



*Heights
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Heights Parent Center's
Guide to Community Resources & Support
For Children & Families Challenged by
ADHD



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www.heightsparentcenter.org



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About Us

Heights Parent Center's ADHD Support Group was founded in 1995 to serve local families of children with ADHD. Parents and other concerned adults are welcome to attend meetings. Speakers, open discussions, helpful handouts and resource books are available. Our newsletter *The Attention Getter*, and general information about ADHD (including diagnosis, treatment, and local resources), are available on this web site.

As a matter of policy, Heights Parent Center does not provide formal referrals to individual professionals for the purpose of evaluation, diagnosis, or treatment of individuals with ADHD.

Inclusion of information about resources on this website does not represent an endorsement by Heights Parent Center, nor does it represent any testimony by Heights Parent Center as to the quality of the products/services listed. The reader is provided with this information as a way to begin exploring ways to approach

If you need emergency medical or psychiatric assistance, please contact your closest hospital or call 911.

Links:

- ❖ What if I suspect ADHD?
- ❖ How do I find help
- ❖ How is ADHD treated?
 - Medication
 - Behavioral and psychological approaches
 - ✓ Managing your child's behavior
 - ✓ Your role as a parent
 - ✓ Organizing your home
 - ✓ Helping your child manage socially
 - ✓ Using a coach
 - Working with your child's school
 - ✓ Step 1: Request an evaluation from school
 - ✓ Step 2: Organize
 - ✓ Step 3. Learn about the law
 - ✓ Step 4: Prepare for and attend a meeting at school
 - ✓ Step 5: Follow up
- ❖ Resources



What if I suspect ADHD?

My child is struggling in school. Could he have ADHD?

Most children sometimes have trouble sitting still, paying attention or curbing their impulses. Kids with Attention Deficit Hyperactivity Disorder (ADHD), however, have **extreme difficulties with inattention, impulsivity, or hyperactivity**. For example, they may frequently leave their seat at school, make regular visits to the principal's office for not following rules, habitually come home without necessary books and papers for homework, or typically spend most of the school day fidgeting, daydreaming, or talking to classmates.

Children with these sorts of difficulties may be diagnosed with ADHD, a neurobehavioral disorder characterized by developmentally inappropriate levels of inattention and self-control. ADHD affects between 3-7 percent of school age children, and between 2-4 percent of adults. ¹

How do I know my child has ADHD, and not something else?

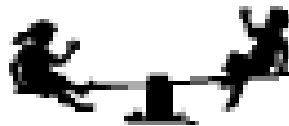
Lots of problems can look like ADHD, such as hearing deficits, anxiety disorders, learning disabilities, seizures, sleep apnea, thyroid disease, or autistic spectrum disorders. Any child who is having difficulty with inattention should have a **thorough medical exam** by a pediatrician or family doctor to rule out other possible diagnoses.

What are the symptoms of ADHD?

Symptoms of ADHD include:

- ❖ **Impulsiveness:** a child who acts first, thinks later.
- ❖ **Hyperactivity:** a child who is always moving, seems "driven by a motor", has great difficulty sitting still, frequently talks over others or interrupts
- ❖ **Inattention:** a child who seems "spacey", always daydreaming or seems to be in another world²

There are three main types of ADHD: ADHD predominantly inattentive type: (ADHD-I), ADHD predominantly hyperactive-impulsive type: (ADHD-HI), and ADHD combined type: (ADHD-C). ³





How Do I Find Help?

Who can diagnose and treat ADHD?

Several types of professionals can diagnose and treat ADHD. It is important to ask whether the professional that you select has experience with diagnosing ADHD. When choosing a diagnostician, keep in mind that professionals will differ in the types of treatments (such as medication or counseling) that they provide.

SPECIALTY	CAN DIAGNOSE ADHD	CAN PRESCRIBE MEDICATION, IF NEEDED	PROVIDES COUNSELING OR TRAINING
Psychiatrists	yes	yes	yes
Psychologists	yes	no	yes
Pediatricians or Family Physicians	yes	yes	no
Neurologists	yes	yes	no
Clinical Social workers	yes	no	yes ⁴

How do I find someone to evaluate my child for ADHD?

