

## **HANDOUTS**

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# ATTENTION DEFICIT DISORDERS

## Suggested Classroom Accommodations for Specific Behaviors

Although the information provided below is designed to be used with students with Attention Deficit Disorders, much of it is useful for students with a wide range of learning disabilities. CASP Today thanks the ADHD Task Force of the Anchorage, Alaska, School District, for its permission to reprint this data. - Editor

WHEN YOU SEE THIS BEHAVIOR	TRY THIS ACCOMMODATION
<p>1. Difficulty following a plan (has high aspirations, but lacks follow-through); sets out to "get straight As, ends up with Fs. (Sets unrealistic goals.)</p>	<ul style="list-style-type: none"> <li>● Assist student in setting long-range goals; break the goal into realistic parts.</li> <li>● Use a questioning strategy with the student. Ask "What do you need to be able to do this?" Keep asking that question until the student has reached an obtainable goal.</li> <li>● Have student set clear timelines for what he needs to do to accomplish each step. (Monitor student's progress frequently.)</li> </ul>
<p>2. Difficulty sequencing and completing steps to accomplish specific tasks, e.g. writing a book report, term paper, organizing paragraphs, division problem, etc.</p>	<ul style="list-style-type: none"> <li>● Break up task into workable and obtainable steps.</li> <li>● Provide examples and specific steps to accomplish task.</li> </ul>
<p>*3. Shifting from one uncompleted activity to another without closure.</p>	<ul style="list-style-type: none"> <li>● Define the requirements of a completed activity. For example, "Your math is finished when all six problems are complete and correct; do not begin on the next task until it is finished."</li> </ul>
<p>*4. Difficulty following through on instructions from others.</p>	<ul style="list-style-type: none"> <li>● Gain student's attention before giving directions. Use alerting cues.</li> <li>● Accompany oral directions with written directions.</li> <li>● Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions.</li> <li>● Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in student's notebook.</li> </ul>
<p>5. Difficulty prioritizing from most to least important.</p>	<ul style="list-style-type: none"> <li>● Prioritize assignments and activities.</li> <li>● Provide a model to help students. Post the model and refer to it often.</li> </ul>
<p>6. Difficulty sustaining effort and accuracy over time.</p>	<ul style="list-style-type: none"> <li>● Reduce assignment length and strive for quality rather than quantity.</li> <li>● Increase the frequency of positive reinforcements. Catch the student doing it right and let him or her know it.</li> </ul>
<p>7. Difficulty completing assignments.</p>	<ul style="list-style-type: none"> <li>● List and/or post (and say) all steps necessary to complete each assignment.</li> <li>● Reduce the assignment into manageable sections with specific due dates.</li> <li>● Make frequent checks for work/assignment completion.</li> <li>● Arrange for the student to have a "study buddy" with phone number in each subject area.</li> </ul>
<p>8. Difficulty with any task that requires memory.</p>	<ul style="list-style-type: none"> <li>● Combine seeing, saying, writing, and doing; student may need to subvocalize to remember.</li> <li>● Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions).</li> </ul>

