

---

# ADHD/ADD: Educational Signs, Definitions, and Supports

---

# ADHD/ADD: Signs

---

**When a child has ADHD/ADD, he or she may:**

- Not pay close attention to details
- Not stay focused on play or schoolwork
- Not follow through on instructions or finish schoolwork or chores
- Not seem to organize tasks and activities
- Get distracted easily
- Losing things such as toys, schoolwork, and books
- Fidget and squirm
- Get out of their chairs when they're not supposed to
- Run around or climb constantly
- Have trouble playing quietly
- Talk too much
- Blurt out answers before questions have been completed or while people are talking
- Have trouble waiting their turn
- Interrupt others when they're talking
- Butts in on the games or activities others are playing

# ADHD: Types

---

Three types of ADHD have been identified:

- ***Inattentive type*** - where the person can't seem to get focused or stay focused on a task or activity
- ***Hyperactive-Impulsive type*** - where the person is very active and often acts without thinking
- ***Combined type*** - where the person is inattentive, impulsive, and too active

# ADHD/ADD: Definitions and Need for Services

---

ADHD falls under the category of “Other Health Impairment” (OHI) for Special Education Services and is a diagnosis recognized for a 504 Plan as a mental impairment

## **IDEA and Nevada Law defines Other Health Impairment as an impairment that:**

- limits the strength, vitality or alertness of the pupil, including, without limitation, a heightened alertness to environmental stimuli which results in limited alertness with respect to the educational environment and which:
  - 1. Is caused by chronic or acute health problems such as asthma, *attention deficit disorder or attention deficit hyperactivity disorder*, childhood disintegrative disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, Rett’s disorder, sickle-cell anemia and Tourette syndrome; and
  - 2. Adversely affects the educational performance of the pupil.

**In Nevada, a student with an OHI impairment may need IEP services by when the assessment of the child:**

- identifies that the health of the pupil may affect the child’s education and
- when the ability of the pupil to perform in a regular classroom identifies the need for support

**To qualify for a 504 Plan, a student needs a diagnosis of ADHD/ADD from a Licensed Professional and evidence that ADHD/ADD is affecting a major life activity of the child such as learning, concentration, and/or education**

# ADHD: Supports

---

**IEP:** Specialized Instruction, Academic and Related Services in Regular and Special Education as needed, Possible Extended School Year, Possible Transportation, and Accommodations/Modifications depending on the child's needs (for IEP only)

**504 Plan:** Accommodations/Modifications in the General Education Classrooms; Related Services as needed

## **Examples of Supports the Child may Legally be Entitled to/Parents may Request:**

Task Related Supports – breaking down tasks into smaller parts with due dates, having student complete one direction at a time,

Post rules, schedules, assignment expectations and classrooms expectations clearly in classroom or in a written form for student.

Practice routine classroom tasks for automaticity

Teach student a specific strategies that works for student to apply for learning/subjects (i.e. when multiplying numbers, use repeated addition strategies)

Create organization system with student that works for him/her. This may include writing down or taking pictures of assignments/schedules.

# ADHD: Supports

---

## More Examples of Supports the Child may Legally be Entitled to/Parents may Request:

- Provide regularly scheduled movement breaks or fidget items to use
- Give directions both verbally and in writing
- Modify Assignments, tests, and schoolwork to show mastery (this cuts down on overwhelming work for students)
- Redirect student privately when off task
- Provide positive feedback to student when on task or when student goes back to task after redirection
- Provide test/assessments accommodations – small group, quiet room, directions read out loud, etc.
- Home/School Communication Plans to Discuss Collaboration on Behavior/Learning Support

# Next Steps

---

## Watch:

- ***IEP Plan: Qualifying, Support Provided, and Parents Rights Video***
- ***504 Plan: Qualifying, Support Provided, and Parents Rights Video***

## Use

- ***IEP and the Special Education Evaluation: First Request Form*** to request a special education evaluation/IEP for your Child
  - Select that your child may have ADHD/ADD
  - Add any specific reasons you think your child has ADHD/ADD based on this PP
- ***504 Plan: First Request Form*** to request a 504 Plan for Your Child
  - Add documentation of your child's ADD/ADHD Diagnosis from a Licensed Professional