Disability Resources for Students

110 Wilder Tower

Memphis, TN 38152

Office: 901-678-2880

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www.memphis.edu

**Instructions:**

1. Replace **STUDENT NAME** with your first and last name (and the name you go by in parentheses, if different).
2. Replace **NAME** with the name you would like your professor to use to address you.
3. Choose the appropriate pronoun where you see **he/she/they** or **him/her/them**.
4. Follow the instructions in red (contained within parentheses) and remove them from the letter when you are finished making changes.
5. Remove these instructions from the letter.
6. Send personalized letter to your DRS coordinator in a word document that is attached. DO NOT create a link, a pdf, or a shared document. Your coordinator will sign the document and return it to you so that you can share it with your faculty.

Dear Professor,

I am writing to introduce you to **STUDENT NAME**, who is copied on this message. If **NAME** decides to request specific academic accommodations, you will receive a faculty notification email with details on those accommodations and information on arranging any needed testing accommodations.

This is NOT an accommodation notice. The intent of this email is to foster understanding and facilitate communication. Below, you will find information that might apply to **NAME** and tools that may be useful in the classroom for **him/her/them** as well as other students.

**NAME** has been diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD), which can affect concentration, organization, and managing tasks. Here are some specific examples of things that **NAME** may struggle with (please remove anything that doesn’t apply and feel free to add other descriptors):

* Difficulty concentrating in class, especially during long lectures
* Challenges with time management and meeting deadlines
* Tendency to lose track of details and instructions
* Feeling overwhelmed with large assignments or multiple tasks
* Difficulty following multi-step instructions
* Inconsistent performance, often dependent on the level of interest in the topic
* Impulsivity in responding or acting without thinking through consequences
* Hyperactivity, including restlessness or fidgeting
* Trouble with organization and keeping track of materials and assignments

**Here are some tips that might be helpful for NAME:** (Please make this area specific to you by removing anything that will not be helpful)

* Provide clear, concise instructions and repeat them if necessary. Written instructions in addition to verbal ones can be very helpful.
* Break down large assignments into smaller, more manageable tasks with individual deadlines.
* Allow the use of organizational tools such as planners, checklists, and apps designed to manage time and tasks.
* Offer reminders about upcoming deadlines and tests.
* Allow **him/her/them** to take short breaks during long lectures to help maintain focus.
* Be patient with **him/her/them** if **he/she/they** need(s) more time to process information or complete tasks.
* Encourage **him/her/them** to sit at the front of the class to minimize distractions.
* Provide frequent and specific feedback on **his/her/their** progress.
* Allow the use of fidget tools or other non-disruptive items to help with focus.
* Encourage **him/her/them** to ask questions if something is unclear and to seek clarification as needed.
* Structure group work carefully, providing clear roles and responsibilities.
* Allow **him/her/them** to use assistive technology, such as speech-to-text software, if needed.
* Use different types of teaching methods to keep lectures engaging. For example, lecturing for 15 minutes, then breaking the lecture up with class discussion, activity, or video before returning to lecturing.
* Create easy-to-follow lecture slides and share them with the class.
* Offer office hours or additional support for planning and organizing study schedules and assignments.
* Be understanding of varying performance levels and work with **him/her/them** to identify strategies that can help.

If you have any questions or concerns, please contact the Disability Resources for Students at 901-678-2880.

You are strongly encouraged to try these suggestions to improve **NAME**'s learning outcomes, though you are not mandated to follow all the tips listed. I greatly appreciate your efforts to understand and assist **NAME** in being successful in your class.

Kind Regards,

DRS Coordinator Name and Title

Disability Resources for Students

110 Wilder Tower

901-678-2880 (Voice)

Drs coordinator Email