

Helping Young Adolescents Pay Attention

Teachers working with young adolescents face the challenge of capturing and keeping their students' attention during sessions. A wandering mind and a short attention span is natural during adolescence. In addition, some students have Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) and face even greater challenges paying attention than their peers.

Most students want to remain focused and connected to the class. When they aren't successful, be a guide and mentor. Suspend judgment and try different techniques. Convey your belief that they are capable young people and that with the right strategies and support, they can manage their own behavior. This empowering approach will result in better attention and more learning!

If you know that a student has ADD or ADHD, you can talk to their parents or caregivers and learn what techniques they find helpful at home. In addition, the following strategies can help you facilitate learning by enhancing the attention of all the students, not just those with attention issues.

Arranging Your Meeting Space

Create order and limit visual distractions. Use window shades to block out stimuli from outdoors and reduce distractibility. Keep the classroom organized: use boxes or bags to keep supplies out of sight until needed.

Consider alternative seating. Some students focus better when seated in the front, but some do better when seated in the back, on the side, or standing or sitting on the floor. Be flexible and let the students choose what works best for them.

Downsize. In class, taking turns answering questions can make focusing difficult if there is a long listening time. Try pairs or small groups of three, or solicit only three "sample" responses from larger groups.

Allow breaks. Young people need frequent breaks. Short breaks that allow them to stand, stretch, or walk around the room can help reduce stress and increase focus.



Attention-Enhancing Strategies

- Create order.
- Limit visual distractions.
- Be flexible about seating.
- Use smaller groups.
- Give regular breaks.
- Communicate in more than one way.
- Check for understanding.
- Give step-by-step instructions.



Giving Instructions

Use multiple modes. Using multiple communication techniques enables teachers to reach more students. Keep in mind that some students focus best by listening, some by watching, and some by doing. Write instructions on the board, but also demonstrate the steps as you read the instructions aloud.

Communicate one step at a time. The students may have difficulty retaining multistep instructions. Communicate steps one at a time, allowing them to complete each step before going on to the next, or provide a written reference on the board or an index card.

Check for understanding. After you give instructions, check for understanding. Use prompts such as "Who can tell me what we're going to do next?" Avoid questions that have yes or no answers, such as "Does everyone understand?" Some students might think they understand when they do not.

Helping Distracted Students Refocus

Despite all your efforts, some students may still become distracted. Avoid embarrassing them; gently invite them back into focus using these subtle techniques:

Note physical proximity. Walking close by can refocus students who are "lost in thought." Integrate this into your natural movement so it is not seen as a disciplinary action.

Create personal signals. A personal signal is a phrase or action agreed upon in advance by you and a student to alert them to refocus. Examples include a statement like "Think about this . . ." or an action such as a hand on the shoulder or a finger snap.