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<p>9. Difficulty with test taking.</p>	<ul style="list-style-type: none"> <li>● Allow extra time for testing; teach test-taking skills and strategies; and allow student to be tested orally.</li> <li>● Use clear, readable and uncluttered test forms. Use test format that the student is most comfortable with. Allow sample spaces for student response. Consider having lined answer spaces for essay or short answer tests.</li> </ul>
<p>10. Confusion from non-verbal cues (misreads body language, etc.)</p>	<ul style="list-style-type: none"> <li>● Directly teach (tell the student) what non-verbal cues mean. Model and have student practice reading cues in a safe setting.</li> </ul>
<p>11. Confusion from written material; difficulty finding the main idea of a paragraph; attributes greater importance to minor details.</p>	<ul style="list-style-type: none"> <li>● Provide student with copy of reading material with main ideas underlined or highlighted.</li> <li>● Provide an outline of important points from reading material.</li> <li>● Teach outlining, main-idea/details concepts</li> <li>● Provide tape of text/chapter.</li> </ul>
<p>12. Confusion from spoken material, lectures and AV material. Difficulty finding main idea from presentation, attributes greater importance to minor details.</p>	<ul style="list-style-type: none"> <li>● Provide student with a copy of presentation notes.</li> <li>● Allow peers to share carbon-copy notes from presentation. Have student compare own notes with copy of peer's notes.</li> <li>● Provide framed outlines of presentations, introducing visual and auditory cues to important information.</li> <li>● Encourage use of tape recorder.</li> <li>● Teach and emphasize key words. "The following..."; "the most important point...", etc.</li> </ul>
<p>*13. Difficulty sustaining attention to tasks or other activities. Easily distracted by extraneous stimuli.</p>	<ul style="list-style-type: none"> <li>● Reward attention. Break up activities into small units. Reward for timely accomplishments.</li> <li>● Use physical proximity and touch. Use earphones and/or study carrels, quiet place, or preferential seating.</li> </ul>
<p>*14. Frequent messiness or sloppiness.</p>	<ul style="list-style-type: none"> <li>● Teach organization skills. Be sure student has daily, weekly, and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers; reduce distractions.</li> <li>● Give reward points for notebook checks and proper paper format.</li> <li>● Provide clear copies of worksheets and handouts and consistent format for worksheets. Establish a daily routine, provide models for what you want the student to do.</li> <li>● Arrange for a peer who will help him with organization.</li> <li>● Assist student to keep materials in a specific place, e.g. pencils and pens in pouch.</li> <li>● Be willing to repeat expectations.</li> </ul>
<p>15. Poor handwriting, (often mixing cursive with manuscript and capitals with lower-case letters.)</p>	<ul style="list-style-type: none"> <li>● Allow for a scribe and grade for content, not handwriting. Allow for use of a computer or typewriter.</li> <li>● Consider alternative methods for student responses, e.g., tape recorder, oral reports, etc.</li> <li>● Don't penalize student for mixing cursive and manuscript. Accept any method of production.</li> </ul>
<p>16. Difficulty with fluency in handwriting e.g. good letter/word production but very slow and laborious.</p>	<ul style="list-style-type: none"> <li>● Allow for shorter assignments (quality vs quantity).</li> <li>● Allow alternate method of production (computer, scribe, oral presentation, etc.)</li> </ul>
<p>17. Poorly developed study skills</p>	<ul style="list-style-type: none"> <li>● Teach study skills specific to the subject areas - organization (e.g. assignment calendar), textbook reading, notetaking (finding main ideas/detail, mapping, outlining), skimming, summarizing).</li> </ul>

<p>18. Poor self-monitoring, e.g. careless errors in arithmetic, spelling, reading.</p>	<ul style="list-style-type: none"> <li>● Teach specific methods of self monitoring, e.g. "stop-look-listen."</li> <li>● Have student proofread finished work when it is cold.</li> </ul>
<p>19. Low fluency or production of written material (takes hours on a 10 minute assignment).</p>	<ul style="list-style-type: none"> <li>● Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation graphs maps, pictures, etc., with reduced written requirements.)</li> <li>● Allow for alternative method of writing, e.g., typewriter, computer, cursive or printing, or a scribe.</li> </ul>
<p>*20. Apparent inattention (underactive, daydreaming, "not there.")</p>	<ul style="list-style-type: none"> <li>● Get student's attention before giving directions. Tell the student how to pay attention; "Look at me when I talk." "Watch my eyes when I speak." Ask student to repeat directions.</li> <li>● Attempt to actively involve student in lesson, e.g., cooperative learning.</li> </ul>
<p>*21. Difficulty participating in class without being interruptive; difficultly working quietly.</p>	<ul style="list-style-type: none"> <li>● Seat student in close proximity to the teacher.</li> <li>● Reward appropriate behavior; catch student "being good."</li> <li>● Use study carrel if appropriate.</li> </ul>
<p>*22. Inappropriate seeking of attention. Clowns around, exhibits loud, excessive or exaggerated movements as attention-seeking behavior, interrupts, butts into other children's activities, needles others.</p>	<ul style="list-style-type: none"> <li>● Show student (model) how to gain other's attention appropriately.</li> <li>● Catch the student when appropriate and reinforce.</li> </ul>
<p>*23. Frequent, excessive talking.</p>	<ul style="list-style-type: none"> <li>● Teach student hand signals and use to tell student when and when not to talk.</li> <li>● Make sure student is called when it is appropriate and reinforce listening.</li> </ul>
<p>24. Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to find pencil; gives up; refuses to leave previous task; appears agitated during change.</p>	<ul style="list-style-type: none"> <li>● Program child for transitions. Give advance warning when a transition is going to take place. "Now we are completing the worksheet; next we will..."; and the expectations for the transition, "and you will need...".</li> <li>● Specifically assign and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment.</li> <li>● Have specific locations for all materials, e.g., pencil pouches, tabs in notebooks, etc.</li> <li>● Arrange for an organized helper (peer).</li> </ul>
<p>25. Difficulty remaining seated or in a particular position when required to.</p>	<ul style="list-style-type: none"> <li>● Give student frequent opportunities to get up and move around. Allow space for movement.</li> </ul>
<p>26. Frequent fidgeting with hands, feet or objects, squirming in seat.</p>	<ul style="list-style-type: none"> <li>● Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration).</li> <li>● Allow alternative movement when possible.</li> </ul>
<p>27. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.</p>	<ul style="list-style-type: none"> <li>● Seat student in close proximity to teacher so that visual and physical monitoring of student behavior can be done by the teacher.</li> <li>● State behavior that you do want. Tell the student how you expect him to behave.</li> </ul>
<p>28. Agitation under pressure and competition (academic or athletic).</p>	<ul style="list-style-type: none"> <li>● Stress effort and enjoyment for self, rather than competition with others.</li> <li>● Minimize timed activities; structure class for team effort and cooperation.</li> </ul>