Here are some suggestions for finding professional help:

- ❖ Talk to your **primary care physician**. Questions to ask: Do you make the diagnosis? Do you refer patients to an ADHD specialist?
- ❖ Ask your **insurance company**. Request a list of professionals who participate in your insurance plan. Having this information can help you avoid expensive “out-of-network” bills.
- ❖ Talk to **members of Heights Parent Center’s ADHD support group**. Support group members can be excellent sources of information about local services, professionals etc.
- ❖ Contact **hospital and university ADHD centers**. These centers can do evaluations and refer you to local professionals, research trials, parent education/behavioral services. Some local resources include:

ADHD Center for Evaluation and Treatment at The Cleveland Clinic Foundation
 9500 Euclid Avenue
 Cleveland OH 44195
 216-445-7574
www.clevelandclinic.org

University Hospitals of Cleveland
 11100 Euclid Avenue
 Cleveland, Ohio 44106
 216-844-1000
<http://www.uhhs.com>



- ❖ **Access the CHADD Professional Directory.**
Available online at <http://www.chadd.org/directory.cfm>. This directory is maintained by CHADD (Children and Adults with Attention-Deficit Hyperactivity Disorder), the nation's leading non-profit organization serving individuals with ADHD and their families.
- ❖ **Contact professional associations.** These organizations will sometimes offer referrals or provide directories. You may wish to contact:
 - American Academy of Child and Adolescent Psychiatry
<http://www.aacap.org/ReferralDirectory/index.htm>
 - American Psychiatric Association
www.psych.org/public_info/choosing_psych
 - American Academy of Pediatrics
www.aap.org/referral
 - American Academy of Neurology
www.aan.com/public/find.cfm, (800) 879-1960
 - American Medical Association
www.ama-assn.org/aps/amahg.htm, 800-621-8335
 - National Association of Social Workers
www.socialworkers.org
 - American Psychological Association
www.apahelpcenter.org/locator/, 800-964-2000
 - American Association of Marriage and Family Therapy
therapistlocator.net
 - National Board for Certified Counselors
www.nbcc.org/cfind
- ❖ **No health insurance? Unable to afford medical care?** You may be eligible for Ohio's Medicaid Program. To apply, contact Ohio Dept of Jobs and Family Services at **800-324-8680 (TDD: 800-292-3572)** Monday - Friday: 7am to 8pm Saturday – Sunday, 8am to 5pm or leave a message anytime, or online at www.jfs.ohio.gov/ohp.
- ❖ **Access the U.S. Center for Mental Health Services** state-by-state directory of mental health services and resources, available online at <http://www.mentalhealth.samhsa.gov/databases>, toll free at 800-789-2647. Community mental health centers provide sliding fee scales for those who meet eligibility criteria.

How is ADHD treated?

Children with ADHD appear to do best with **combination treatment**⁵:

- ❖ medication
- ❖ behavioral/psychological treatment
- ❖ extra support at school



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It is important to get appropriate treatment for your child. Untreated ADHD can have serious consequences, including academic and social failure, substance abuse, low self esteem, and depression. Getting appropriate treatment may make a world of difference for your child.

It is also important to devise a treatment plan that fits the unique medical, behavioral, psychological, and educational needs of your child.

Here is some general information about the various interventions used to treat ADHD:

A. Medication

Many children with ADHD find **stimulant medications** very helpful. Stimulant medications act to “wake up” the parts of the brain that are in charge of controlling distractibility and impulsivity.⁶

Children who have their medication closely monitored by a medical professional have the best results⁷. It is important to call and visit your child’s doctor regularly to report on how your child seems to be responding to medication.

Stimulant medications are available in both short- (2-5 hours) and long-acting preparations (10+hours). With the longer acting medications, children avoid taking additional doses at school, are less likely to be irritable when their medication wears off, and may even have enough medication effect left to tackle homework. For these reasons, longer-acting medications are replacing the short-acting preparations.

Suggested Reading - Medications:

Straight Talk about Psychiatric Medications for Kids, by Timothy E. Wilens, MD. New York: The Guilford Press, 1999.

