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PSYCHIATRY ACADEMY

ADHD and Education





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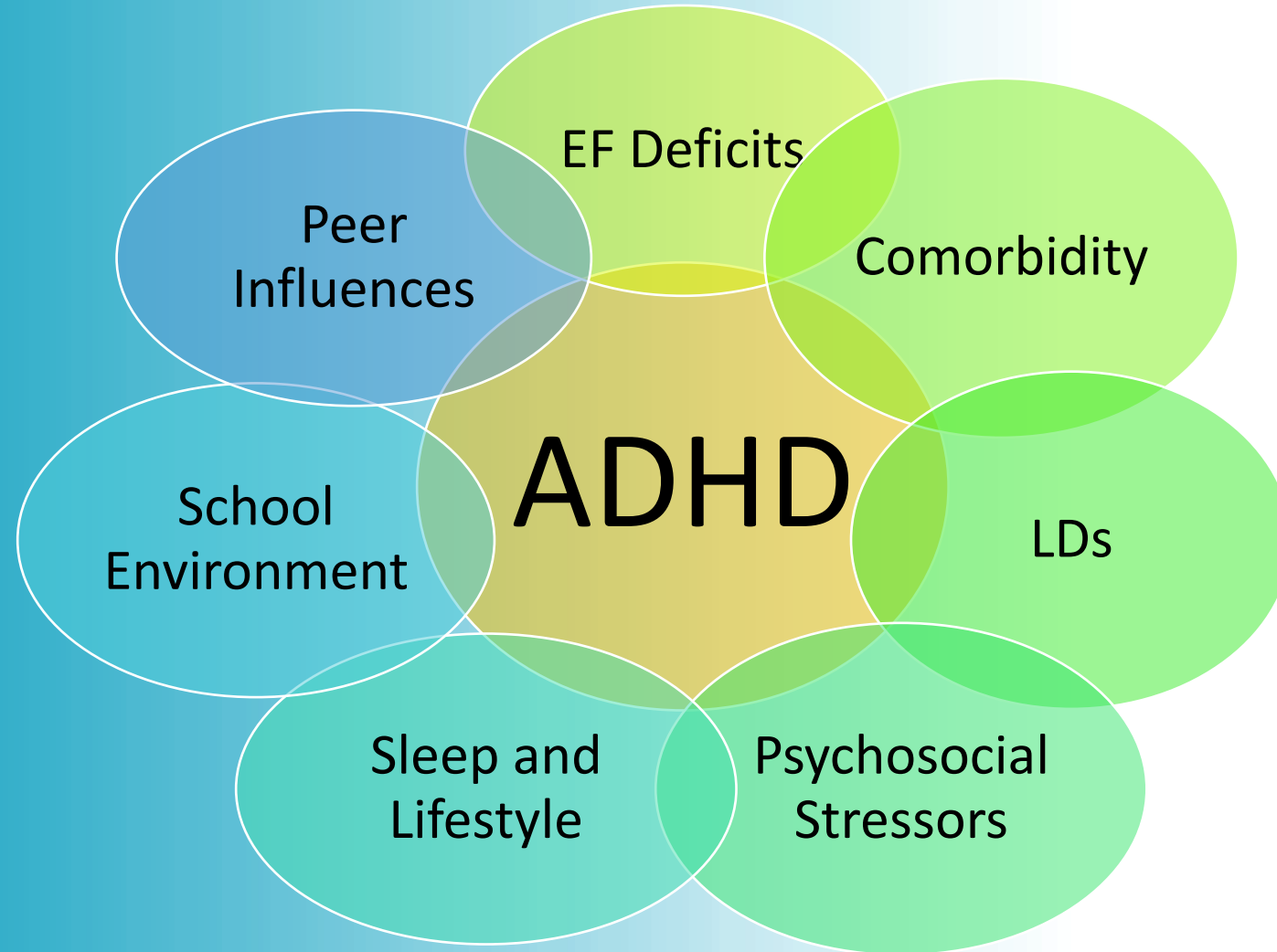
Disclosures

I have the following relevant financial relationship
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Oxford University Press (Royalties)



