



UNIVERSITY OF  
NOTRE DAME

# PIE-LIGHTS FOR INCLUSION

WELCOME  
SERVE  
CELEBRATE

PROGRAM FOR INCLUSIVE EDUCATION

# MONTHLY THEMES

**SENSORY  
INTEGRATION**  
DECEMBER

**ATTENTION**

**PARTICIPATION**

**EMOTIONAL  
REGULATION**

**ENGAGEMENT**  
OCTOBER

**STUDENT  
INTERESTS**

**ORGANIZATION**

**ACADEMIC  
SKILLS**

**CLASSROOM  
CULTURE**  
NOVEMBER

**JANUARY**  
2024

# A T T E N T I O N

Inattention is a symptom of several conditions. ADHD is the most prevalent, but students may also exhibit inattentiveness given:

- Anxiety
- Trauma
- Obsessive-Compulsive Disorder
- Physiological Needs: tired, hungry, ill ([Child Mind Institute](#)).

Intervening with inattention may differ depending on the condition. Nonetheless, there are instructional strategies for inattention that support all of the above.

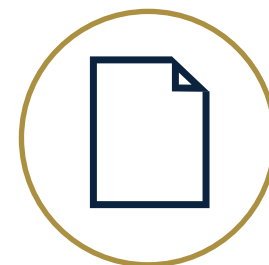
# 9.8%

IT IS ESTIMATED THAT 9.8% OF SCHOOL-AGED CHILDREN HAVE ADHD, WITH THE INATTENTIVE TYPE COMPRISING 45% OF ELEMENTARY CASES AND 72% OF ADOLESCENT CASES.

*CDC, 2022; WILCUTT, 2012*

H I G H L I G H T E D

# RESOURCE



The American Psychological Association (APA) outlines practical information for identifying behaviors related to inattention and distractability, while providing general solutions. Discover some Dos and Don'ts in the APA's *Students Experiencing Inattention and Distractability*.

# H I G H L I G H T E D S T R A T E G Y

Opportunities to Respond (OTR) is an evidence-based, instructional practice that elicits student participation during lessons. High rates of OTRs have increased on-task behavior and reduced levels of inattentiveness (Hayden et al., 2012). The Center for Intervention Research in Schools at Ohio University outlines the use of OTRs with multiple examples for the K-12 classroom in [Opportunities to Respond \(OTR\) for Increasing Student Engagement](#).



Click the link to learn more.