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PREMIUM EDUCATIONAL RESOURCES

PREMIUM MEGA BUNDLE

ADHD Classroom Toolkit

A complete visual-support system for focus, regulation, and independence — designed for general and special-education classrooms.

INSIDE THIS BUNDLE

- Teacher Implementation Guide
- ADHD Evidence Base & Strategies
- Visual Schedule System
- 48 Task-Breakdown Cards
- Transition Warning System
- Self-Regulation Check-In Tools
- Calm-Down Corner 5-Poster Set
- Behavior Data Tracking Sheets
- Reward & Incentive System
- Parent Communication Templates
- IEP / 504 Accommodation Guide
- Sensory Break Menu
- Grade-Band Differentiation

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PREMIUM EDUCATIONAL RESOURCES

EDITION

2025 / V2

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Everything in this premium mega bundle, organized in the order you will likely use it. Print only what you need, or print the full system for a complete classroom transformation.

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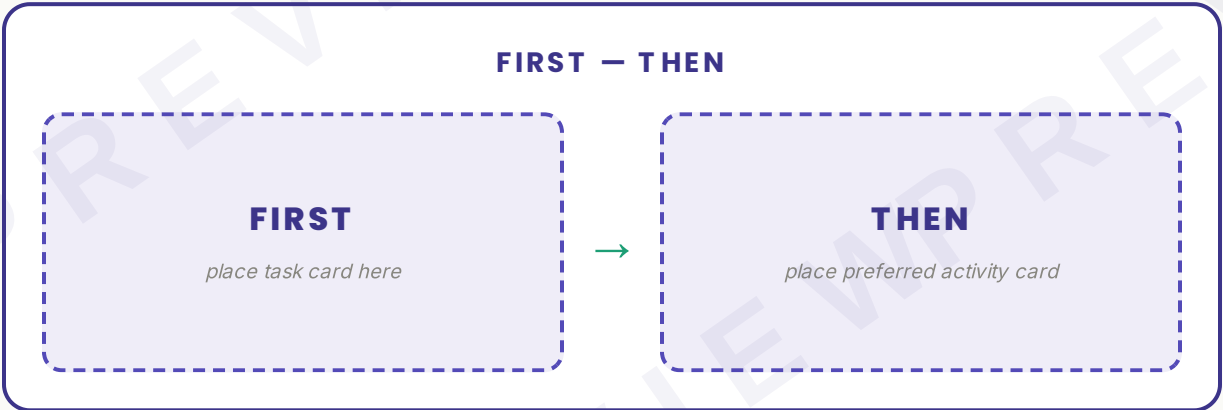
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Visual Schedule System

The visual schedule is the single most powerful tool in this bundle. Post the First/Then board at student eye level near the desk or carpet area. Use the Daily Schedule Strip for the whole-class daily routine. Cut out and laminate all schedule headers and use them to label transitions throughout the day.

First / Then Board



Use for any student who stalls on a non-preferred task. "First math, then recess." Laminate and attach task cards with hook-and-loop dots so the board can be updated throughout the day.

Daily Schedule Strip

OUR DAILY SCHEDULE			
Time	Activity	Time	Activity

Task-Breakdown Cards

A set of 48 cut-out cards across six categories. Print on cardstock, laminate, and attach hook-and-loop dots to the back. Use on schedule boards, First/Then boards, or as standalone prompts on a student's desk.

MORNING ROUTINE

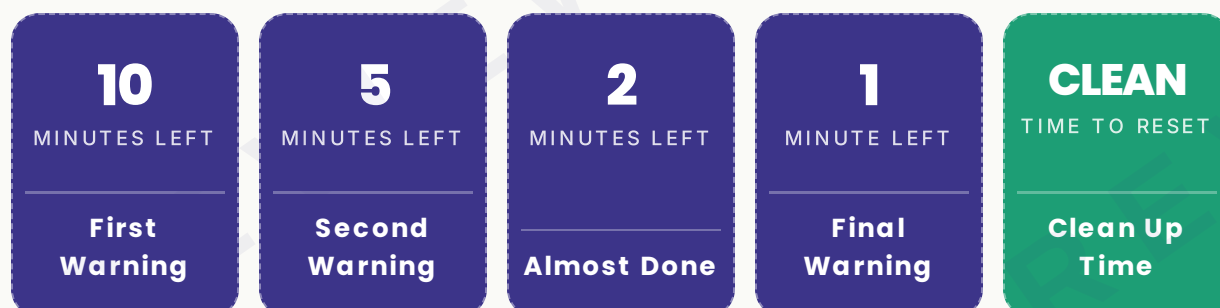
01  Morning Routine	02  Unpack Backpack	03  Lunch Count	04  Calendar Time
05  Attendance	06  Morning Work	07  Put Away Coat	08  Sharpen Pencils

ACADEMIC

09  Math Class	10  Reading Time	11  Writing Workshop	12  Science Lab
13  Social Studies	14  Listen to Speaker	15  Group Work	16  Independent Work

Transition Warning System

Hold these cards up or place them on the board to signal time remaining before a transition. The countdown format makes abstract time concrete — a critical support for students with ADHD who struggle with time perception.