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<p>29. Inappropriate behaviors in a team or large group sport or athletic activity. Difficulty waiting for turn in games or group situations.</p>	<ul style="list-style-type: none"> <li>● Give the student a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.); consider leadership role.</li> <li>● Have the student in close proximity to teacher.</li> </ul>
<p>30. Frequent involvement with physically dangerous activities without considering possible consequences.</p>	<ul style="list-style-type: none"> <li>● Anticipate dangerous situations and plan for in advance.</li> <li>● Stress stop-look-listen.</li> <li>● Pair with responsible peer. Rotate responsible students so that they don't wear out.</li> </ul>
<p>31. Poor adult interactions. Defies authority, Sucks up Hangs on.</p>	<ul style="list-style-type: none"> <li>● Provide positive attention.</li> <li>● Talk with student individually about the inappropriate behavior. "What you are doing is ...". "A better way of getting what you want is..."</li> </ul>
<p>32. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, poor self-esteem.</p>	<ul style="list-style-type: none"> <li>● Structure for success.</li> <li>● Train student for self-monitoring, reinforce improvements, teach self-questioning strategies. (What am I doing? How is that going to effect others?)</li> <li>● Allow opportunities for the student to show his strength.</li> <li>● Give a positive recognition.</li> </ul>
<p>35. Difficulty using unstructured time, recess, hallways, lunchroom, locker room, library, assembly.</p>	<ul style="list-style-type: none"> <li>● Provide student with a definite purpose during unstructured activities. "The purpose of going to the library is to check out..."</li> <li>● Encourage group games and participation, e.g. organized school clubs and activities.</li> </ul>
<p>*36. Losing things necessary for task or activities at school or at home, e.g. pencils, books, assignments before, during and after completion of a given task.</p>	<ul style="list-style-type: none"> <li>● Help student organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks.</li> <li>● Provide positive reinforcement for good organization. Provide student with a list of needed materials and their locations.</li> </ul>
<p>37. Poor use of time, e.g. sitting, staring off into space, doodling, not working on task at hand.</p>	<ul style="list-style-type: none"> <li>● Teach reminder cues. e.g., a gentle touch on the shoulder, hand signals, etc.</li> <li>● Tell the student your expectations of what paying attention looks like. "You look like you are paying attention when..."</li> <li>● Give the student a time limit for a small unit of work with positive reinforcement for accurate completion.</li> <li>● Use of contract, timer, etc., for self-monitoring.</li> </ul>

\*Most dominant behaviors displayed by students with Attention Deficit Disorders.

# Classroom Management of ADHD

Joanne M. Weigel, M.D.

