of methodologies specific to learning domains are very helpful for diagnostic purposes and lesson planning. As a principal and mental health administrator, I have this book well-placed on my shelf. I refer to it often and occasionally lend it to my staff who are searching for help with a specific child. Glancing back at the chapters as I prepared this review, I was actually astounded at the sophisticated details embedded there. In particular I think the information that supports the "multi-sensory" approach is greatly needed. The amount of times we write "multi-sensory" activities just because it fits in an IEP is amazing. My own experience with teachers is that they basically have a very limited understanding of the neurological underpinnings of sensory

and perceptual limitations. My only reservation about the book is that despite its layout, it actually is fairly theoretical. I think that when a teacher reaches for it, he or she may be looking for some more 'lesson planning' ideas and tend to gloss over the more comprehensive information. I definitely recommend the book for special education teachers who are genuinely interested in a more in-depth review, as well as for purposes of diagnostic and prescriptive planning. I also recommend it for administrators who are involved in staff development or individual supervision.

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