Helpful Web Sites

For more information about medications used to treat ADHD, visit:

- ❖ National Institute of Health at <http://www.nimh.nih.gov/publicat/adhd.cfm#treat>
- ❖ U.S. Food and Drug Administration at <http://www.fda.gov>

B. Behavioral and Psychological Approaches

1. Managing your child’s behavior

Many children with ADHD benefit when parents use behavior management techniques at home⁸

Parents will have the best results if they first spend some time strengthening their relationship with their child⁹:

- ❖ **Praise:** “Catch your child being good”



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- ❖ **Daily one-on-one time:** Choose something your child likes to do and that you can enjoy together (board games, playing “catch”, cooking, etc.)

It can be as easy as A – B – C

Behavior therapy uses daily charts and reward systems to reshape your child’s behavior:

- ❖ **Goals** are listed on a chart (for example: keeping hands to self, getting up on time, laying out clothes for school)
- ❖ **Success** is tracked on the chart with stickers, check marks, etc.
- ❖ **Rewards** given for meeting goals (ex: 15 minutes computer time, movie)

You can also seek assistance with specific concerns:

Community organizations often offer parenting skills classes on tools/techniques for managing problematic behaviors:

- ❖ Contact **United Way Services “First Call for Help”** for info about various parenting classes: Dial 2-1-1 or (216) 436-2000, 24 hours a day, every day or visit www.211cleveland.org for access to database of services, classes, etc.
- ❖ Contact **Heights Parent Center** at 216-321-0079 or www.heightsparentcenter.org for a current list of our parenting classes
- ❖ Heights Parent Center has a **Parenting Resource Library** - A special collection of books about AD/HD is available for support group participants to borrow for a 2-week period
- ❖ Check out <http://addwarehouse.com> which is an online catalog for parents and professionals, featuring a large collection of ADHD-related books, videos, training programs, games, professional texts and assessment products

Suggested Reading - Behavior Therapy:

Taking Charge of ADHD, by Russell A. Barkley, PhD. New York: The Guilford Press, 2000.

ADD/ADHD Behavior-Change Resource Kit: Ready-to-use Strategies & Activities for Helping Children with Attention Deficit Disorder, by Grad L. Flick, Ph.D. West Nyack, NY: The Center for Applied Research in Education, 1998.

Helpful Web Site

For help finding a professional specifically trained in these techniques, contact the **Association for the Advancement of Behavior Therapy** at www.aabt.org.

2. Supporting and Strengthening Yourself as a Parent

Parents of children with ADHD work hard. One study found that these families experience as much stress and exhaustion as parents raising children with severe developmental disorders, such as mental retardation or autism¹¹.

To help your child, you must help yourself too. Here are some tips for supporting yourself as a parent:

- ❖ **Make sleep a priority.** A well-rested parent is a patient parent



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- ❖ **Exercise.** Yoga, Pilates, etc. are great ways to reduce stress
- ❖ **Be nice to yourself.** Enjoy a hobby, long weekend away, etc.
- ❖ **Practice shared parenting.** Take turns supervising homework, etc.
- ❖ **Let some stuff go.** Dust bunnies are the least of your worries

Find others who share your situation:

Support groups offer opportunities for parents to learn from and support each other, and to reduce their isolation and stress

[Click here for Heights Parent Center AD/HD Support Group Schedule](#)

3. Organizing your home

Children with ADHD function best when life is “in order.” Repeating tasks day after day (checking off assignments in planner, putting away toys, laying out clothes, etc.) teaches them how to manage their belongings, time etc.

Routines

Children with ADHD learn important skills from the repetition provided by regular, predictable routines.

Suggestions for establishing a household routine:

- ❖ **Be regular guys:** Follow wake up/bedtime routines daily, eat 3 balanced meals each day, etc.
- ❖ **Quiet zone:** Establish a standard homework time and place. Keep this area free of clutter and other distractions.
- ❖ **Keep a calendar:** Write down due dates, activities etc. with your child’s help.
- ❖ **Chore list:** Create a list of tasks and do them at a fixed time each week.
- ❖ **Write it down:** Use “to do” lists to remember daily tasks.
- ❖ **Most Important:** To help your child learn - be consistent!

Suggested Reading - Organization:

ADD-Friendly Ways to Organize Your Life, by J. Kolberg & K. Nadeau, New York: Brunner-Routledge, 2002.

