

## Detailed 4-Week Plan for Gifted Students with ADHD

### Week 1: Orientation and Behavior Organization

Objectives	Create an engaging learning environment that minimizes distractions. Help the student regulate attention in short intervals.
Individual Activities	Develop a visual schedule (pictures/colors) to organize the school day. Short individual task (5 minutes): Solve a number puzzle or match words and pictures. Cognitive movement exercise: 'Stop – Think – Act' before each task.
Follow-up Tools	Daily behavior checklist (✓ for focus – ✗ for distraction).
Expected Outcomes	Increase in attention span and engagement in individual activities.

### Week 2: Enhancing Attention through Challenges

Objectives	Improve concentration using fun and short activities. Build confidence through quick achievements.
Individual Activities	Individual challenge: Solve 3 logic problems in less than 10 minutes. Creative task: Drawing or assembling a small model (wooden/paper pieces). Short reading task (small paragraph) with quick questions.
Follow-up Tools	Weekly achievement log with motivational stickers.
Expected Outcomes	Improvement in completing individual tasks within the set time.

### Week 3: Channeling Energy into Creativity

Objectives	Transform hyperactivity into a drive for creativity. Engage the student in tasks requiring deep but short, segmented thinking.
Individual Activities	Mini-project: Invent a product idea or simple scientific experiment and display it on a poster. Individual task: Write 3 ideas to solve a real-life problem (using words/drawings). Quick-thinking challenge: List 5 new uses for a familiar object (e.g., a pen).
Follow-up Tools	Creativity log recording ideas and products.
Expected Outcomes	Production of an idea or simple project showcasing the student's talent.

### Week 4: Evaluation and Sustaining Progress

Objectives	Assess behavioral and academic progress during the past weeks. Reinforce self-regulation strategies.
Individual Activities	Assessment activity: Repeat one task from Week 1 and compare performance. Final individual project: Short presentation (poster, video, or comic) of achievements. Reflection session: Student identifies 3 strengths and 3 areas of need.
Follow-up Tools	Comparison of Week 1 and Week 4 results + individual report.
Expected Outcomes	Personalized follow-up plan showing how the student can use talent while managing distractions.

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## Unified Follow-Up Form for Twice-Exceptional Gifted Students

### Basic Information

Student Name: \_\_\_\_\_

Grade/Age: \_\_\_\_\_

Type of Disability: \_\_\_\_\_

Talent Area: \_\_\_\_\_

Period (Week/Date): \_\_\_\_\_

### Weekly Follow-Up Table

Week	Objectives	Individual Activities	Achievement Level (✓ / ✗ / Partial)	Notes	Recommendations
1					
2					
3					
4					

### Behavioral Characteristics Observation Card

Domain	Observation	Achieved (✓/✗)	Additional Notes
Focus and Attention			
Participation in Activity			
Creativity and Innovation			
Adaptation to Challenges			
Use of Assistive Tools (Braille / Auditory / Mobility)			

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## Final Evaluation Page (After 4 Weeks)

Strengths Observed: \_\_\_\_\_

Main Challenges: \_\_\_\_\_

Level of Goal Achievement: \_\_\_\_\_

Future Recommendations: \_\_\_\_\_