KEY ADHD ACCOMMODATIONS TO INCORPORATE INTO IEP AND SECTION 504 PLANS

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• This practical session will identify common problems for ADHD children and discuss accommodations to minimize the effects in the educational environment.
TODAY’S GOALS

To...

• recognize, describe and communicate the ADHD issues that are significantly or adversely impacting the child's education or their ability to access their education
• identify accommodations to address the struggling ADHD child's issue
• recognize when ADHD accommodations aren't effective and specially designed instruction is needed
• advocate for the ADHD child in the educational environment

WHO AM I?

Proud Mother of 3 Young Adults and a 14 year old boxer, Margo.
Special Education Educator with 31 years of experiences
AND WHO ARE YOU?

Parent?
Educator?
Medical?
Clinical?
Other?
Rate your AD/HD Knowledge?
Low  Med  High
1    2    3    4    5

WHO CAN RECEIVE ACCOMMODATIONS

• Students with IEP or 504 plans have a right to accommodations in a variety of areas including curriculum, instruction, assignments, testing, and physical access to classrooms and buildings etc.

  Typically there's 3 areas of accommodations

1. Presentation- change in how the student access information
2. Response-allow students to complete assignments/assessment in different ways
3. Testing- change in location, conditions, or place
ACCOMMODATIONS

• The word accommodation is used to describe an alteration made to the environment, curriculum format or equipment that allows a disabled student to access the school environment. For example: On a test or assignment accommodations could be made to the timing, formatting, setting, scheduling, response and/or presentation. It does not alter what the test or assignment measures. It's a change in “how” the content is taught or learning is assessed. Accommodations can be made on a 504 plan or on an IEP to assist the student in accessing the school environment or school activities (curricular or extracurricular).

MODIFICATIONS

• The term "modification" may be used to describe a change in the curriculum. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. It’s a change in “What” the student is expected to learn or exhibit. It usually lowers or reduces the amount of material covered.
TYPES OF ADHD

- Classic ADHD
- Inattentive ADHD

**Hyper** - lots of energy, Easily distracted, on the move, fidgety, talkative, **Impulsive** - acts before they think, difficulty taking turns; disruption to the learning environment

**Inattentive** - slow moving, unmotivated, daydreamer, bored, late, disorganized, makes careless mistakes, nice; frequently overlooked in the learning environment

DSM V

- Recognizes 4 types of ADHD
  1. Inattentive ADHD
  2. Hyperactive- Impulsive ADHD
  3. Combined ADHD
  4. Inattentive presentation (restrictive)
ADHD & Coexisting Conditions

Chris Zeigler Denny’s Iceberg diagram shows the complexities of AD/HD. At the tip of the iceberg is the obvious ADHD characteristics but like with the Iceberg, most challenges are hidden beneath the surface.

* Remember that 2/3 of our ADHD children also have at least one coexisting condition hidden beneath the surface.

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ADHD IS A DISORDER OF PERFORMANCE—NOT A SKILL DEFICIT

• Doing what you know, not knowing what to do
• The when & where
• Problems using or doing what you know and applying it

Barkley
RESEARCH SAYS: THE FIRST LINE OF TREATMENT...

MRS. WEED IS COMING. UNGLUED.

CRIES AN’ LAUGHS AT THE SAME TIME, YELLS AN’ HOLLERS.

SHAKES A LOT. NERVES ARE IN RUINS.

SO THEY’RE PUTTING ME ON MEDICATION TO SLOW ME DOWN.

MEDICATION WORKS, BUT..
(GETTING IT RIGHT ISN’T EASY!)

Effective for 70-92%
Up to 55% of teens are on meds
50% on doses that are too low

© Chris A. Zeigler Dendy
MTA, Barkley
WHAT WORKS?

TREATMENT

Multi-modal approach consisting of:

- Psychopharmacology
- Parenting training
- School management strategies
Effective-targeted instruction works!

WHAT TO DO?

EXTERNALIZE
EXTERNALIZE
EXTERNALIZE
...Everything
ADHD STUDENTS NEED TO BE ENGAGED:

See it
Hear it
Practice it…!