1. Remember that the ADHD child has a neurological deficit in focusing attention, and that his poor school performance is not volitional.
2. Provide a quiet area for independent work with as few distractions as possible. Children with ADHD have difficulty ignoring sensory input, and mechanical aids such as study carrels or foam ear plugs may be periodically necessary to diminish distraction.
3. Make sure you have the child's attention before giving directions, then check the child's understanding of the direction by having him repeat it.
4. Provide ample time for completing assignments. Doubling the allotted time over the expected time may be necessary for satisfactory task completion. Breaking assignments down into small, easily finished sections may be necessary. Extra time for taking tests will frequently improve test results.
5. Do not expect neat work. Children with ADHD often have fine motor immaturity or deficiencies which make writing and other fine motor tasks difficult for them. Their impulsivity leads to frequent errors, and their short attention span leads to deteriorating quality as the tasks become longer. Papers tend to be messy with lots of erasures, crossing out, and deteriorating penmanship. Children who learn to use a computer for writing assignments will have a significant advantage over those who do not. Alternate methods of completing assignments may be necessary, such as orally instead of written.
6. Compile a list of characteristics or behaviors that the child can be legitimately praised for and praise him often.
7. Use a behavior system appropriate for the child's level of development. Use stars, tokens or check lists to monitor and reinforce behaviors such as staying on task and task completion, neatness, independence, keeping up assignment sheets, staying in seat, quiet working, ignoring distractions, etc.
8. Limit group assignments. Children with ADHD are more distracted and distracting in group settings. When a child with ADHD is involved in group work, expectations for behavior and the child's contribution to the group work, need to be carefully defined and frequently monitored.
9. Maintain contact with your child's parents and physician. If a child is on medication, his physician may ask for periodic completion of questionnaires or telephone contact to monitor the medication effects. Parents need to be apprised of their child's areas of improvement as well as problem areas, especially if progress is not obvious. Daily or weekly brief progress notes are helpful to parents who are trying to monitor their child's school performance.

# Classroom Teaching Strategies: Increasing and Maintaining Active Engagement

## HAND AND FINGER SIGN

- Allows students a consistent way of responding to the teacher or other students
- Allows the flow of the instruction to continue
- Allows ALL students to participate without distracting from the lesson
- Encourages students to listen to each other and stay focused during discussions

*Examples:*

- **Agree** – thumbs up
- **Disagree or I have a different answer** – hands waved across each other
- **“I don’t know” or “I am confused”** – hand moving back and forth over head
- **“I can’t hear”** – hand behind ear

## SPACE

The teacher uses the full space of the room to facilitate the active involvement of as many students as possible. As the teacher moves through the “whole class” part of the lesson, the teacher moves to various parts of the room. The goal is to use space to bring about desired behaviors such as on task behavior (teacher moves in closer), require louder speech from responding student (teacher moves to the other side of the room, hand behind ear), increased participation (teacher stands in back, rather than next to the student, the student then presents at overhead or board).

Benefits:

- Each student has the same amount of close contact with the teacher
- Re-engage uninvolved students
- Enables the teacher to assess the class from a different perspective
- Less likely that a student is able to “hide” in the back of the room
- Less likely for two or more students to carry on a side conversation
- Allows all students to hear and learn from one another

## MODES OF RESPONSE

If a Mode of Response (MOR) is given before a question is asked, students will not have to guess how they should respond. When no MOR is given, some students will call out an answer while other students are still trying to think. By always using a MOR BEFORE posing the question, the teacher creates a safe situation in which all students may respond. When MOR is not one student answering, all listening, higher engaged learning can occur.

Examples:

- I’ll take a quiet hand...
- Show me on your fingers...
- Whisper to your neighbor...

- Talk it over in your group...
- If you can hear my voice... (raise your hand, tap the desk, clap 3 times, etc.)
- Think-Write-Pair-Share-Share Again-Share Again
  - Ask a question, or give a task such as: list characteristics of the South at the time of the Civil War on the left side of the paper, and of the North on the right side
  - Think before you write! (give Think cue, then follow it with Write signal)
  - Write in bullets for 5 minutes—go!
  - Combine your list with your partner
  - Your dyad has 3 minutes to combine lists with a pre-assigned second dyad
  - Your work group (4 students) prepares for 10 minutes to share with a second work group
  - Your work group shares with another workgroup and the list is flushed out, refined and combined in accordance with a model the teacher has presented on a different topic
  - The class presents their summaries to another class (and competition and voting on best summaries can occur)

### **POSITIVE REINFORCEMENT OF BEHAVIOR**

The key to management is **CONSISTENCY**. The teacher needs to clearly state what it is he or she wants and acknowledge only those that act accordingly. As students recognize that they will not be acknowledged when shouting out, the undesirable behavior will diminish.