Contributors to Problems in School



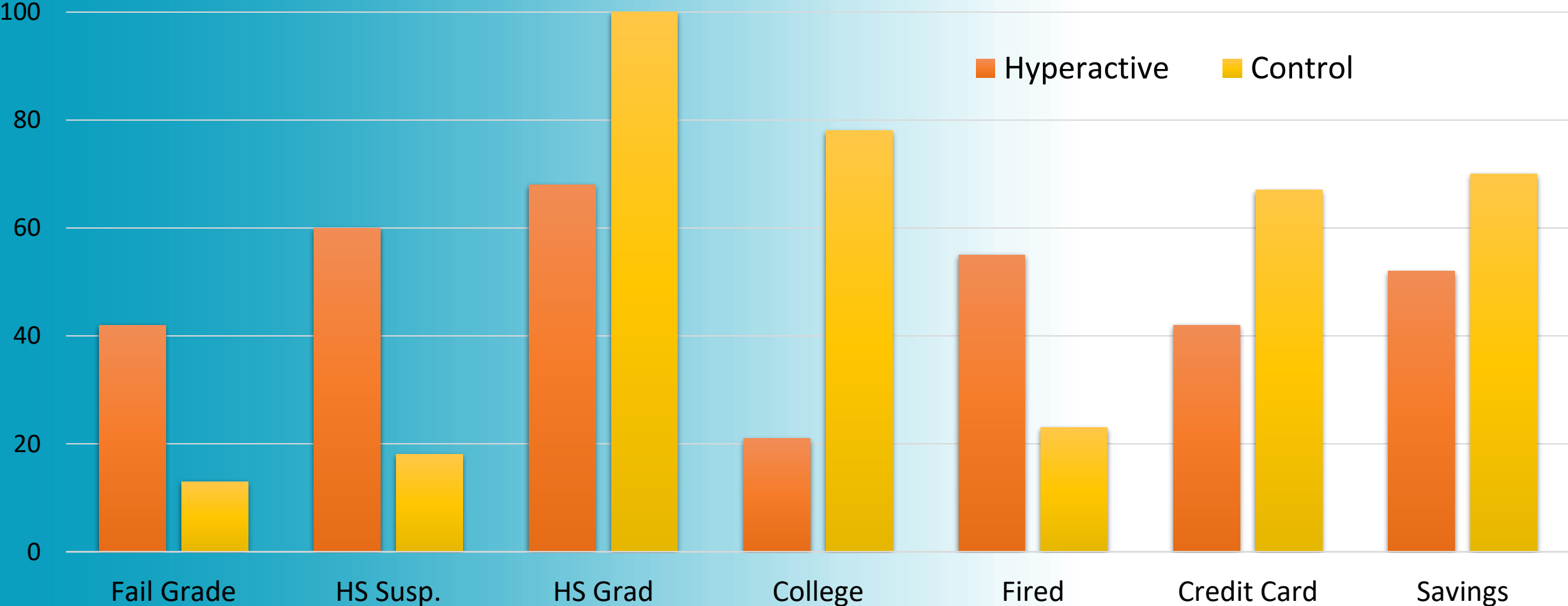
Outcomes for Hyperactive Children

Barkley et al. *JAACAP*. 2006;45:192-202



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Impact of Inattention on Subsequent Academic Performance