Helpful Web Sites

<http://www.help4adhd.org/en/living/organdtime/organization>

4. Helping Your Child Manage Socially

Social interaction is an area where children with ADHD often have difficulty showing empathy, due to their tendency to be impulsive.



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Social skills groups teach children with ADHD important skills such as taking turns, “reading” facial expressions¹⁰, etc.

Local resources for finding social skills groups:

Cleveland Clinic Social Skills Training Group for ADHD

ADHD Center for Evaluation and Treatment at The Cleveland Clinic Foundation
9500 Euclid Avenue
Cleveland OH 44195
216-445-7574
www.clevelandclinic.org

United Way Services “First Call for Help”

Dial 2-1-1 or (216) 436-2000, 24 hours a day, every day
Visit www.211cleveland.org for online access to their database of services, classes, etc.

Cuyahoga Special Education Service Center

Agency offers workshops on topics such as social skills, IEPs/504s, school system advocacy, etc.
Call 440-885-2685 or visit online at www.csesc.org

Insight Learning Center

Parenting classes, sibling support groups, martial arts/yoga classes for ADHD, diagnosis/assessment,/therapy, social skills groups etc.
25901 Emery Road, Suite 112
Emery Place
Warrensville Heights, OH 44128
Ph: 216-765-4470
Fax: 216-765-4471

Suggested Reading - Social Skills:

It's So Much Work to be Your Friend: Helping the Child with Learning Disabilities Find Social Success, by Richard Lavoie, M.A., M.Ed., New York: Simon & Schuster, 2005.

5. Using a Coach

Adolescents, college students and adults with ADHD sometimes find coaching services helpful.

ADHD coaching is a relatively new strategy for helping individuals with ADHD. Coaching is not a licensed profession, so families will want to carefully interview potential coaches about their experience.



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ADHD coaches seek to help individuals with ADHD by teaching skills such as:

- ❖ Goal setting
- ❖ Organization
- ❖ Time management

Helpful Web Sites

<http://www.help4adhd.org/living/coaching/adhdcoaching>

<http://www.additudemag.com> (coaching directory)

<http://www.coachfederation.org/eweb> (coaching directory)

Some Local ADHD coaches:

Sandra Einstein
440-423-1787
Gates Mills, OH
Works with adolescents & adults
Emc2org@aol.com

Joyce Kubik
389 Seneca Court
Avon Lake, OH 44012-2083
440-933-8309
www.bridgetosuccess.net
kubikja@prodigy.net

C. Working with your child's school

It is vital that you work with your child's teachers and principal to help your child be successful at school. Taking action to solve problems at school is probably one of the greatest responsibilities you have towards your ADHD child.

Step 1: Organize

- ❖ Buy a three-ring binder
- ❖ Keep copies of all letters that you send or receive about your child
- ❖ Other papers to keep in this binder:
 - Copies of your child's medical records and reports
 - Copies of your child's school records
 - Notes you take during meetings, conversations, etc.

Step 2: Request an evaluation from school

Write a letter to the school principal, requesting an evaluation for your child.



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Sample Letter Requesting a School Evaluation

Date _____

Dear Principal,

I am the parent of (your child's name), who is in (your child's grade) at school. My child was recently diagnosed with ADHD. Because my child's teacher and I are concerned about (his/her) academic performance and behavior at school, I would like to request an evaluation to determine if my child is eligible for special education and/or related services under the Individuals with Disabilities Education Act or Section 504.

I sincerely appreciate your assistance with this matter. I look forward to working together to make (your child's name)'s educational experience a positive one.

Sincerely,

Name
Address
Telephone

Step 3. Learn about the law.

There are two federal laws that may protect your child's educational rights. Knowing some basic information about these laws will help you develop your child's educational plan. These laws are:

IDEA - 2004: Individuals with Disabilities Education Act

IDEA regulates special education services in the U.S. and covers children who have at least 1 of 13 disabilities listed in the statute and require special education services. IDEA covers children who need special education services in order to benefit from an educational program.