Examples:

- “Table 4 is looking at the overhead and is ready to listen.” (Teacher can add: 1 point for responsible behavior!)
- When child shouts out, respond with: “I am looking for a quiet hand.”
- “Most of the people at table 2 are sitting quietly with their pencils down.” (2 seconds and we will all be ready! (Teacher can add: 1 point when all comply)

Try to avoid comments like “I like the way.....” This focuses on what the teacher likes not on the desired behavior.

### **POSITIVE REINFORCEMENT OF INCORRECT ANSWERS**

It could be said that there are no wrong answers; we just have to find the question the student answered. An acknowledgement of a student’s contribution to a class discussion invites involvement and creates a safe environment for students to share their thinking. If a student responds with an incorrect answer and students are giving the signal of disagreement, the teacher might say,

- “That would be correct if...but I’m looking for...” Give the student some wait time to rethink and offer a new response.
- “Talk with your neighbor about how someone **might** get \_\_\_\_.” After the group/class discussion, the teacher can still come back and acknowledge when that answer would have been correct.

## **CIRCULATION**

After the students are given a task to work on in groups or independently, the teacher moves among students, looking and listening, asking questions to find out about student thinking, extend thinking, or give hints. This provides a quick assessment and often the chance to intervene on the spot. Circulation also serves as a tool for managing behavior. While circulating, the teacher's proximity prompts students to stay on-task.

## **WAIT TIME**

After asking a question, the teacher waits 3-5 seconds before calling on a student to respond or before asking a follow-up question. Wait Time allows students time to digest a question and think through an answer. Research shows that more students will participate if given time. Use hand signals to communicate you are waiting (e.g., hands up, palms open) and to communicate you are ready for the response (e.g., hands down, palms closed).

## **NO ECHO**

If a teacher repeats everything a child says, students will know that they don't have to listen to each other because the teacher will repeat it. A great deal of rich dialogue among students is lost and students are likely to have a more difficult time working in groups because they are not in the habit of respecting what each person has to say.

### ***Why do we echo?***

- Habit
- The students spoke too softly
- Want to reinforce the correct answer
- Validate student

### ***Alternatives to Echoing***

- Ask for signals
- "Wait, let me get across the room so I can hear you better." Or "Can someone repeat what \_\_\_\_\_ said?" then ask for signals.

## **SPECIFIC QUESTIONS**

It would be ideal if students never had to guess at what a teacher was asking, yet often, teachers ask questions which are vague, but in the teacher's mind require a specific answer. Questions should be phrased carefully. If you want a specific answer, ask a specific question. You know you have not asked a specific question when you were expecting a particular answer, but students come up with justifiable reasons for getting a different answer. If a question is inadvertently open to interpretation, student thinking needs to be honored, even if the answer is not the one expected. There are times when open-ended questions should be asked, but you must be aware of the difference between these types of questions (multiple answers) and "specific questions" (one answer).

## DELIBERATE MISTEAKS VS. EXPOSING NON-EXAMPLES

### ☐ **Mistakes/mistakes**

This technique sets a positive tone in the classroom, telling your students that it is okay to take risks and make mistakes. The key is to make the “deliberate mistakes” obvious at first and in the areas where students commonly make mistakes. **DO NOT** use this technique with a concept that is being introduced. Students might learn the mistake instead of the correct information.

Listen carefully to the students’ corrections to the mistake to gather feedback about their level of confidence with the content. Also, if you follow the directions the students provide to correct the mistake, you model for the students the expected behavior for when they are corrected. (e.g.,  $6 \times 5 = 32$  written on the board when multiplication facts are well know. “Excuse me Mr. Peters. I think you meant to say  $8 \times 4 = 32$ .” This might be a student response as a correction to your “Mistake”.)

### ☐ **Exposing Non-Examples**

Discriminate occurs when students are shown models of the work you wish completed. Clearly contrasting an “example” with a labeled “non-example” can help in this process. (Be sure any non-examples are not those of any current or even a past student that can be identified by the students.)

- Boys and girls, short a says “ahh.” What does it say? Choral response: ahh.
  - Is this short a? Say: A (No! That is not short a. Short a says what, boys and girls? Choral response: ahh)
- “Students, one of these headings is correct, one of these headings is a non-example. Find the non-example!”
- “Ladies and gentlemen, one of these examples is an exemplar report, one is adequate and one is inadequate. Please examine and determine which report fits which category and why.”