COMMON AD/HD PROBLEMS AFFECTING ACADEMIC PERFORMANCE

• AD/HD students commonly miss academic instruction due to inattention. As a result, gaps of skill deficits occur. In the absence of alternative explanations (Specific Learning Disability, Mild Mental Disability etc.), data, including historical data should indicate a pattern that is consistent with the lack of skills due to inattention to instruction if academic goals are provided through an IEP.

• Sometimes students with AD/HD appear to have academic deficits, but testing shows otherwise. These students SHOULD NOT be provided with IEP and academic goals/objectives. Strategies/Accommodations/Modifications should still address issues related to AD/HD and how it is being manifested through their IEP or 504 plan.
## COMMON AD/HD PROBLEMS AFFECTING ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>Characteristics</th>
<th>INSTRUCTIONAL (INTERVENTION) STRATEGIES MODIFICATIONS/ADAPTATIONS</th>
</tr>
</thead>
</table>
| Reading         | May read fluently but not be able to answer questions. This often results from the automaticity of word calling without paying attention to what is being read. | - Teach to self-monitor  
- Teach to correct work  
- Teach pacing (slow down and read in small chunks)  
- Repeated readings  
- Guided readings |
| Written Expression | Difficulty getting thoughts to paper. Can tell a story verbally but loses information when trying to tell the story on paper.  
Bulbs  
Difficulty taking notes | - Explicitly reteach written mechanics  
- Teach pacing  
- Provide a modal  
- Graphic organizers  
- Sentence starters  
- Fill in the blanks  
- Webh/maps  
- Teach editing skills  
- Teach use of rubrics  
- Guided note-taking  
- Technology (spell check etc)*  
- De-emphasize handwriting*  
- Alternative means to respond*  
- Copy of notes*  
- Word processors* |
| Math            | Difficulty with working memory and immediate recall. This affects mental problem solving and recall of facts. Bulbs  
Doesn’t check for errors. | - Use calculator/softare*  
- Externalize steps for problem solving  
- Teach use of cuing system |

### AREA OF CONCERN INSTRUCTIONAL (INTERVENTION) STRATEGIES MODIFICATIONS/ADAPTATIONS

- **Stay in Area**  
  - Teach expectations prior to activity  
  - Teach when it is acceptable to be out of seat (use schedule)  
  - Teach self-monitoring  
  - Clearly defined boundaries  
  - Preferential seating/instruction  
  - Proximity control  
  - Allow for movements that do not interfere with learning|
- **Excessive Activity Level**  
  - Teach the student what is expected before given activity  
  - Teach the expected behavior (when)  
  - Teach how to recognize need for movement and how to ask for breaks  
  - Teach self-monitoring  
  - Know when to ignore  
  - Allow for movements that do not interfere with learning  
  - Review expectations  
  - Natural opportunities for movement  
  - Work for short periods  
  - Incorporate movement into activities  
  - Prepare for transitions  
  - Use high interest materials  
  - Use child’s strengths (make a leader)  
  - Use various modalities for presentation that will elicit attention|
- **Work Completion**  
  - Teach strategies for pacing  
  - Teach how to use a checklist (or how to develop a checklist)  
  - Teach organization  
  - Teach goal setting/self-monitoring  
  - Teach strategies for checking errors (e.g., academic skill areas)  
  - Chunking  
  - Modified assignments  
  - Shortened assignments  
  - Use of visual timers  
  - Complete work in small increments  
  - Extended time (with limits)  
  - Use of visual timers  
  - Graphic organizers  
  - Set up classroom/individual system for materials  
  - Clear, concise language  
  - Give directions one at a time and allow for response  
  - Pair oral directions with visuals/cues  
  - Give alerting message that something important will follow  
  - Graphic organizers  
  - Check for comprehension/Probe  
  - Provide visual support to help follow content or listen for key information|
- **Attention to Tasks/Following Directions**  
  - Teach note-taking/guided note taking  
  - Teach highlighting/key information  
  - Teach use of a graphic organizer  
  - Teach self-advocacy  
  - Teach self-monitoring  
  - Computer-aided instruction  
  - Teach using high interests into activities/content  
  - Teach highlighting/keyword information  
  - Visual cues  
  - Limit distractions within the environment  
  - Remove excessive materials from area  
  - Work for short periods  
  - Quiet work environment (head phones, white noise)  
  - Use clear, concise language  
  - Give directions one at a time and allow for response  
  - Pair oral directions with visuals/cues  
  - Give alerting message that something important will follow  
  - Graphic organizers  
  - Check for comprehension/Probe  
  - Provide visual support to help follow content or listen for key information|
- **Organization**  
  - Teach how to use a checklist (or how to develop a checklist)  
  - Teach strategies for organization  
  - Teach how to prioritize tasks  
  - Teach self-monitoring  
  - Structure/predictability in classroom  
  - Easy access to materials  
  - Extra set of materials/books  
  - Coding system/Folders/Binders  
  - Checklists  
  - Set up classroom/individual system for materials
**Management Suggestions From Russell Barkley, Ph.D.**

