

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) - PROCEDURES

Introduction: According to the American Psychiatric Association (DSM,-IIT-R), "The essential features of this disorder are developmentally inappropriate degrees of inattention, impulsiveness, and hyperactivity. Children with the disorder generally display some disturbance in each of these areas, but to varying degrees. Symptoms typically worsen in situations requiring sustained attention, such as listening to a teacher and doing class assignments or chores at home. Signs of the disorder may be minimal or absent when the child is receiving frequent reinforcement or very strict control, or is in a novel or one-to-one situation. Academic failure is the major complication". Symptoms are often not recognized until the-child enters school. Predisposing factors include central nervous abnormalities, disorganized or chaotic environments, and/or psychological trauma.

Section 504: This section of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap by recipients of federal funds. "Handicapped Person" is defined in Section 504 regulations as "any person who has a physical or mental impairment which substantially limits a major life activity." Because this disorder is a medical diagnosis, children with ADHD are protected under Section.504. Basically, this means that children with ADHD have a right to an appropriate education, which may include test and classroom modifications.

Course of Action:

A) In-School Referral

- 1) The Director of School Psychological Services shall receive all in-school referrals on children suspected of having an Attention Deficit Hyperactive Disorder.

Prior to submitting the referral, the parent or legal guardian shall be notified that an ADHD evaluation is being requested. The person making the referral shall complete the school referral form for psychological services and shall include a narrative description of observations on the student's classroom behavior, academic performance, and social interactions, with others in the classroom.

- 2) The Director of School Psychological Services shall screen for a possible educational handicapping condition as defined in Part no of the Commissioner's Regulations. Examples of an educational handicapping condition include a learning disability, emotional disturbance or other health impairment. (Special Note - ADHD is not necessarily considered to be an educational handicapping condition and is therefore not included in Part 200)
 - a) If an educational handicapping condition is indicated the Director of School Psychological Services will refer to the Committee on Special Education (CSE).
 - b) In the event that no educational handicapping condition is found, a referral to the building level ADHD Team will be submitted.

The school psychological assessment should include a review of school records, a behavior rating scale, parent and teacher conferences, and a classroom observation. The assessment may also include individual intelligence and achievement testing.

A medical examination is also required prior to building level team meetings. Since ADHD is a medical diagnosis, it is necessary that the school have medical confirmation. Unless the child is under CSE consideration, the child's parent or legal guardian is responsible for the cost of medical assessment.

- 3) The building level ADHD Team shall meet within 30 days of the school psychological and medical assessment and will be composed of the Director of School Psychological Services (who will call and run the meeting), the student's guidance counselor, a teacher currently Providing Instruction to the student,

and a special education teacher from the grade level of the student. The student's parent or legal guardian will be notified by mail and strongly encouraged to attend.

At the ADHD Team meeting, the Alternative Learning Strategies form (ALS) will be completed. All attempts will be made to limit strategies to within the resources of the regular classroom utilizing existing special and/or regular education personnel. Suggested alternative learning strategies include:

- a) providing a structured learning environment,
 - b) repeating and simplifying Instructions about in-class and homework assignments;
 - c) supplementing verbal instructions with visual instructions;
 - d) using behavioral management techniques; adjusting class schedules;
 - e) modifying test delivery; using tape recorders, computer-aided instruction, and other audio-visual equipment;
 - f) selecting modified textbook or workbooks; and
 - g) tailoring homework assignments.
- 4) The ALS shall be submitted to the building Principal immediately, following the team meeting.

The building Principal will work with, the Director of School Psychological Services to ensure attendance of required faculty and staff at the ADHD Team meeting and to ensure the ALS is implemented within a timely manner.

- 5) The Director of School Psychological Services shall provide the Parent of the student with the appropriate documents including the Parent/Student Rights in Identification, Evaluation, and Placement form.

All records, files minutes, and correspondence shall be the responsibility of the Director of School Psychological Services.

B) Out Of School Referral

- 1) Diagnosis shall be sent to the Director of Pupil Personnel Services. Records including teacher and parent observations and a psycho-educational assessment (if conducted) shall be sent to the school physician for review of procedures and determination of compliance.
- 2) The Director of PPS shall refer the case to the CSE for possible action, Pending diagnosis of a qualifying educational handicapping condition pursuant to Part 2200 of the Commissioner's Regulations.
- 3) Begin Step 3 procedures 'In-School Referral'.