

Ask the Expert

Educator Edition

How to select the best school accommodations for your child with ADHD



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The National Resource Center on ADHD: A Program of CHADD is the nation's clearinghouse for evidence-based information on ADHD. This *Ask the Expert* webcast is supported by Cooperative Agreement Number NU38DD005376 from the Centers for Disease Control and Prevention (CDC) and does not necessarily represent the official views of the CDC. The National Resource Center on ADHD, CHADD and the CDC do not endorse, support, represent or guarantee the accuracy of any content presented or endorse any opinions expressed in this webcast.

CHADD is home to the



**National
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A partnership between CHADD and the US Centers
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For more information:

<http://www.chadd.org/About-CHADD/National-Resource-Center.aspx>



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Slides

Resources	
Name	Size
Webinar Handouts	711 KB

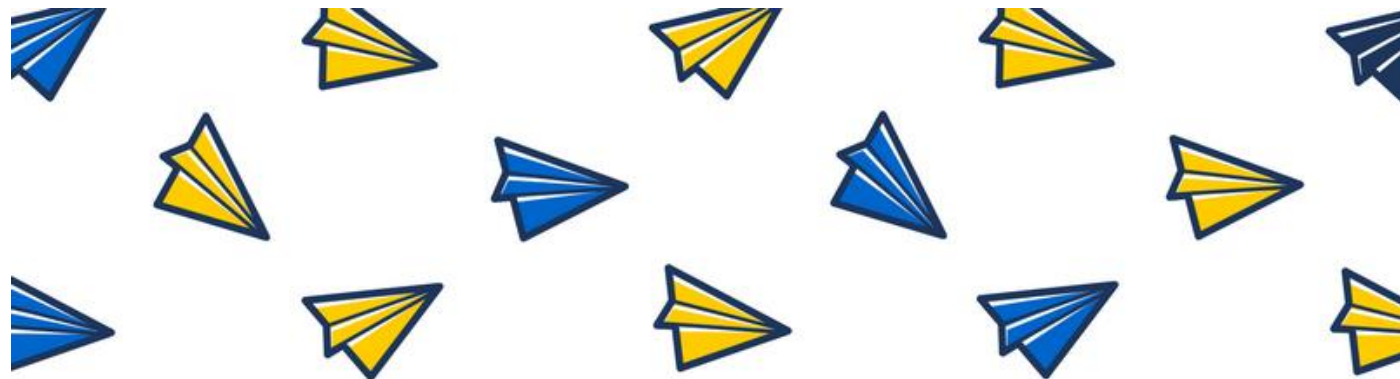
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Q & A

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ADHD Information and Resources?

Refer them to our ADHD Helpline



1-800-233-4050
Mon-Fri, 1-5pm ET



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Identifying Meaningful and Appropriate Accommodations for Your Child with ADHD

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CHADD
National Resource Center on ADHD

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Learning Objectives

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Participants will:

- ❑ Identify your child's areas of need that require accommodations
- ❑ Identify accommodations based on areas of need
- ❑ Describe how to select an accommodation based on your child's individual needs
- ❑ Explain how to monitor your child's progress with the given accommodations
- ❑ Discuss tips and tricks to increase your child's self-advocacy skills



A D H D

The energy to do anything.
The focus to accomplish nothing.

Areas of Impact (Global)

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- Academic
- Behavioral
- Social

Academic

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- Task initiation, maintenance, and completion
- Utilizing working memory and accessing recall
- Planning, organizing, and prioritizing
- Multiple-step directions, problems, tasks
- Long-term projects
- Test taking

Behavioral

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- Following school/classroom routines
- Self-regulation
- Self-monitoring
- Impulse control
- Being “in the moment”
- Personal management (time, organization, etc.)

Social

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- Nonverbal communication
- Impulse control (interrupting, calling out)
- Turn taking, including social reciprocity
- Awareness of personal space
- Verbal fluency
- Active listening skills

Common Accommodation Avenues

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- Instructional Supports
- Program Modifications (CCS still apply)
- Social/Behavioral Supports
- Physical/Environmental Supports
- School Personnel/Parents Supports

Sample Presentation Accommodations

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- Books on tape
- Recorded books
- Visual cues
- Notes, outlines, and instructions
- Text to Speech

Sample Response Accommodations

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- Scribe
- Electronic note takers / word processors
- Speech-to-Text
- Respond on test booklet (visual tracking, attention)
- Monitor test response (no skipping!)
- Visual organizers
- Graphic organizers