## INVOLVEMENT OF VISITORS

What happens when the door to the classroom opens and a visitor enters?

*The students’ eyes and attention go to the door, disrupting the lesson.*

In order to reduce the distraction of the arrival of a visitor in the classroom, the teacher can manage and re-engage the students in the learning environment by asking the visitor to become part of the engagement and assigning them some task that does not put them on the spot. Students come to see visitors as part of the classroom experience.

“Mr. Smith, would you call on a quiet hand for the answer? Marten has a quiet hand, Judy has a quiet hand...”

“Mrs. Dean, would you visit these two groups and see if there are any strategies for solving the problem that interest you and I will be right with you?”

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## Guidelines for Nine Types of Curriculum Adaptations

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### Quantity of Practice \* ●

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

*For example:*

Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

### Time \*

Adapt the time allotted and allowed for learning, task completion, or testing.

*For example:*

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

### Level of Support \*

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

*For example:*

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

### Input \*

Adapt the way instruction is delivered to the learner.

*For example:*

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

### Difficulty \* ●

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

*For example:*

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

### Output \*

Adapt how the student can respond to instruction.

*For example:*

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

### Participation \*

Sometimes called “engagement”

Adapt the extent to which a learner is actively involved in the task.

*For example:*

During instruction, using “every pupil response techniques” or “choral responding.” In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

### Alternate Goals ●

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

*For example:*

In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

### Functional Curriculum ●

Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

*For example:*

During a language lesson a student is learning toileting skills with an aide.

\* *This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment.* The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

● *This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment.* If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

## Section 504 and IDEA Summary of Legal Requirements

*The follow summary of the legal requirements was adapted from a digest provided by the Educational Resources Information Center, which was funded by the Office of Educational Research and Improvement, U.S. Department of Education.*

### Section 504

1. Prohibits discrimination on the basis of disability by recipients of federal funds
2. Requires that a free appropriate public education (FAPE) be provided to each qualified child who is disabled, but does not require special education services under IDEA. FAPE includes regular or special education and related aids and services that are designed to meet an individual student's needs, and are based on adherence to the regulatory requirements for education setting, evaluation, placement, and procedural safeguards
3. Requires a local district to make an individualized determination of a child's educational needs for regular or special education, or related aids and services, if the child is found eligible
4. Guarantees parents the right to contest the outcome of an evaluation if a local district determines that a child is not disabled under Section 504.
5. Requires implementation of an individualized education plan tailored to a child's educational needs
6. Requires that a child's education take place in a regular classroom unless it is deemed that education in this environment, along with additional aids and services, cannot be achieved satisfactorily
7. Requires that necessary adjustments be made in the regular classroom for children who qualify

### IDEA

1. Requires that state and local districts make a free appropriate public education available to all eligible children with disabilities
2. Requires that the rights and protection provided by IDEA are extended to children with ADHD and their parents
3. Requires that an evaluation be performed, without undue delay, to determine if a child requires special education services

4. Requires that children with ADHD be classified as eligible for services under the "other health-impaired" category in instances in which ADHD is a chronic or acute health problem that results in limited alertness and adversely affects a child's educational performance
5. Does not allow local school districts to refuse to evaluate the possible need for special education services for a child based solely on a prior medical diagnosis of ADHD
6. Requires that a full and individual evaluation of a child's educational needs be conducted by a multi-disciplinary team that has as a member at least one teacher or other specialist (e.g. a psychologist) with experience and knowledge in the area of ADHD
7. Requires that a due process hearing take place, at the request of the parents, if there is a disagreement between the local district and the parents over the request for evaluation, the evaluation itself, or the services or special education provided to the child. Parents also have the right to request mediation or file a complaint with the state education agency
8. Gives children certain rights before they are disciplined for behavior that is caused by, or has a direct and substantial relationship to, their disability, or is caused by the school district's failure to implement the IEP.

## Parenting and Behavioral Issues: Parenting Strategies for ADHD

Parents have an important role to play working with the child to modify or change his behavior. Although ADHD is a biological disorder, behavior modification is always a crucial part of successful treatment. Careful and committed efforts to change the child's behavior can help improve his social skills, his ability to learn, and reduce frustration for the child, his family, and teachers.

