

HOW DOES ADHD AFFECT EDUCATION?

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DOES MY CHILD AUTOMATICALLY
QUALIFY FOR SPECIAL EDUCATION
WITH A DIAGNOSIS?

NO

INDIVIDUALS WITH DISABILITIES ACT (IDEA 1990-2004) (IDEIA 2004)

- ADHD is a disorder in which *can* qualify for special education under the Other Health Disabilities category
- Not all students with ADHD will qualify for special education
- To qualify, the ADHD must adversely affect a child's educational performance

SPECIAL EDUCATION EVALUATION PROCESS

By law, a school district needs to
implement at least
2 interventions for 6 – 8 weeks

INTERVENTIONS

Def: Actions to improve a situation

~Mild to Intensive

~Depends on individual need



INTERVENTIONS

- Medication
- Check in – check out system
- Use a visual checklist
- Color coded folder system
- Reduce task demand
- Amplification systems
- Scheduled movement breaks

ACCOMMODATIONS

- Praise appropriate behaviors / pick your battles
- Clear, specific commands
- Give notes – highlight or fill in the blank
- Flexible seating – stand up desk, *wobble* chair
- Visual timers

INTERVENTIONS *ARE* WORKING.

- Continue all the interventions and accommodations that are in place
- Don't need an Individualized Education Plan
- 504 Plan - to ensure interventions continue in all classes

(Section 504 is a part of the Rehabilitation Act of 1973)

INTERVENTIONS ARE *NOT* WORKING...

COMPREHENSIVE ASSESSMENT

Formal assessments, Observations, Checklists

- Cognitive / Intellectual
- Academic
- Functional
- Behavioral / Social
- Developmental History
- Medical

WHEN WOULD A STUDENT WITH ADHD QUALIFY FOR SPECIAL EDUCATION?

Minnesota Department of Education Other Health Disabilities Criteria

- A. Health Condition Documentation
- B. Adverse Effects
- C. Unsatisfactory Educational Progress

A. HEALTH CONDITION DOCUMENTATION

- In the case of a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD), written and signed documentation of a medical diagnosis by a licensed physician, an advanced practice registered nurse or licensed psychologist is required for purposes of identifying a child with a disability. (Minn. Stat. 125A.02 Subd.1.)
- For an initial evaluation, **documents must be dated within the past 12 months**. The documentation must show the student meets DSM criteria in items A-E. DSM criteria documentation must be provided by a licensed physician, mental health or medical professional licensed to diagnose the condition

B. ADVERSE EFFECTS

In comparison with peers, the health condition adversely affects the pupil's ability to complete educational tasks within routine timelines as documented in at least **three** of the following areas:

B. ADVERSE EFFECTS

- ___excessive absenteeism linked to the health condition;
- ___specialized health care procedures that are necessary during the school day;
- ___medications that affect comprehension, memory, attention, or fatigue;
- ___limited physical strength resulting in decreased capacity to perform school activities;
- ___limited endurance resulting in decreased stamina and decreased ability to maintain performance;
- ___heightened or diminished alertness resulting in impaired abilities;
- ___impaired ability to manage and organize materials and complete classroom assignments with routine timelines, or
- ___impaired ability to follow directions or initiate and complete a task.

C. UNSATISFACTORY EDUCATIONAL PROGRESS

- a. An individually administered, nationally normed standardized **evaluation of the pupil's academic performance**
- b. Documented, systematic **interviews** conducted by a licensed special education teacher with classroom teachers and the pupil's parent or guardian
- c. One or more documented, systematic **observations** in the classroom or other learning environment by a licensed special education teacher
- d. A **review of the pupil's health history**, including the verification of a medical diagnosis of a health condition
- e. **Records review**



Minnesota Department of Education

Other Health Disabilities Criteria

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YOU ARE YOUR CHILD'S ADVOCATE!

- Communicate with the teacher
- Set up morning and after school routines
- Daily notes home

We are a team all
working to help your
student be successful!

THANK YOU!