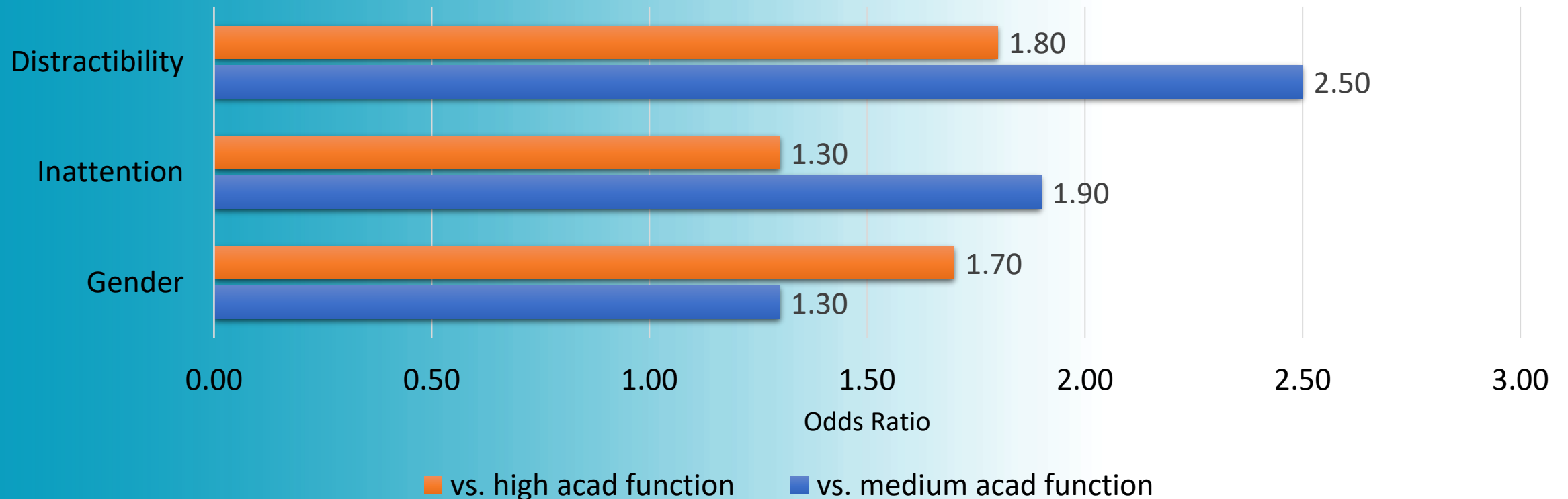


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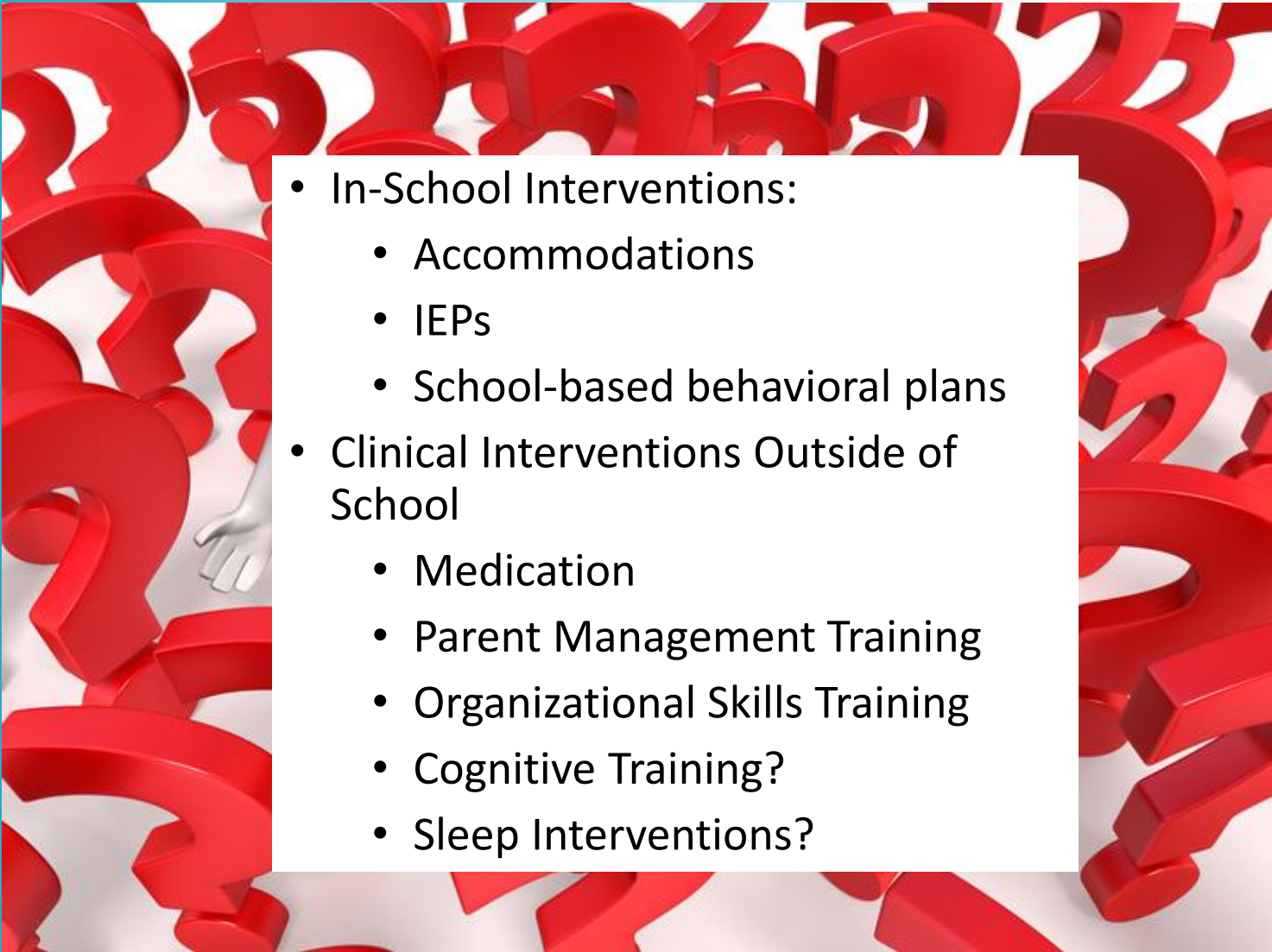
Lundervold et al. *PLoS One*. 2017;12(11):e0188310.