Disability categories include:

- ❖ autism
- ❖ deaf-blindness
- ❖ deafness



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- ❖ emotional disturbance
- ❖ hearing impairment
- ❖ mental retardation
- ❖ multiple disabilities
- ❖ orthopedic impairment
- ❖ other health impairment
- ❖ specific learning disability
- ❖ speech or language impairment
- ❖ traumatic brain injury
- ❖ visual impairment, including blindness

Children with ADHD, if found eligible, are usually covered under the category of “Other Health Impairment.” Some children may be covered under the categories “Emotional Disturbance” or “Specific Learning Disability.”

For more information about IDEA, contact:

- ❖ U.S. Dept of Education <http://www.ed.gov/pubs/edpubs.html>
- ❖ Ohio Department of Education for a copy of “Whose IDEA IS This?”
http://www.ode.state.oh.us/exceptional_children
- ❖ Certain changes to the special education law became effective July 2005. Go to Learning Disabilities Association of Cuyahoga County at <http://ldacc.orgnews-special-education.htm> for a summary of these changes.
- ❖ The Cuyahoga County Bar Association offers an annual “Special Education and the Law” Forum. Contact <http://www.cuybar.org>

Section 504: Section 504 of the Rehabilitation Act of 1973.

This law is a civil rights statute that prohibits discrimination against people with disabilities. It:

- ❖ protects children who are regarded as having, or have a record of having, a physical or mental impairment.
- ❖ protects children whose physical or mental impairment substantially limits one or more major life activities (such as learning, working, caring for one’s self, walking, seeing, hearing, speaking, breathing, or performing manual tasks).
- ❖ usually applies to children whose disabilities are less severe than those covered under IDEA, or whose disabilities do not conform to IDEA’s categories of disability.
- ❖ does not provide special education, only access to the general curriculum.

More information about Section 504 is available at:

- ❖ The U.S. Office of Civil Rights at
<http://www.ed.gov/policy/rights/guid/ocr/disabilityoverview.html>
- ❖ Children and Adults with Attention Deficit Hyperactivity Disorder at
<http://www.CHADD.org>



Step 4: Prepare for and attend a meeting at school.

When your child's evaluation is complete, the school will send you a letter inviting you to attend a meeting to discuss the results.

Get ready

If possible, both parents should attend the meeting.

- ❖ Get a list of available accommodations from your principal or school district's Office of Special Education. Read it carefully.
- ❖ Make a "wish list": write down your thoughts and ideas about ways to help your child. Bring your list to the meeting.

Consider Bringing an Advocate

An advocate is a "supporter": someone who offers encouragement, suggestions, wisdom, etc.

- ❖ Some families bring a relative, another parent with experience in education planning, or even a professional with specific training
- ❖ Some parents take classes about how to advocate for their special needs child
- ❖ For more info about advocacy services:
 - Visit the Learning Disabilities Association of Cuyahoga County at www.ldacc.org for information about classes in parent advocacy training
 - For information about private local advocacy services, talk with members of Heights Parent Center's ADHD Support Group

Ask Questions

School staff will report on all evaluations and tests that were given to your child.

- ❖ Ask about terms, tests – *anything you don't understand.*
- ❖ School personnel have a responsibility to assist you in understanding how they are helping your child.

Decipher the code

- ❖ FAPE: Free, appropriate public education
- ❖ LRE: Least restrictive environment
- ❖ RTI: Response to intervention
- ❖ MFE: Multi-factored Evaluation
- ❖ IEP: Individual Education Program
- ❖ ETR: Evaluation team report
- ❖ PST: Problem solving team
- ❖ SST: Student support team
- ❖ IAT: Intervention Assistance Team



Make a Plan Together

- ❖ Next, the meeting will focus on figuring out if your child is eligible for help
- ❖ If your child is eligible for help, everyone will figure out which law covers the kind of help your child needs: IDEA or Section 504.
 - **Eligible for help under IDEA?** Your child will have an Individual Education Plan, or IEP.
 - **Eligible for help under Section 504?** Your child will have a plan called a 504 Plan.

What's the difference between IDEA and 504?)

- ✓ **Severity of disability:** children who need special education services will be covered by IDEA, and children who need less help will generally be covered by Section 504
- ✓ **Regulations:** IDEA has extensive rules about parent participation and decision making, goal setting, timelines, etc. Section 504 is much less regulated
- ✓ **Discipline procedures:** IDEA contains safeguards limiting types of disciplinary action schools can take for behavior caused by a child's disability. Section 504 does not.
- ✓ **Funding:** IDEA provides funding for programs and services. Section 504 is non-funded.