### **A structured home environment**

ADHD children manage best in a structured home environment. So establish a predictable routine of activities, and warn the child in advance of any changes. This will give him time to mentally prepare, so that changes in routine aren't too disruptive or stressful.



Rules governing activities and behavior should be clear and simple, and should apply both at home and away from home. This may mean writing up a list of rules and responsibilities, and posting it in a place where your child will see it frequently. It's also useful to make a progress and accomplishment chart, focusing on a few important behaviors that he should strive to improve. Write lists in consultation with your child, and refer to them regularly.

To help improve organizational skills, assign specific locations for possessions in the home. You may frequently need to remind your child to put items away after using them. And to help your child remember instructions, have him repeat them back to you before he starts to carry them out. Encourage parents to set up appropriate study space at home, with set times and routines established for study. Also, use this home area for parental review of completed homework, and periodic notebook and/or book bag organization.



### **Feedback, encouragement, and discipline**

It's essential to provide frequent and immediate feedback in response to your child's behavior and activities. In order to be effective, feedback must be consistent between both parents, and between parents and teachers.

Focus more on encouraging positive behavior rather than punishing negative behavior. This will help build your child's self-esteem, while more effectively motivating him to be well-behaved.

Rewards for good behavior should include physical affection, encouragement of the child's efforts, and perhaps extra privileges or treats. Consequences for poor behavior may include the temporary loss of some privileges or treats. Always be sure to clearly explain to your child why he is being rewarded or disciplined.

If your child becomes very emotionally or physically wound up, you may wish to send him to a designated "time-out" location in the house. This should not be a place of punishment, but one where he can calm down and reflect.

## **Strategies for public places**

Disruptive behavior by the child can sometimes occur in public places, creating an embarrassing and stressful situation. But many such situations can be controlled quickly - or prevented altogether - if you identify potential problems in advance. Prearrange a plan of action, and share it with your child just before entering the situation. Then, immediately begin giving frequent feedback on how he is doing. Again, it can be helpful to use a time-out location.

Though it can be difficult to find one when in public, useful sites away from distractions include telephone booths, dressing rooms, or the parked car. Provide swift rewards or reprimands. By planning ahead and responding quickly according to plans, you can defuse what could otherwise become an unpleasant situation.

## **Behavior modification**

Strategies for modifying your child's behavior will work best if you maintain a positive approach. Resist expressions of anger, frustration or resentment, and be reasonable in your expectations of him. Try to bear in mind that your child can't always help his behavior, and be willing to forgive his mistakes. Because the burden on parents and other family members can sometimes seem overwhelming, remember that family counseling and support groups are other great ways to help everyone to cope together.

While behavior modification requires considerable effort on the part of both you and your child, it's most important to avoid the temptation to give up when feeling frustrated or exhausted. With compassion, patience and consistency you can greatly help your child cope with ADHD.

## Management of ADHD at Home

Joanne M. Weigel, M.D.

1. Remember that your child's poor attention span, distractibility, impulsive behavior and restlessness are the result of the way his brain chemistry works. They are not willful misbehaviors or the result of poor parenting.
2. Remember to praise your child frequently. Sometimes it is helpful to make a list of things that you can praise your child for, then pat yourself on the back every time you remember.
3. Have a simple routine for the child to follow every day. It will take a while to train the routine, but it will be well worth it. If the routine is written out, it helps the adult to be consistent, and gives older children necessary reminders.
4. Use short, simple sentences when speaking to the child. Limit directions to one or two at a time and check your child's understanding with questions such as "What do you need to do now?" Do not use lengthy explanations - they usually only confuse the ADHD child.
5. Provide a variety of activities each day which do not require focused attention or quiet behavior. Rotate activities requiring concentration with those the child enjoys, and do not require much concentration, frequently.
6. When training new behaviors or working on old misbehaviors, choose one or two that are the most important, and concentrate on them. Don't try to change too many behaviors at one time. A psychologist or behavior specialist may be needed to help choose the types of behavior to work on and to develop a specific plan.
7. When making demands of your child, choose those that you can stick with and enforce from day to day. Many parents fall into the trap of enforcing demands strongly for a short period, then wearing out and not enforcing demands for a period. It is better for the child to have one or two demands that you can regularly enforce than eight or ten demands that you are inconsistent about.
8. Allow 6 to 8 weeks of concentrated effort for each new behavior that you are trying to modify, or to evaluate the effectiveness of a new behavior plan. It is important for all adults working with the child to be working together and doing the same type of thing.
9. Take care of your own mental fitness. Caring for a child with ADHD is emotionally strenuous and many parents of ADHD children suffer from symptoms of emotional stress with fatigue, anxiety or depression. As a minimum, look for ways to give yourself a periodic break from childcare activities and do something you enjoy. In families where the stress level is very high, parents may profit from personal counseling with a trained therapist.