Sample Scheduling & Timing Accommodations

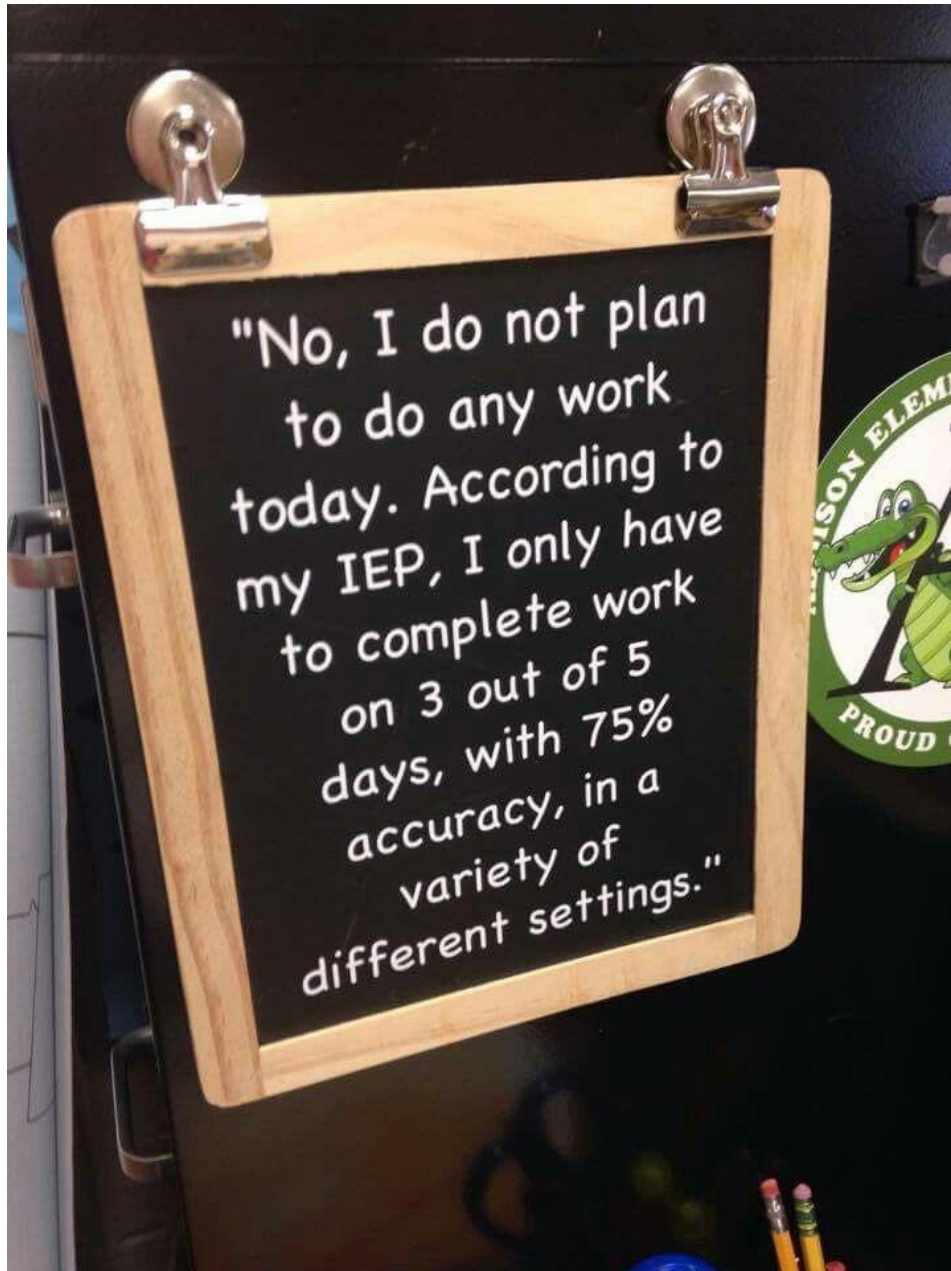
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- Extended time (specify percentage)
- Multiple or frequent breaks
- Change schedule or order of activities;
extend within one day or over multiple days

Sample Setting Accommodations

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- Reduce distractions to the student
- Reduce distractions to other students
- Change of location



Specificity

Important Considerations

- Instructional Accommodations = Testing Accommodations
- The determination for qualifying for accommodations is disability specific or area of impact specific
- Accommodations that are trialed, may not be approved for the IEP / 504 Plan

What's the Difference?

Accommodations	Modifications	Supplemental Aides and Services
<p>Allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response, and/or presentation.</p>	<p>An adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.</p> <p>It includes the student in the same activities as his/her peers, but individualizes the expectations and materials.</p>	<p>Allows a student to be educated with non-disabled peers to the maximum extent appropriate across all education related settings (academic and non-academic)</p> <p>Instructional Supports Program Modifications (CCS apply) Social/Emotional Supports Physical/Environmental School Personnel/Parents Supports</p>

Examples of Supplementary Aids and Services for Students with ADHD

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- Provide alternative ways for student to demonstrate learning
- Break down long-term assignments into shorter, manageable pieces with interim due dates
- Student to email homework assignments to the teacher
- Seating close to the instructional area (for example)
- Provide student with a copy of teacher notes prior to the lesson (notes to support task/activity)

More Examples of Supplementary Aids and Services for Students with ADHD

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- Daily schedule taped in each notebook (or on desk)
- Monitor independent work (w/ explanation)
- Provide student with a self-editing checklist
- Use of a self-monitoring system (requires DI)
- Verbal & visual prompts to begin/maintain a task
- Checklist for daily routines/tasks
- Assign student a specific role during group work

Even More Examples of Supplementary Aids and Services for Students with ADHD

- Extra set of books at home
- A designated quiet area for work (carrel)
- Daily check-ins (a.m., p.m.) with consistent adult
- Student will rephrase directions / concepts back to the teacher (check for understanding)
- Teach time management skills (DI)
- Planned movement breaks
- Use of concept maps, graphic organizers, etc.