How to Use the Transition Warning System

Begin by displaying the “10 Minutes Left” card at the start of any activity that will last longer than ten minutes. As the activity progresses, swap cards at the ten-, five-, two-, and one-minute marks so the visual countdown is always current. Pair each card change with a verbal cue — for example, “I’m putting up the 5-minute card. That means we have five more minutes of writing before recess.” When the “Clean Up Time” card goes up, students know to begin the transition routine. For younger students or those with significant time-perception challenges, pair the cards with a visual timer (such as a Time Timer) so they can see the time disappearing alongside the number on the card.

Transition Scripts & Chants

Pair the visual cards with a consistent verbal script to give students an auditory anchor in addition to the visual one. Sample scripts include: “Five more minutes, finish your thought, then we transition.” For younger students, use a rhythmic chant like “Five more minutes to play, then we put our things away.” For older students, simply state the transition card and the next activity: “Two-minute card is up. Next is independent reading — get your book box ready.” Consistency matters more than the exact words you choose — pick one script per transition type and use it every single time for the first month.

COMMON PITFALL

Inconsistent use is the number-one reason transition warnings fail. If you sometimes give a 5-minute warning and sometimes do not, students learn they cannot trust the visual cue. Use the system every single time, even when you are tired or rushed. Build it into your lesson plan template so you do not forget.

Self-Regulation Check-In Tools

A multi-tool set for helping students notice, name, and regulate their internal state.

Adapted from Leah Kuypers' Zones of Regulation framework, with a feeling thermometer, body check, and energy meter for differentiated use.

Zones of Regulation Check-In

GREEN

Ready to Learn
Happy · Focused · Calm

YELLOW

Silly / Wiggly
Excited · Anxious ·
Bouncy

BLUE

Sad / Tired
Slow · Bored · Sleepy

RED

Out of Control
Angry · Yelling ·
Meltdown

Have students place a clothespin, magnet, or sticker on the zone they are in. Check in twice daily — morning and after lunch — for the first month. Goal is awareness, not always being in green.

Feeling Thermometer

FEELING THERMOMETER — HOW BIG IS MY FEELING?

1

Tiny

2

Small

3

Medium

4

Big

5

Huge

A level 3 or above means it is time to use a regulation strategy. At level 4 or 5, take a calm-down break before returning to learning.

Energy Meter

LOW ENERGY

Need a movement break or water

JUST RIGHT

Ready to focus and learn

HIGH ENERGY

Need a calming strategy or break

Calm-Down Corner: Poster Set

A five-poster set for your designated calm-down area. Print each poster on letter-size cardstock, laminate, and post at student eye level. Pair with a basket containing the calm-down tools shown on poster 4.

CALM-DOWN CORNER · POSTER 1

I Can Take A Break

When my body or my brain needs a reset, I can follow these five steps.

- 1 Stop and Breathe.** I notice I need a break. I walk to the calm-down corner.
- 2 Count to 10.** I take ten slow breaths while I count. In through my nose, out through my mouth.
- 3 Squeeze a Tool.** I pick one calm-down tool from the basket — a stress ball, sensory bottle, or playdough.
- 4 Draw a Picture.** I draw how I feel or what happened. This helps my brain slow down.
- 5 Return to Learn.** When my body is calm and my brain is ready, I go back to my class.

I am building my self-regulation muscle. ✨

TEACH BEFORE YOU NEED IT

Introduce this poster during a calm moment, not during a meltdown. Role-play each step with the whole class so students know exactly what to do before they ever need to use the corner. Practice at least three times before letting a student use it independently.

Calm-Down Corner: Positive Affirmations

CALM-DOWN CORNER · POSTER 5

Positive Affirmations

I read one out loud. I say it three times. I believe it.

I am calm.

I am safe.

I can do hard things.

I am loved.

I am brave.

I am learning.

My feelings are okay.

I can ask for help.

I am in control of me.

I can try again tomorrow.

I am enough, exactly as I am. ✨

WHY AFFIRMATIONS WORK

Repeated positive self-talk helps rewire the brain's stress response. Students with ADHD often internalize years of negative feedback — affirmations give them an alternative script. Encourage students to choose the affirmation that feels most relevant in the moment, not just recite all ten.

Reward & Incentive System

A token economy board, reward menu, and goal-setting sheet. Use 1:1 with target students rather than as a whole-class system. Goal is to fade the tangible rewards over time as intrinsic motivation builds.

Token Economy Board

MY GOAL THIS WEEK







Place a token sticker in each circle as the student earns it. Ten tokens = one reward.







 **My Reward When I Fill All Ten:** _____

Reward Menu (Sample)

FREE	SMALL	MEDIUM	BIG
Sticker	Fancy eraser	Lunch with teacher	Game time (10 min)
Pencil grip	Brainteaser	Special job	Show-and-tell
Seat choice	Read to class	Free drawing time	Classroom helper
Line leader	5-min brain break	Music during work	Bring a stuffed friend
1 token	3 tokens	5 tokens	10 tokens

Goal-setting: Have the student write one daily goal each morning on a sticky note. At day's end, reflect together on what went well. This pairs naturally with the token economy.