- ADHD teens need positive feedback more often than other children.
- Provide feedback immediately—teens with ADHD are governed by what’s going on now, not some goal or consequence in the distant future.
- Provide positive feedback before negatives—if you want to change a behavior, don’t always punish the problem behavior.
- Use strong, meaningful rewards and consequences—money is usually an effective reward for teenagers.
- Be consistent as possible—do today what you did yesterday and what you would do tomorrow.
- Use incentives before punishment.
- Teach problem solving—discuss possible solutions for solving the problem and help him identify pros and cons of each solution. Then, write down the options plus the advantages and disadvantages of each. Usually seeing the options in writing is generally more helpful.
- “Now we have discussed your options, what is your plan for solving the problem?”

**Management Strategies for the Teenager With ADHD, Continued**

- Keep a discipline perspective—ADHD is a handicapping condition for some teens.
- Utilize positive reinforcement—reinforce behavior you would like to see occur more often.
- Give choices—giving a choice shows you respect him/her and his/her opinions, and allows him/her to have some control over their environment.
- Set reasonable expectations—remember teens with ADHD are as much as 30% behind their peer development (2-4 years).
- Negotiate/consider a compromise—“When is a good time to talk about cutting the grass?” Teens more likely to follow through on a solution they help develop.
- Provide structure—set time for bed, study, computer, etc.
- Develop rules and consequences—for example, you can’t go out on Saturday night until your chores are completed.
THINK OF AN EXPERIENCE YOU HAVE HAD WITH AN ADHD PERSON...

THINK TIME

Turn to your neighbor and identify a few problems or issues the ADHD person encounters.

Jot down your responses.

1. _____________________________
2. _____________________________
3. _____________________________

TEACHING CHILDREN WITH ADHD

ADHD CHILDREN WILL GENERALLY EXPERIENCE DIFFICULTY IN THESE AREAS:

• Starting tasks
• Staying on task
• Work Completion
• Making transitions
• Interacting with others
• Following Directions

• Following through on directions
• Producing work at consistent levels
• Organizing
• Impaired sense of time
STRATEGIES FOR ADHD

Many best practice strategies for teaching may be addressed through strategies for students with ADHD.

- You should teach at the POINT OF PERFORMANCE, utilize coaching strategies, incorporate opportunities to “see it, hear it, do it”, externalize time, incorporate a reinforcement system that is consistently paired with the performance of behavior.

(see reference guide for possible strategies for assisting ADHD students-This isn't an exhaustive list)

WHEN USING ADHD REFERENCE GUIDE

LESS IS MORE

1. Be mindful of problem displayed by student.

2. Do not choose all accommodation/strategies in a given area. Personalize your selection.

3. Identify a few accommodations for your plan and collect data on student's performance. Scaffold the accommodations and keep it simple. Less is more!