10. Get to know other families with children with similar difficulties. This is a very valuable source of emotional support and may also provide helpful information about local programs, physicians, and behavior management hints. Information regarding local groups may be obtained from your doctor or from the national office of CHADD.

Children with Attention Deficit Disorders (CHADD)  
8181 Professional Place, Suite 150  
Landover, MD 20785  
(301) 306-7070

11. If your child takes medication for ADHD, make sure that it is given regularly. You will need separate plans for dealing with behaviors during the time the medication is effective and after it is worn off. Some children go through a behavior rebound when medication wears off, and need an opportunity for lots of physical activity and few demands during the late afternoon.

## Daily Log

Student name

Day of the week

Log entry by

1. Overall, what kind of day did the student have? (Circle one number only)

1	2	3	4	5
Very Good Day	Okay	Not Sure	Not Okay	Very Bad Day

2. How well did the student do on tasks while in school today?

1	2	3	4	5
Very Good Day	Okay	Not Sure	Not Okay	Very Bad Day

3. How well did the student do on tasks in the community today?

1	2	3	4	5
Very Good Day	Okay	Not Sure	Not Okay	Very Bad Day

4. Comment briefly on the day's events and the student's behavior:

5. Note any incidents that occurred which seemed important to you:

6. Activities the student enjoyed/did not enjoy:

7. Tasks on which he/she worked well:

# DAILY/WEEKLY REPORT

Name \_\_\_\_\_

Date \_\_\_\_\_

	Homework	Math	L.A.	S.S.	Literature	Other	Behavior
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Parents' Signature \_\_\_\_\_

Comments: \_\_\_\_\_

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## DAILY/WEEKLY REPORT

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

Date: \_\_\_\_\_

	Excellent	Satisfactory	Needs to Improve
Literature			
Language Arts			
Social Studies			
Math			
Other			
Citizenship			

Teacher's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

\*\*\*\*\*

Missing Assignments:

Comments:

PLEASE RETURN THIS REPORT ON MONDAY

# Resources and References

## Organizations

- **National Resource Center on AD/HD Children and Adults with Attention-Deficit/Hyperactivity Disorder**  
8181 Professional Place, Suite 150  
Landover, MD 20785  
800-233-4050  
[www.help4adhd.org](http://www.help4adhd.org)
- **Children and Adults with Attention Deficit /Hyperactivity Disorders (CHADD)**  
[www.chadd.org](http://www.chadd.org)
- **American Academy of Child and Adolescent Psychiatry (AACAP)**  
<http://www.aacap.org/>
- [www.russellbarkley.org](http://www.russellbarkley.org)

## Time Management

- Planner Pads Company, [www.plannerpads.com](http://www.plannerpads.com)
- Daytimer, [www.daytimer.com](http://www.daytimer.com)
- Watch Minder, [www.watchminder.com](http://www.watchminder.com)
- Time Management, [www.davidco.com](http://www.davidco.com)
- Timers, [www.timetimer.com](http://www.timetimer.com)

## References

- *ADHD Report*, a bimonthly newsletter for clinicians edited by Dr. Barkley with contributions from leading clinicians and researchers. Call Guilford Publications at 800-365-7006 to subscribe or go to [www.quilford.com](http://www.quilford.com).
- Barkley, R. A. (2005). *Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment (3<sup>rd</sup> Edition)*. Guilford: New York.
- Fabiano, GA, Pelham, WE Jr., Coles, EK, Gnagy EM, Chronis-Tuscano A., O'Connor BC (2009). A meta-analysis of behavioral treatments for attention deficit/hyperactivity disorder. *Clinical Psychology Review*, 29, 129-140.
- Schetter, P. (2004). *Learning the R.O.P.E.S. for Improved Executive Function* by Patricia Schetter. Available through ABTA publications ([www.abtaproducts.com](http://www.abtaproducts.com)).