

ADHD School Recommendations

Recommendations

- Submit a written request to school for a Full Individual Evaluation to determine the student's eligibility for services under the category of Other Health Impairment: ADHD, as well as the scope and nature of services needed. The FIE should include a review of records, assessment of intellectual functioning, assessment of academic achievement, functional behavior assessment, and assessment of social-emotional functioning.
- Classroom
 - Seat the student in an area with fewer distractions, such as near the teacher's desk, away from windows and the doorway, etc.
 - Seat the student next to positive role models, peers who are less likely to provide distractions and can help them stay on task.
 - Use behavioral and environmental prompts to increase desired classroom behaviors.
 - Provide the student with verbal or nonverbal cues signaling upcoming transitions help prepare them for changes in activities or lessons.
- Academic
 - Give a minimal number of directions or steps at a time. Breaking long assignments into smaller parts.
 - Check with the student before they start an assignment to see if they heard and understood instructions. Ask them to repeat it back to verify understanding if necessary.
 - Provide written directions or steps, or a visual model of a completed project.
 - Teach the student to use a calendar for scheduling assignments.
 - Provide tools to help with organization, such as different colored folders, a notebook with dividers, or a homework assignment book.
- Behavior
 - Make sure that the student has the opportunity for physical activities. It is not recommended to take away recess as a punishment for misbehavior.
 - Allow the student to move around in a non-distracting manner, such as doing their work while standing, sitting on the floor, or moving between desks.
 - Praise the student when exhibiting appropriate behavior such as raising their hands and waiting to be called.
 - Provide choices of activities between assignments or embed choices within assignments (e.g., choice of materials, readings, response modes, peer partners).
 - Ignore minor misbehavior.
 - When providing redirection, use clear and concise verbal cues to remind the student of desired behaviors, rather than long explanations.
 - When providing corrective feedback, provide the feedback immediately following the behavior, in a calm manner and in close proximity to the student, and direct the feedback at the behavior and not the student.

Handout for parents

- Know your rights: Students with ADHD:
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201607-504.pdf>

- How to request an initial evaluation for special education eligibility:
https://media.disabilityrightstx.org/wp-content/uploads/2018/08/15204406/Req_an_Initial_Eval_New_Timeline_rev_June_2015.pdf