Discuss Accommodations

What are accommodations? They are ways that school staff will try to help your child be successful at school.

Use this list to help you think about your child's particular needs: (Note: list is not exhaustive)

If you are concerned about your child's ability to focus, see if the school will:

- ❖ Provide preferential seating: near the teacher, near a peer model, etc.
- ❖ Consider organizing classroom seating in rows
- ❖ Provide a special work station when distractions disrupt focus
- ❖ Assign child to classroom with four walls (*vs. open classroom*)
- ❖ Provide a resource room where student can take tests in quiet environment, receive prompts to stay on task, get clarification on test taking
- ❖ Provide frequent monitoring of student's work by teacher
- ❖ Provide template to cover worksheets/papers while instructions are given



- ❖ Provide template to cover everything except the problem/activity student is currently working on
- ❖ Use verbal prompts from teacher to check work
- ❖ Use a private cue to bring student back on task (*such as tap on desk*)
- ❖ Allow use of “nag tapes” - recordings in father’s voice to stay on task, read directions carefully, check work, write neatly, etc. (*Child listens to these on headphones during independent work.*)

If you are concerned about increasing your child’s alertness, the teacher could:

- ❖ Allow frequent breaks (run in place, do jumping jacks, etc.)
- ❖ Allow child with hyperactivity to move around by passing out papers, erasing board, etc.
- ❖ Add color, pictures, visual interest to assignments to maintain interest
- ❖ Use colored chalk, highlighters, colored paper
- ❖ Use high interest topics for reading and writing assignments
- ❖ Use auditory cues. *Example: “This is important!”*

In order to provide more structure, the teacher could:

- ❖ Use consistent routines and rules
- ❖ Establish a consistent place/time where assignments are kept & collected
- ❖ Post the classroom schedule
- ❖ Use timers on student’s desk & teacher’s desk. Monitor on-task behavior at regular intervals and deduct points from an index card on child’s desk. (Or use timer to challenge child to correctly complete certain amount of work in given time period.)

To help your child follow directions, the teacher could:

- ❖ Use precise/concrete language (Example: “Sit down, open your social studies book to p. 78, and read silently until 9:30 vs. “Will you please get your act together!”)
- ❖ Provide written instructions: posted on chalkboard, written study guides, or index cards as reminders to follow during class work, etc.
- ❖ Have child repeat and explain directions. Example: “Your assignment is to do problems 1-10. Suzy, what did I ask you to do?”
- ❖ Break complex instructions into smaller steps
- ❖ Use pretests to gauge student mastery of skills

To improve your child’s organization, the school might:

- ❖ Use daily calendar/homework log to track assignments, to be checked and initialed daily by teacher(s) and parent(s). (Or consider using email, a more reliable method of communication than your child’s backpack!)
- ❖ Use a homework log to communicate about test/project/homework grades, info to be provided and initialed daily by teacher(s) and parent(s). (Again, consider using email.)
- ❖ Provide child with instruction in use of daily planner
- ❖ Provide assignment checklists: break assignments into sub-goals with due date



- ❖ Provide color-coded materials
- ❖ Use graph paper to improve number alignment on math assignments
- ❖ Use computer to compensate for handwriting difficulties
- ❖ Provide a second set of textbooks to keep at home

To boost your child's motivation, the teacher might:

- ❖ Use an organized, systematic use of positive attention
- ❖ Use "response-cost program":
 - Assign a given number of points to each child
 - Give each child an index card to tape on desk
 - Periodically mark index cards of any child who is off-task
- ❖ Use a Daily Report Card
 - Rate child's daily performance on 4-5 items such as completing work, following instructions, playing cooperatively, etc. (See sample)
- ❖ Praise publicly and discipline privately whenever possible
- ❖ Use a reminder signal to cue teacher to reinforce positive behavior, such as completed work, attending, being on-task, asking for help, raising hand, etc.
- ❖ Use powerful, immediate rewards for desired behavior. Some possibilities:
 - For younger students: line leader, messenger, office helper, being "in charge" of calling on students, time in art corner/reading corner/computer, extra recess, etc.
 - For older students: "no homework" pass, opportunity to do extra credit for better grade, time to read magazine or listen to music, etc.