4. Communication is key. Reconvene a meeting if student no longer needs the accommodation or if the accommodation/strategy isn’t working.
CONTENTS OF REFERENCE GUIDE FOR POSSIBLE STRATEGIES/Accommodations FOR AD/HD STUDENTS

Assignments/Homework
Behavior (in area; attention to task; following directions; hyper-activity) Behavior
Instructional Materials
Instructional Methods
Math
Organization
Physical Environment
Reading
Testing
Time Impaired
Websites and Resources
Work Completion
Working Memory
Written Expression
<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Name: Jane Doe</td>
<td>Teacher's Name: Jane Doe</td>
</tr>
<tr>
<td>Subject: Math</td>
<td>Subject: Math</td>
</tr>
<tr>
<td>Grade: 5th</td>
<td>Grade: 5th</td>
</tr>
<tr>
<td>Duration: 45 minutes</td>
<td>Duration: 45 minutes</td>
</tr>
<tr>
<td>Location: Classroom</td>
<td>Location: Classroom</td>
</tr>
<tr>
<td>Objectives:</td>
<td>Objectives:</td>
</tr>
<tr>
<td>- Students will be able to solve one-step equations.</td>
<td>- Students will be able to solve one-step equations.</td>
</tr>
<tr>
<td>- Students will be able to apply the concepts learned to real-life situations.</td>
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</tr>
</tbody>
</table>

**Instructional Methods**

- Direct Instruction
- Guided Practice
- Independent Practice
- Group Work

**Materials**

- Whiteboards
- Markers
- Handouts

**Organization**

- Whole Group: Introduction to one-step equations
- Small Groups: Solving one-step equations

**Assessment**

- Formative: Exit tickets
- Summative: Quiz

**Additional Notes:**

- Encourage students to ask questions if they need help.
- Review key concepts before moving on to new material.

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<table>
<thead>
<tr>
<th>Physical Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature: 72°F</td>
</tr>
<tr>
<td>Lighting: Bright</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format: Multiple Choice</td>
</tr>
<tr>
<td>Duration: 20 minutes</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Other Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students appeared engaged throughout the lesson.</td>
</tr>
</tbody>
</table>
**REFLECT ON THE PROBLEMS EXHIBITED BY THE AD/HD PERSON YOU DISCUSSED WITH YOUR NEIGHBOR**

Utilize your Reference Guide For AD/HD Accommodations to find a possible accommodation. Discuss the result with your neighbor.

**PRE PLAN RESPONSES**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ADHD doesn’t exist or it's just poor parenting.</td>
<td>ADHD is a brain disorder and neurological problem and it is visible on a PET scan.</td>
</tr>
<tr>
<td>2. Student is denied recess and punished for being out of seat and not on task completing assignment.</td>
<td>These are characteristics of ADHD. You are punishing him for having ADHD and for having a brain disorder. Put supports in place. Use incentives vs. punishment.</td>
</tr>
<tr>
<td>3. He’s lazy and doesn’t try.</td>
<td>Executive Functioning deficits impact academics and academic related skills. It looks like choice or laziness. The deficit is in performance not in skills.</td>
</tr>
<tr>
<td>4. ADHD Student is smart/gifted- they don't need a 504 plan</td>
<td>Most ADHD students have an average IQ. Most 504s are written for students with above average IQ. Learning is only one of several major life functioning areas that could be impacted by ADHD. Focusing or thinking could be limited.</td>
</tr>
</tbody>
</table>
5. He's in middle school now and he needs to remember to write his assignments in his agenda and turn in homework or She’s a teenager and should know better.

Don’t expect performance based on age. Barkley says a 14 year old with ADHD would developmentally appear to be about 9 years old. Supports would have to be put in place for a 10 year old 5th grader to be successful in high school.

6. Student's grades don't reflect his ability.

What are you measuring with grades? Are we recognizing skill deficit or performance deficit? Is working memory/task completion a better predictor of academic success in the classroom than IQ or skill mastery? Are we grading ability or disability??

7. We have to refer students to the SAT (student assistance team) before we make a referral to 504/special education.

Districts have a duty to locate and identify student's with disabilities. This is referred to as child find. While this may be a good idea it should not be a prerequisite to making a 504 or IDEA referral.