SNAP Scores at Ages 7-9 Years Predict Lower Academic Performance in High School (N=2491)



What to Do?



- 
- A background image consisting of numerous 3D red question marks scattered across a white surface. A white hand is visible on the left side, reaching towards the question marks.
- In-School Interventions:
 - Accommodations
 - IEPs
 - School-based behavioral plans
 - Clinical Interventions Outside of School
 - Medication
 - Parent Management Training
 - Organizational Skills Training
 - Cognitive Training?
 - Sleep Interventions?



Section 504 of the Rehabilitation Act of 1973

No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

What Does This Mean?



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Who Qualifies: A student usually ages 3-22

- What is a disability?
 - A mental or physical impairment that substantially limits one or more major life activities
 - Substantially reduces or lessens student's ability to access the curriculum in the educational setting
 - Determined by a group of persons knowledgeable about the child, meaning of the evaluation data, educational options
 - No formal testing required



Additional Considerations

- Accommodations versus Modifications versus Interventions
- Privacy and Confidentiality
- Accommodations versus lower class placement
- Documentation on Report Cards and Transcripts
- Managing Failure to Implement Approved Accommodations



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Colleges/Universities Are Covered Under Section 504 If They Receive Federal Monies!

Students should reach out to the Disability Services Office early in the school year.



Common Accommodations for Students with ADHD: Environmental Strategies

- Preferential seating
- Provide sensory or movement breaks
- Adapt environment to reduce distractions
- Adapt non-academic times (e.g., lunch, recess)
- Offer increased supervision during transition, field trips, etc.
- Utilize a study carrel or separate workspace
- Schedule more demanding classes earlier in the day
- Preferential course registration



Common Accommodations: Organizational Strategies

- Model and reinforce organizational systems (i.e., color-coding)
- Write out homework assignments, check student recording of assignments, ask student to restate directions
- Use a graphic organizer for writing assignments
- Tailor homework assignments toward student strengths and interests
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Break down long-term assignments with intermediate deadlines



Common Accommodations: Behavioral Strategies

- Clearly post rules and expectations for classroom behavior
- Use behavioral management techniques consistently in and across classes
- Use positive verbal/nonverbal reinforcements with greater frequency
- Establish nonverbal cue with teacher if distracted
- Establish a home/school communication system for behavior monitoring
- Create daily/weekly progress report
- Reinforce self-monitoring and self-recording of behaviors
- Determine trigger points and prevent action leading to unwanted triggers
- Provide for socialization opportunities



Common Accommodations: Material Presentation Strategies

- Allow students to record classes
- Provide teacher notes and PowerPoints
- Provide a peer scribe
- Use computer-aided instruction and other audiovisual equipment
- Provide books on tape
- Provide second set of textbooks for home
- Ask student to repeat/paraphrase context to check understanding
- Provide peer tutoring
- Do not penalize for missed classes or participation difficulties
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Common Accommodations: Assignments/Testing



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- Modify amount of homework*
- Adjust assignments to fit attention span*
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks/allow use of computer
- Lower reading level of assignments*
- Break assignments into series of smaller assignments
- Extended time on tests/Separate testing location
- Limit material presented on a single page
- Provide for oral testing
- Provide tests in segments. Student hands one in before receiving the next
- Grade for content integrity rather than neatness/presentation
- Modify weight of tests when grading*

*Modification rather than accommodation

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Individuals with Disabilities Act (IDEA 2004)

- Gives states federal funds to help make special education services available for students with disabilities.
- Provides very specific requirements to ensure a free appropriate public education (FAPE) for students with disabilities.
- Each state must issue rules and regulations about implementation of IDEA in their state
 - Some states may have regs that go beyond IDEA



A Couple of Things to Know About IDEA

- From birth through age 2, children with disabilities and their families receive early intervention services
- From ages 3 through 21, children and youth receive special education and related services
- ADHD is covered under IDEA and ADA, under “other health impairment”
- Having ADHD does not automatically qualify a child for special education services under IDEA



Eligibility

- Does the child have a documented disability?
- Does that disability affect their ability to make effective educational progress?
- Does the child need specialized instruction (i.e., special education and related services) to make progress?