Sample Daily Report Card
Elementary School Child

To My Teacher: Please circle the number that best describes my behavior today.

	Yes	Partially	No
Did I finish my work?	2	1	0
Did I stay in my seat?	2	1	0
Was I nice to my classmates?	2	1	0
Did I follow class rules?	2	1	0
Did I have any timeouts?			
If so, how many?			

Any special comments about my day?



Step 5: Follow Up

After writing your child's IEP or 504 plan, the school staff will put the plan into action.

Here are some tips for making sure everything “goes according to plan”:

- ❖ **On the same page?** Ask if the teacher is familiar with ADHD. Provide a helpful article or suggest a book.
- ❖ **Stay in touch.** Call or email teacher weekly. Check your child's homework nightly – Is it complete? Is it correct?
- ❖ **See for yourself.** Spend some time in the classroom to observe how accommodations etc. are working. (Call principal to set this up.)
- ❖ **Be involved.** Volunteer (tutor, bake cookies, be a field trip chaperone, etc.) Make sure the teacher knows you appreciate her efforts.
- ❖ **Be assertive.** Not aggressive. Your goal is to inspire your child's teacher to feel as loving and concerned toward your child as you do. Being respectful and polite will help make this happen.

If Problems Arise

Here are some tips for resolving dilemmas at school:

- ❖ **Schedule a phone call or meeting.** Offer solutions that work at home or that have worked for other teachers.
- ❖ **Talk to other parents.** Seek ideas from parents who've been there before.
- ❖ **Seek the principal's help.** Ask for advice on how to make the situation work.
- ❖ **Work your way up.** Teachers, principals, administrators, superintendent, school board members are all there to help. Be polite and respectful, but don't give up until you get the help you need.

Suggested Reading – Education/Legal Issues:

The Complete IEP Guide: How to Advocate for Your Special Ed Child by Lawrence M. Siegel. Berkeley, CA: NOLO Press, 2004.

This book will help parents understand IDEA and 504 laws, identify their child's needs, prepare for education planning meetings, their child's IEP, and resolve disputes.

Helpful Web Sites – Education/Legal Issues:

<http://www.wrightslaw.com>: a resource for information about special education law and advocacy for children with disabilities

<http://www.nessasiegel.com>: a local legal professional association with a primary focus on special education and the law

<http://www.ocecd.org>: Ohio Coalition for the Education of Children with Disabilities (OCECD), a statewide, non-profit organization dedicated to advancing the educational interests of children with disabilities



Resources:

The following speakers have been featured at Heights Parent Center's ADHD Support Group meetings during the past two years, and the topics they presented:

Ann Eland, Learning Disabilities Association of Greater Cleveland: "Services and Classes offered by LDA, a non-profit organization providing support to people with specific learning disabilities, their families, teachers and other professionals."

Charyl R. Gurney, Senior Director. Learning Rx: "Using Cognitive Skills Training to Help Your ADHD Child."

Joyce Kubik. AD/HD Coach and Life Skills Trainer: "The Successful ADHD Student."

Albert Lavin, MD, a pediatrician in private practice in Beachwood, Ohio: "Trouble Learning in School: An Overview and Discussion of How It Actually Gets Fixed!"

Joseph Lock, MD, a pediatrician with The Cleveland Clinic Foundation's Beachwood Family Health Center, with special interests in school difficulties: "Developing a Ten Year Plan for your ADHD Child."

Larry J. Nichta, Ph.D., a licensed psychologist with offices in Lakewood and Lyndhurst, who specializes in helping families to both understand the nature of ADHD and manage its effects within the family: "Learning Differences and ADHD" and "Educational Planning for Your ADHD Child."

Michael Manos, MD, Ph.D., pediatric psychologist and Clinical/Program Director, ADHD Center for Evaluation and Treatment at The Cleveland Clinic Foundation: "Managing ADHD Throughout the Lifespan."

Michelle Martin, EdD, School Psychologist: "ADHD and Homework Hassles."