8. Students must academically perform at least two grade levels below peers to qualify for an IEP.

A student can have a disability and be on grade level. The purpose of an evaluation is to supply the information needed to determine eligibility.

9. I didn't know where to go to get help.

All districts have someone identify to assist with 504 issues (Section 504 Coordinator) or special education concerns (Director of Special Education) Reach out to these people for resources or assistance.
KEY FACTS TO REMEMBER WHEN ADVOCATING FOR THE ADHD STUDENT

• The ADHD student does not have a behavior disorder- ADHD is a neurodevelopmental disorder that has a profound impact on academics and behavior
• Executive Function deficits impacts academics and academic related skills (It looks like choice or laziness!)
• Ensure that the IEP/ 504 plan addresses academic and executive function deficits not just behavioral problems
• Don’t expect performance based on age and intelligence. Barkley estimates some ADHD students experience a 30% Developmental Delay… 14 year old would developmental appear to be approximately 10 yrs, (5th grader). 18 year old appears like a 12 year old. We must put the supports in place that would be needed for a 10 year old to manage the rigor of a high school classroom.
• Remember the student shouldn’t be reprimanded or punished for the disability
• Recognize skill deficit vs. performance deficits
• Grades should reflect skill mastery not task completion or working memory- “What are you measuring with grades?”
• Be familiar with 2008 ADA Amendments Act which encouraged broad coverage and stated effects of mitigating measures could not be considered when determining eligibility.
• Utilize U.S Department of Education, Office of Civil Rights
ADVOCATING FOR THE ADHD STUDENT IN A MEETING

• Approach is everything. Build relationships and your creditability; be respectful
• Assume all parties are doing their best. Everyone’s mission is to help the child to improve and be successful.
• Acknowledge and take ownership of the problem. Be first to inform the other
• Respond to the “fair” word- We want to be treated fairly but it doesn't mean equal treatment. Gary Phillips, 1997 said, “Treating unequals equally is no justice.”
• Stay focused on the future- Learn from the past but don’t get stuck there.
• Stick to the agenda and time frame for the meeting. Nothing good happens after two hours. Use data and preplan your thoughts.
• Know your rights, Students with ADHD and Section 504: A resource Guide (July 2016) http://www.ed.gov/ocr

A GOOD PLAN

• Prior to a meeting
  • Ask the child to identify the problem and what is needed to be successful.
  • Listen to concerns of the parent/or school staff
  • If you have identified problems, jot occurrences on a calendar to be discussed at your meeting.
• Is developed by a team of individuals who know the student, understands the disability, and can offer recommendations to mediate the affects of the disability. (no one person makes the decisions)
• Shouldn't look like a smorgasbord of accommodations-It is specific and individualized for the student.
• Keep it simple- 5 to 7 objectives that focus on what is impacting the student's ability to be successful in the learning environment.
• Scaffold the accommodations- least to most- gradually withdraw or fade as the student becomes independent
• Communication is key- reconvene an IEP/504 meeting if the student is struggling or the accommodations aren't working- the student no longer exhibits that problem- you suspect or are aware of an additional diagnosis.
WHEN TO REFER FOR SPECIAL EDUCATION SERVICES?

1. Interventions must be matched to area(s) of concern
2. Interventions must = Instruction
3. Data must be collected systematically at regular intervals…for sufficient period of time (e.g. 10-11 weeks or more?)
4. Data should be graphed and analyzed
5. Data shows when provided with intervention student performs consistently and significantly below peers

REFERRAL

• If the ADHD student’s needs are not being met, contact your principal and ask for a referral form for 504 services or special education services.
QUALIFYING FOR SPECIAL EDUCATION

ADHD must adversely impact the student’s educational performance. "Adverse effect" means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.

ADHD typically falls in the special education category of Other Health Impaired. However, it could coexist with other conditions which may lead to eligibility in a different or additional category.

Contact your school principal to ask for a special education referral

REFERENCES
