

How to Use the Elementary and High School ADHD Symptoms/Impairments/Accommodation Charts in Report Writing

Medical Professionals,

Schools and school boards have informed CADDAC that receiving more detailed reports from the ADHD diagnosing and/or treating physician would be helpful. They have also shared that even when they are able to access psychoeducational reports, the reports are often not helpful in identifying the student's specific ADHD impairment profile and deciding on possible accommodations.

The following information and attached charts are intended to serve as a resource to support the development of a comprehensive report identifying your patient's impairments and possible appropriate school and classroom accommodations. Since the success of any specific accommodation is very individual all parties, medical professionals, educators, parents and students should understand that suggested accommodations in your report are a starting point in identifying the best possible accommodations for that particular student. The development of a good individualized education plan is an on-going process. IEPs and their implementation should be reviewed several times during a school year and improved upon as necessary.

Report Requirements

The school will require documentation on:

- The student's ADHD diagnosis and how it was achieved (your assessment process outlined in detail)
- The patient's symptoms directly linked to expected impairments in the learning environment
- Impairments directly tied to appropriate accommodations

Meet with your Patient and their Parents

If you have been following the patient for some time you will be well aware of their ADHD symptoms. Regardless of how well you know their symptoms, it is imperative that you meet with your patient and their parents to review their symptoms and impairments in the school environment. It is also important to review accommodations that your patient and their parents have found helpful in the past or believe may assist the student in their future learning. The charts provided can be used as a tool to help facilitate this discussion.

The charts outlining ADHD symptoms, common associated impairments, tied to appropriate accommodations have been developed to assist you with preparing your report. While speaking with your patient and their parents, use the chart to mark off the appropriate impairments and chosen accommodations that come up during your conversation. This might be best achieved by asking your patient and parents to give examples of past difficulties in an academic environment. When your assessment is complete the charts can be used as a reference to develop a detailed report for the school.

Accurate Documentation

Please remember that these reports need to accurately reflect the disability needs of your specific patient. Educational institutions will rely on your reports to be an accurate assessment of students' impairments and a fair and appropriate list of requested accommodations for their disability.

Please Note:

The possible accommodations included in the “ADHD Symptoms, Impairments and Accommodations in the Elementary School and High School” charts are based on expert consensus opinion,^{i, ii}. While certain accommodations are beneficial for some students with ADHD^{iii iv} the listed accommodations are not uniformly beneficial for all students with ADHD. Therefore, physicians and other medical professionals should use the charts as a tool to assess functional impairments while reviewing possible accommodations that would likely be helpful.

ⁱ Froelich & Brinkman 2017

ⁱⁱ Fabiano & Pylr 2018

ⁱⁱⁱ Jansen et al, 2017

^{iv} Lovett et al 2018