

# **HANDOUTS**

- **ADHD – Elementary Grades K-5**
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## Attention Deficit/Hyperactivity Disorder (ADHD) Elementary Grades K-5

Academic Area	How would it affect this skill	Accommodation or Strategy needed
Listening comprehension	Inattention negatively impacts Comp. of lessons/directions	Get students attention before giving directions, address multiple learning modalities
Math Reasoning	Easily frustrated. Memory difficulties	Manipulatives, number lines, multiplication charts, games
Math Computation	Careless errors, inattentive during lessons and when solving problems	Color code signs, use graph paper to align numbers, give fewer probs.
Oral Expressions	Expressive talking, inappropriate responses, blurting out	Model correct speech/language patterns
Reading Comprehension	Difficulty finding main idea (focuses on minor details)	Used taped stories, preview vocab., story outlines, summaries, highlighting of text
Reading Decoding	Easily distracted by extraneous stimuli, lack of attention, poor phonemic awareness	Use a place marker, select shorter text, high interest material, shorten lesson
Reading Expression/Fluency	Lack of focus affects expression, difficulty sustaining attention	High frequency words, practice with a peer tutor, high interest material
Spelling	Impulsive, poor handwriting, inattention affects memory, poor study skills	Word walls, personal dictionary, assignments done on word processor, Evaluate mechanics separately from content
Written Expression	Lack of fine motor, poor organizational skills, messiness	Allow non-written reports, oral assignments, keyboard, prewriting, Group writing, shorter assignments

## Attention Deficit/Hyperactivity Disorder (ADHD) Grades 6-12

Academic Area	How would it affect this skill	Accommodation or Strategy
Listening comprehension	Inattention negatively impacts Comp. of lessons/directions	Get students attention before giving directions, address multiple learning modalities, provide a written copy
Math Reasoning	Easily frustrated. Memory difficulties	Calculator, number lines, multiplication charts, extra time on test
Math Computation	Careless errors, inattentive during lessons and when solving problems	Color code signs, reduce amount of copying needed, give fewer probs., check w/calculator
Oral Expressions	Expressive talking, inappropriate responses, blurting out	Model correct speech/language patterns, pair with peer models
Reading Comprehension	Difficulty finding main idea (focuses on minor details)	Used taped stories, preview vocab., story outlines, teach to summarize, provide outline, guided notes.
Reading Decoding	Easily distracted by extraneous stimuli, lack of attention, poor phonemic awareness	Use a place marker, select shorter text, high interest material, shorten lesson
Reading Expression/Fluency	Lack of focus affects expression, difficulty sustaining attention	High frequency words, practice with a peer tutor, high interest material, immediate feedback
Spelling	Impulsive, poor handwriting, inattention affects memory, poor study skills	Teach dictionary skills, assignments done on word processor, Evaluate mechanics separately from content
Written Expression	Lack of fine motor, poor organizational skills, messiness	Allow non-written reports, teach organizational skills, keyboard prewriting, shorten assignments, Teach note taking

# CASP TODAY

## 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

<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
1. Difficulty following a plan (has high aspirations, but lacks follow-through); sets out to get straight A's, ends up with F's. (Sets unrealistic goals.)	<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 the student set clear timelines for what he needs to do to accomplish each step. (Monitor student's progress frequently.)</li></ul>
2. Difficulty sequencing and completing steps to accomplish specific tasks, e.g., writing a book report, term paper, organizing paragraphs, division problem, etc.	<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>
3. Shifting from one uncompleted activity to another without closure.	<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>
4. Difficulty following through on instructions from others.	<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/or on sheets to be included in student's notebook.</li></ul>
5. Difficulty prioritizing from most to least important.	<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>

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<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
6. Difficulty sustaining effort and accuracy over time.	<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 it right and let him or her know it.</li> </ul>
7. Difficulty completing assignments.	<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 the phone number in each subject area.</li> </ul>
8. Difficulty with any task that requires memory.	<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>
9. Difficulty with test taking.	<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 essay or short answer tests.</li> </ul>
10. Confusion from non-verbal cues (misreads body language, etc.)	<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>
11. Confusion from written material; difficulty finding the main idea of a paragraph; attributes greater importance to minor details.	<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/detail concepts.</li> <li>• Provide tape or text/chapter.</li> </ul>
12. Confusion from spoken material, lectures and AV material. Difficulty finding main idea from presentation, attributes greater importance to minor details.	<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 outline 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>