Special Education Evaluation

- Formal evaluation process that includes a variety of assessment tools
- Requires parental consent
- Determination must be made unanimously by the team, including parents, educators, school psychologist, special education personnel, representative of public agency
- Outside providers can be included
- Outside testing may be but does not have to be considered



Developing an IEP

- Parental concerns and vision for their child
- Child's current level of performance
- Annual Goals
 - Should be specific, individualized, and measurable
- Progress Reporting
 - How will the child's progress towards the goals be assessed?
 - How will the parent be given information about progress?
- Special Ed Services to be Received
 - Nature of the service (e.g., reading instruction, org skills)
 - Frequency, duration (e.g., 60 minutes daily)
 - Location and setting (e.g., resource room at XX elementary; small group instruction)
- Supplementary Services (accommodations and modifications)



Out-of-District Placement

- Must be determined by the IEP Team
- May be considered if:
 - No in-district program exists to meet the child's specialized education needs
 - The child is not making adequate progress in the in-district program
 - The child's needs can only be met in a specialized program
- What is the least restrictive environment needed for the child to make progress?
- What are additional considerations?
 - Distance and travel
 - Residential vs. day
 - Social impact



Some Common Issues

- Parental right to reject all or part of the IEP
- Approved vs. non-approved schools
- Stay-put rights vs. changing needs over time
- Resolving disagreement:
 - Take the long view
 - Collaboration over conflict (if possible)
 - Make use of advocates and special education lawyers if needed
 - Consider reaching out to DOE or OCR if egregious offenses