IEP / 504 Accommodation Reference

A quick-reference table of common classroom accommodations for students with ADHD, organized by category. Use during IEP or 504 meetings, or when planning supports for a struggling student.

Category	Accommodation	Implementation Tip
INSTRUCTIONAL	Break multi-step directions into single steps. Have student repeat back.	Use the task-breakdown cards from Section 05. Pair each step with a visual cue.
INSTRUCTIONAL	Preferential seating near teacher, away from doors, windows, and high-traffic areas.	Use a "U-shaped" or front-row seat. Avoid seating next to chatty peers.
INSTRUCTIONAL	Provide a visual schedule and post the daily agenda.	Use the Daily Schedule Strip from Section 04. Review at the start of each day.
ENVIRONMENTAL	Reduce visual clutter on walls and desks. Use muted colors where possible.	Keep only current-relevant posters up. Store the rest. Less is more.
ENVIRONMENTAL	Provide a quiet calm-down corner with sensory tools.	Use the 5-poster set from Section 08. Stock basket with tools from Poster 4.
ENVIRONMENTAL	Allow use of fidget tools, wiggle cushion, or standing desk.	Teach expected use first. Fidget is a tool, not a toy. If it becomes a distraction, swap it.
ASSESSMENT	Extended time on tests (typically time-and-a-half).	Build into your testing routine so the student does not feel singled out.
ASSESSMENT	Read directions aloud. Allow oral responses in place of written.	Use a scribe or recording device. Focus on what the student knows, not the format.
ASSESSMENT	Reduce length of assignments when the standard is mastery, not volume.	Odd-numbered problems only. Every other question. State the goal explicitly.
BEHAVIORAL	Implement a daily behavior tracking sheet with home-school communication.	Use the forms in Section 09 and Section 11. Keep tone positive, not punitive.
BEHAVIORAL	Provide frequent scheduled movement breaks (every 20 to 30 minutes).	Use the Sensory Break Menu in Section 13. Build into the schedule, not as a reward.
BEHAVIORAL	Token economy or behavior contract with concrete, achievable goals.	Use the reward system in Section 10. Adjust goals weekly based on data.

Disclaimer: This reference is informational only. IEP and 504 plans are legally binding documents governed by IDEA and Section 504 of the Rehabilitation Act. Always implement accommodations

Grade-Band Differentiation Guide

The tools in this bundle work across grade bands with simple adaptations. Use this guide to scale supports up or down depending on your students' developmental levels.

Kindergarten — Grade 2	Grade 3 — Grade 5	Grade 6 — Grade 8
- Use real photographs on task cards instead of icons for non-readers. - First/Then board is the primary schedule — daily strip is too abstract. - Check in with zones every 60 to 90 minutes — emotional states shift quickly. - Calm-down corner: 3 to 5 minute max. Provide direct adult coaching. - Reward tokens earned within the same day — delayed gratification is hard. - Use rhythmic chants for transitions. Movement-based learning is essential. - Read affirmations aloud together. Use mirror for practice.	- Full daily schedule strip with times. Student helps build the schedule. - Introduce the Feeling Thermometer alongside the Zones check-in. - Calm-down corner: independent use with 5 to 7 minute cap. Visual timer provided. - Token economy: tokens earned across 2 to 3 days, then redeemed. - Student leads daily goal-setting. Teacher reviews and adjusts. - Introduce 4-7-8 and Box Breathing. Teach the science of why it works. - Begin teaching self-advocacy: student asks for breaks, not just accepts them.	- Move from public schedule to personal planner or digital schedule. - Feeling Thermometer becomes primary; Zones may feel babyish — rebrand as “Energy Check.” - Calm-down corner rebranded as “Reset Station.” Student-managed, no time cap. - Token economy shifts to long-term goal setting (weekly or biweekly). - Student owns the home-school note — teacher reviews, student completes. - Teach executive function skills explicitly: planning, prioritizing, self-monitoring. - Affirmations become personalized mantra cards. Student writes their own.

Universal Adaptations

Regardless of grade band, three principles remain constant. First, the student must help choose which supports they use — forced support feels like punishment, while chosen support builds agency. Second, supports should be normalized as classroom tools available to everyone, not singled out for one student. Third, fade supports as soon as the student demonstrates sustained success without them — the goal is independence, not permanent scaffolding.

FADING SUPPORTS

When a student has used a support successfully for 4 to 6 weeks, begin fading. First, increase the distance between student and support (move schedule farther away). Next, decrease the frequency (check-in once a day instead of twice). Finally, remove the support entirely but keep it accessible in case of regression. If the student struggles, return to the previous level of support without commentary.



PREVIEW

FULL BUNDLE CONTENTS

What You'll Get in the Full Bundle

27 pages • 14 sections • 48 task cards • 5 posters

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02 Understanding ADHD in the Clas...

03 Teacher Implementation Guide

04 Visual Schedule System

05 48 Task-Breakdown Cards

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