Last One . . .

- Provide study guide at least three days prior to exam
- Reduce the amount of information presented on a page / increase white space
- Graph paper for math work
- Teacher to sign agenda book daily
- Provide student with verbal and written directions simultaneously
- Personal checklist of tasks to complete within a predetermined period of time. (can add a timer)

Requesting Accommodations

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- Create a list of accommodations or SAS that are proven successful at home, with a tutor, at an after-school club
- Supply school that list at least 2 weeks prior to your meeting (in writing) and request a trial (in writing) in order to have data for your meeting
- At your meeting, request the data (if available) to support the need for each accommodation
- Note: A letter from your physician / therapist providing recommendations for accommodations does not guarantee the school will accept them, the same for Psychoeducational or Neuropsychological Assessment Reports.

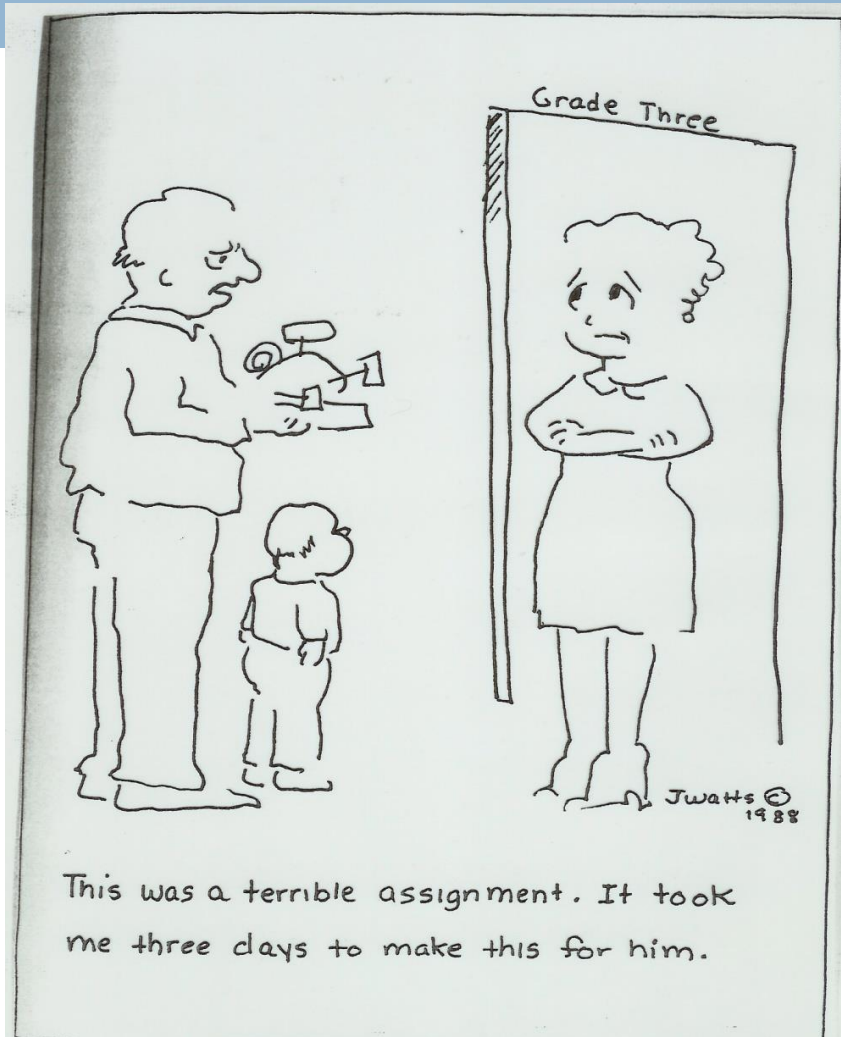
Implementation and Effectiveness

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- Make copies of assignments that show and don't show the accommodations and track grades, progress, etc.
- Ask to look at your child's morning journal, agenda book, etc.
- Ask your child if he/she is getting x, y, or z
- Keep a grid of your child's accommodations and check off each one when you see it used on an assignment (you have access to)
- Retype the list of accommodations in a smaller font and tape to the inside of your child's notebooks) or agenda book
- At your next school meeting, revisit the accommodations as some may not be necessary at that time. It is a fluid document

Enabling vs. Empowering

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2/2018

from Jean Watts, *In Search of Perspective*. Ohio Psychology Publishing Co., 1989

Self-Advocacy Tips and Tricks

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- Self-Advocacy may require direct specialized instruction and embedded instruction in authentic settings
- It can be addressed as an accommodation but may not be as effective
 - *Student will have a personal list of accommodations taped in each binder for reference*
 - *Student will meet one time per day with a consistent adult to ensure accommodations*
- Empower over creating learned helplessness
- Confidence = Improved Self-Advocacy



Weinfeld Education Group
Solutions & Strategies for Student Success

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