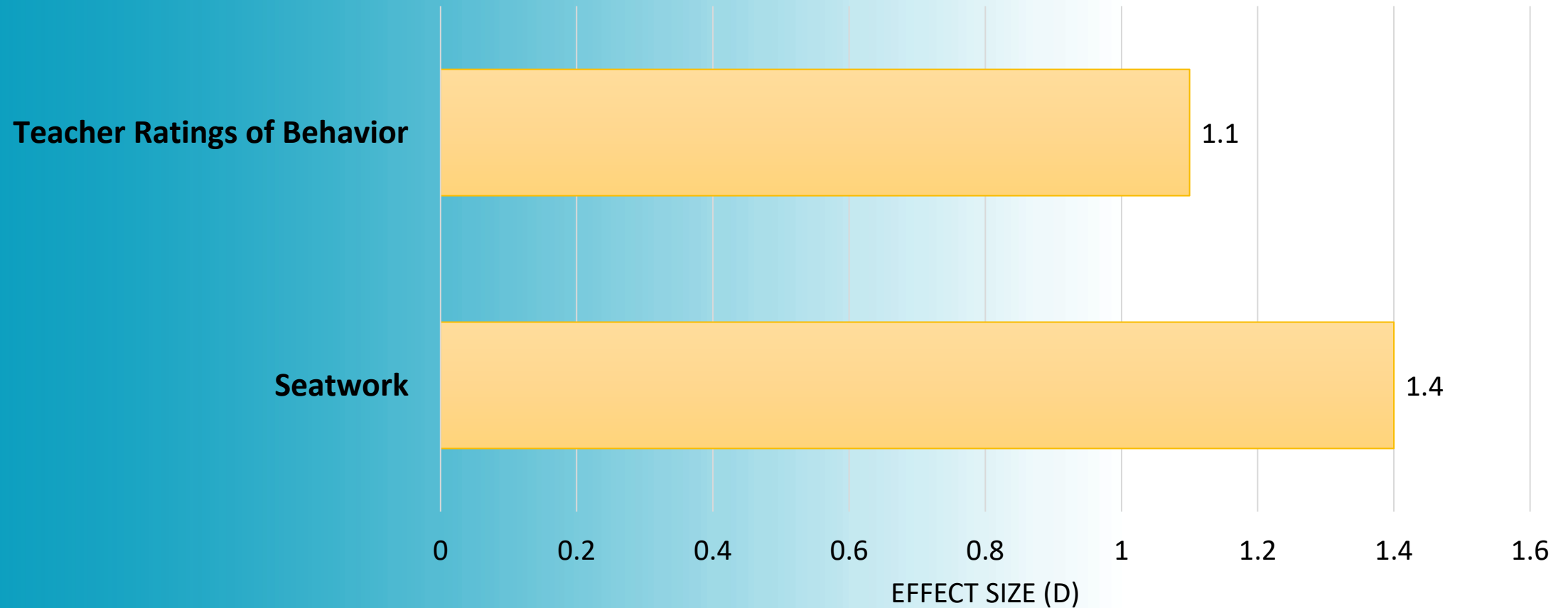
Stimulants Improve School Functioning



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Hawk et al. *J Child Psychol Psychiatry*. Dec. 2018;59(12):1271-81.



Classroom Behavior Management



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- Regular consultation with classroom teacher
- Psychoeducation re. ADHD
- Identification of target behaviors using functional assessment of behavior
- Instructing teachers re use of praise, planned ignoring, effective commands, time-out
- Use of Daily Report Card



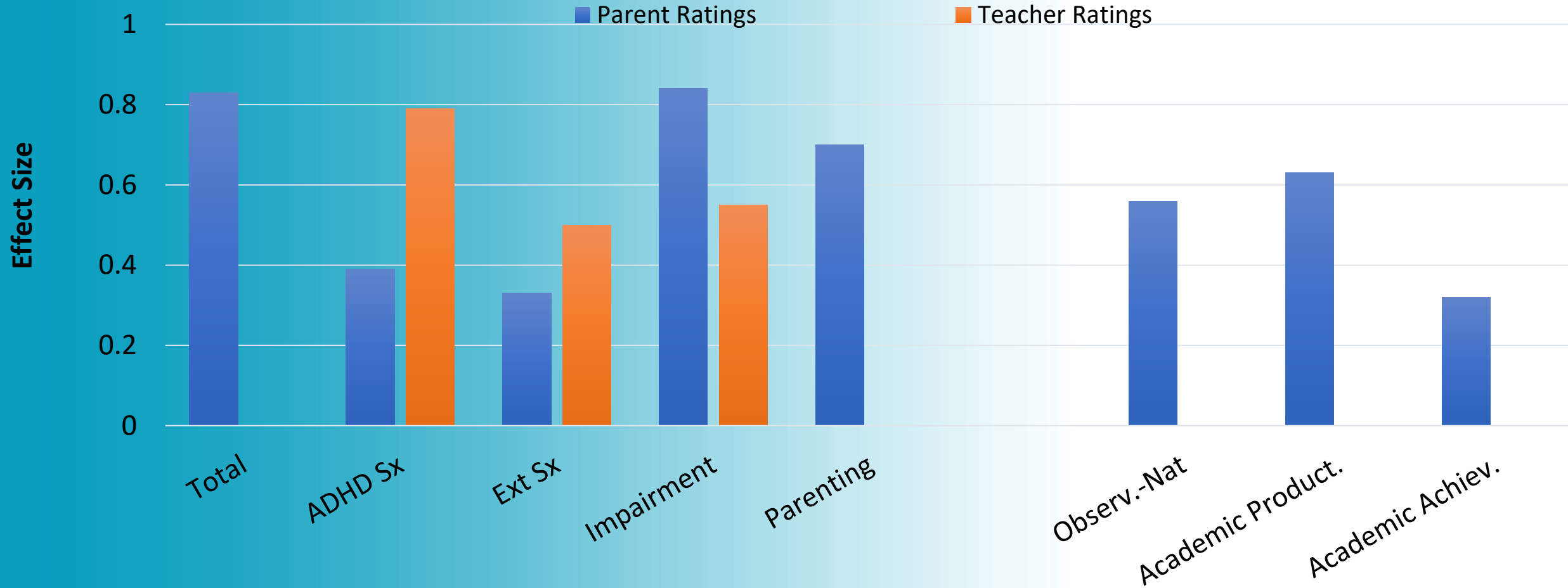
Meta-Analysis of Behavioral Approaches



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Fabiano et al. *Clin Psych Rev.* 2009;29:129-140.





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Thank you!