Ask the Expert

Educator Edition

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

Jennifer Engel Fisher, MS
Associate Director
Weinfeld Education Group LLC

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 Resource Center on ADHD
A Program of CHADD

A partnership between CHADD and the US Centers for Disease Control and Prevention (CDC)

For more information:
Do you know someone in need of ADHD Information and Resources?

Refer them to our ADHD Helpline

1-800-233-4050, Mon-Fri, 1-5pm ET†
Ask the Expert

Educator Edition

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

Jennifer Engel Fisher, MS
Associate Director
Weinfeld Education Group LLC

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.
Identifying Meaningful and Appropriate Accommodations for Your Child with ADHD

February 6, 2018

CHADD
National Resource Center on ADHD
Learning Objectives

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
ADHD
The energy to do anything.
The focus to accomplish nothing.
Areas of Impact (Global)

- Academic
- Behavioral
- Social
Academic

- 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

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

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

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

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

- 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

- Extended time (specify percentage)

- Multiple or frequent breaks

- Change schedule or order of activities; extend within one day of over multiple days
Sample Setting Accommodations

☐ Reduce distractions to the student

☐ Reduce distractions to other students

☐ Change of location
"No, I do not plan to do any work today. According to my IEP, I only have to complete work on 3 out of 5 days, with 75% accuracy, in a variety of different settings."
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?

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Modifications</th>
<th>Supplemental Aides and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. It includes the student in the same activities as his/her peers, but individualizes the expectations and materials.</td>
<td>Allows a student to be educated with non-disabled peers to the maximum extent appropriate across all education related settings (academic and non-academic) Instructional Supports Program Modifications (CCS apply) Social/Emotional Supports Physical/Environmental School Personnel/Parents Supports</td>
</tr>
</tbody>
</table>
Examples of Supplementary Aids and Services for Students with ADHD

- 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

- 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.
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

- 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

- 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

Self-Advocacy Tips and Tricks

- 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
Jennifer Engel Fisher, M.S.
Associate Director
Weinfeld Education Group, LLC

Office: 301.681.6233
Direct: 301.370.1928
jennifer@weinfeldeducationgroup.com

www.weinfeldeducationgroup.com
How to select the best school accommodations for your child with ADHD

Jennifer Engel Fisher, MS
Associate Director
Weinfeld Education Group LLC
This is a presentation of the

National Resource Center on ADHD
A Program of CHADD

Provide feedback for the Ask the Expert webcast series!
Your opinion helps evaluate and improve these presentations.

www.Help4ADHD.org
800.233.4050
The information provided in this episode of *Ask the Expert* is supported by Cooperative Agreement Number NU38DD005376 from the Centers for Disease Control and Prevention (CDC). The *Ask the Expert* webinars’ contents are solely the responsibility of the invited guest Expert and do not necessarily represent the official views of CDC. Neither CHADD and the National Resource Center on ADHD, nor the CDC endorses, supports, represents or guarantees the accuracy of any material or content presented in the *Ask the Expert* webinars, nor endorses any opinions expressed in any material or content of the webinars. CHADD and the National Resource Center on ADHD offer webinars for educational purposes only; the information presented should not be regarded as medical advice or treatment information.