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<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
13. Difficulty sustaining attention to tasks or other activities. Easily distracted by extraneous stimuli.	<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>
14. Frequent messiness or sloppiness.	<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>
15. Poor handwriting (often mixing cursive with manuscript and capitals with lower-case letters.)	<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>
16. Difficulty with fluency in handwriting e.g. good letter/word production but very slow and laborious.	<ul style="list-style-type: none"> <li>• Allow for shorter assignments (quality vs. quantity).</li> <li>• Allow alternate method or production (computer, scribe, oral presentation, etc.)</li> </ul>
17. Poorly developed study skills.	<ul style="list-style-type: none"> <li>• Teach study skills specific to the subject areas – organization (e.g. assignment calendar), textbook reading, note taking (finding main ideas/detail, mapping, outlining, skimming, summarizing).</li> </ul>
18. Poor self-monitoring, e.g., careless errors in arithmetic, spelling, reading.	<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>
19. Low fluency or production of written material (takes hours on a 10 minute assignment).	<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> </ul>

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<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
	<ul style="list-style-type: none"> <li>• Allow for alternative method of writing, e.g., typewriter, computer, cursive or printing, or a scribe.</li> </ul>
20. Apparent inattention (underactive, daydreaming, “not there.”)	<ul style="list-style-type: none"> <li>• Get student’s attention before giving directions. Tell the student how to pay attention;</li> <li>• “Look at me when I talk.” “Watch my eyes when I speak.” Ask student to repeat directions.</li> </ul>
21. Difficulty participating in class without being interruptive; difficulty working quietly	<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>
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.	<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>
23. Frequent, excessive talking	<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>
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.	<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 assay 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>
25. Difficulty remaining seated or in a particular position when required to.	<ul style="list-style-type: none"> <li>• Give student frequent opportunities to get up and move around. Allow space for movement.</li> </ul>
26. Frequent fidgeting with hands, feet or objects, squirming in seat.	<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>

## **CASP TODAY**

<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
27. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.	<ul style="list-style-type: none"> <li>• Seat students 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 student how you expect him to behave.</li> </ul>
28. Agitation under pressure and competition (academic or athletic).	<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>
29. Inappropriate behaviors in a team or large group sport or athletic activity. Difficulty waiting for turn in games or group situations.	<ul style="list-style-type: none"> <li>• Give the students 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>
30. Frequent involvement with physically dangerous activities without considering possible consequences.	<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>
31. Poor adult interactions. Defies authority. Sucks up. Hangs on.	<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>
32. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, poor self-esteem.	<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 affect others?)</li> <li>• Allow opportunities for the student to show his strength.</li> <li>• Give a positive recognition.</li> </ul>
35. Difficulty using unstructured time, recess, hallways, lunchroom, locker room, library, assembly.	<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>
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.	<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>

## **CASP TODAY**

<b>WHEN YOU SEE THIS BEHAVIOR</b>	<b>TRY THIS ACCOMMODATION</b>
37. Poor use of time, e.g., sitting string off into space, doodling, not working on task at hand.	<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>
<p>* Most dominant behaviors displayed by students with Attention Deficit Disorders.</p>	

## 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 \_\_\_\_\_

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Missing Assignments:

Comments:

PLEASE RETURN THIS REPORT ON MONDAY

## Daily Report Card - Improving Academic Work/Behavior

Period	Class	Teacher's Initials	Target Behaviors Observed (circle)					
			A	B	C	D	E	F
1	Language Arts							
2	Math							
3	Social Studies							
4	Science							
5	Lunch							
6	Music							
7	Art							
Total Behaviors observed								
Total Behaviors not observed								

	Target Behaviors (TB)	Criteria
<b>A</b>	Has materials & assignment	2/4 days
<b>B</b>	Completes assigned task	2/4 tasks
<b>C</b>	Completes & returns homework	2/4 days
<b>D</b>	Follows teachers commands when given	3 per session
<b>E</b>	Follows classroom rules	3 per session
<b>F</b>	Does not interrupt students during work time	2/3 individualized activities

Comments:

# 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/>

## Assistive Technology

### **Free Educational Applications**

<http://www.a4cwsn.com/free-educational-apps>

## Time Management

- 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.guilford.com](http://www.guilford.com).
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