Megan Rochford, M. Ed., LPC, Facilitator, Heights Parent Center ADHD Support Group: "Summer Activities for the ADHD Child."

Karen Sunderhaft, a former teacher at University School and educational consultant who assists families in partnering with school systems to help ADHD and LD children find success: "Working with your child's school."





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Suggested Reading:

Taking Charge of ADHD, by Russell A. Barkley, PhD. New York: The Guilford Press, 2000.

ADHD: Attention-Deficit Hyperactivity Disorder in Children and Adults, by Paul H. Wender, MD. Oxford University Press, 2002.

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ADD/ADHD Behavior-Change Resource Kit: Ready-to-use Strategies & Activities for Helping Children with Attention Deficit Disorder, by Grad L. Flick, Ph.D. West Nyack, NY: The Center for Applied Research in Education, 1998.

ADD-Friendly Ways to Organize Your Life, by J. Kolberg & K. Nadeau, New York: Brunner-Routledge, 2002.

It's So Much Work to be Your Friend: Helping the Child with Learning Disabilities Find Social Success, by Richard Lavoie, M.A., M.Ed., New York: Simon & Schuster, 2005.

The Complete IEP Guide: How to Advocate for Your Special Ed Child, by Lawrence M. Siegel. Berkeley, CA: NOLO Press, 2004.

Making the System Work for Your Child with ADHD, by Peter S. Jensen, MD. New York: Guilford Press, 2004.

Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's Bipolar and More, by Martin L. Kutscher, MD. London: Jessica Kingsley Publishers, 2005.





References:

¹ CHADD Facts. "The Disorder Named AD/HD. CHADD Fact Sheet #1," online at <http://www.chadd.org/fs/fs1.htm>

² Health Information. "What is Attention Deficit Hyperactivity Disorder?", online at <http://www.nimh.nih.gov/healthinformation/adhdmenu.cfm>

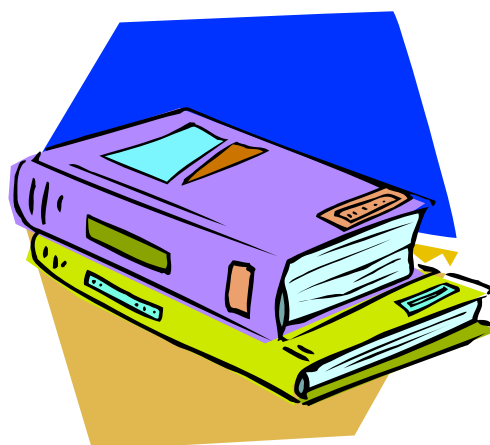
³ CHADD Facts. "The Disorder Named AD/HD. CHADD Fact Sheet #1," online at <http://www.chadd.org/fs/fs1.htm>

⁴ Health Information. "What is Attention Deficit Hyperactivity Disorder?", online at <http://www.nimh.nih.gov/healthinformation/adhdmenu.cfm>

⁵ The MTA Cooperative Group. A 14-month randomized clinical trial of treatment strategies for attention-deficit hyperactivity disorder (ADHD). *Archives of General Psychiatry*, 1999; 56:1073-1086.

⁶ *Taking Charge of ADHD*, by Russell A. Barkley, PhD. New York: The Guilford Press, 2000.

⁷ The MTA Cooperative Group. A 14-month randomized clinical trial of treatment strategies for attention-deficit hyperactivity disorder (ADHD). *Archives of General Psychiatry*, 1999;56:1073-1086





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⁸ *ADD/ADHD Behavior-Change Resource Kit: Ready-to-use Strategies & Activities for Helping Children with Attention Deficit Disorder*, by Grad L. Flick, Ph.D. West Nyack, NY: The Center for Applied Research in Education, 1998.

⁹ *Making the System Work for Your Child with ADHD*, by Peter S. Jensen, MD. New York: Guilford Press, 2004.

¹⁰ *It's So Much Work to be Your Friend: Helping the Child with Learning Disabilities Find Social Success*, by Richard Lavoie, M.A., M.Ed., New York: Simon & Schuster, 2005.

¹¹ *Taking Charge of ADHD*, by Russell A. Barkley, PhD. New York: The Guilford Press, 2000

