



INTERACTIVE CHILD PARENTING COURSE

Course Workbook

Fill this workbook out on your computer or print it off to fill it out by hand.

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What is the CADDAC Interactive Child Parenting Course?

This five-part interactive course has been designed for parents starting the ADHD journey with their child and for those striving to understand their child's impairments and needs. It will cover the things you need to know about ADHD: what it really is; how it impacts learning, behaviour and emotional regulation; treatment options, and how to implement home and school strategies.

The course will review common impairments experienced by children with ADHD while taking you through the process of developing your child's profile and a home strategy plan. Working with the school while advocating for your child will be discussed and result in the development of a school communication and advocacy plan for your family.

This course is geared to parents of children between 4 and 12 years of age and will be approximately 12 hours in total, divided into 5 sessions. It will be both instructional and interactive with a third of the time devoted to questions and discussion. Homework sheets will be assigned at the end of each session and reviewed at the beginning of the next session as you work through the development of your child's profile and home and school plans.

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COURSE INSTRUCTIONS AND TEMPLATES

Developing Your Child's Profile Part 1

To Prepare:

1. Collect all medical and school reports and correspondence and collate in a binder with tabs.
2. Review the information on ADHD symptoms and Executive Functioning impairments.
3. Review Executive Functioning and Elementary Charts and additional handouts below.

Step One: Place ADHD symptoms and EF impairments into your child's profile

Observe Your Child while they are functioning. Try to be as objective as possible. Documenting specific examples can be helpful. (Use the School Observation List for further prompts)

Chat with them informally, more than once, and at different times during the day about their school experience. (Use "Tips for Discussing Your Child School Functioning with Them" to assist you)

Use the [Executive Functioning](#) and [Elementary Charts](#) to check off issues and make notes as they come to your attention.

Do not worry about classifying the issue as an ADHD symptom or EF impairment, as there will be significant overlap and noting the cause matters less than recognizing the impairment.

Questions to Ask Your Child, Yourself, and the Teacher.

Please note that everyone's answer as to why the child is not on task is subject to their own interpretation. The teacher may think the child is avoiding doing the work, the child may think the work is too difficult and you may think the child has not been given enough direction. All may be correct, but discovering the underlying cause is what will be most informative.

At School or While Doing Schoolwork at Home

How often is the child off task? Is this due to:

- inattention, distracted by surroundings or daydreaming;
- hyperactivity and or impulsivity (class clown, chatting, annoying others);
- not knowing what they are supposed to be doing because they are unaware of the schedule, or did not understand the teacher's instructions;
- the inability to stop what they are doing and refocus their attention on something new (cognitive shifting); or
- forgetting next steps?

Are they able to begin tasks and then work independently, and for how long?

Are they productive? Do they get their work done on time, if not, why not?

Does their hyperactivity cause them to be distracted or others to be disrupted? How do they present?

Does the consequence of the hyperactivity cause further distractions and disruptions?

Child Profile Template

Profile of _____

Personality: sense of humor, good with younger children, animals, affectionate

Other Attributes: athletic, artistic, musical, good at working with hands, technically inclined

School Subjects they are good at:

Type of Learner: visual, auditory, tactile

Executive Functioning and/or Cognitive Impairments

Impairment	Examples of How Child Presents Impairment
1. Difficulty sustaining/ shifting/prioritizing attention	
2. Frequently distracted by external or internal distractions (daydreaming)	
3. Hyperactivity – difficulty remaining seated, squirms, fidgets	
4. Impulsivity frequently gets them into trouble – does not stop to consider consequences	
5. Difficulty remembering schedules, routines, rules	
6. Difficulty with transitions or shifting cognition/task/ place	
7. Difficulty understanding and/or following more than one instruction at a time	
8. Unable to organize what needs to be done even after reviewing instructions numerous times	
9. Unable to start or initiate a task without assistance	
10. Not knowing what to do next or next steps unless prompted	

11. Unable to break down a larger task or assignment into manageable pieces – does not get work completed	
12. Difficulty with detailed work – careless mistakes/ forgets content – unable to proofread or edit	
13. Poor self-monitoring of work or planning, executing and monitoring projects and assignments	
14. Difficulty with language skills either or both receptive/expressive	
15. Difficulty with time management and prioritizing – unable to get things done on time	
16. Difficulty with organizational Skills – loses things or forgets things for tasks	
17. Difficulty with handwriting – messy, letter reversal, uneven size, complains that it is painful	
18. Difficulty with written work – not knowing where to start and how to join throughs, lack of product	
19. Difficulty with reading – comprehension and/or remembering what was read	

20. Difficulty becoming motivated and unable to sustain motivation	
21. Difficulty with recognizing what is the important information in a questions or material	
22. Frequently misinterprets assignments or questions on tests even when material is understood	
23. Active avoidance or procrastination – difficulty sticking with boring or difficult work	
24. Difficulty with identifying and solving problems	
25. Has difficulty with language skills – understanding/sharing thoughts/expressing/verbal ping pong	
26. Slower or inconsistent processing speed	
27.	
28.	
29.	

Other Contributing Impairments

Impairments	Examples of How Child Presents Impairments
1. Often Irritable and moody	
2. Triggered by physical sensitivities – sound, light, textures, smells etc. or shuts down when overstimulated	
3. Difficulty with small or large motor coordination – Handwriting or coordinated physical activities (gym class)	
4. Becomes anxious in certain situation or expresses generalized anxiety	
5. Seems to be down or unhappy much of the time	
6. Has issues with social skills – has difficulty interacting with peers → no friends	
7. Bullying has occurred	
8.	

9.	
10.	

Additional Notes and Comments

Developing Your Child's Profile Part 2

Step Two: Add self-regulation, emotional dysregulation, social skill impairments and possible sensitivities into your child's profile

To Prepare:

1. Review the information on self-regulation, emotional dysregulation, social skills and sensitivities
2. Review the ABC chart or other type of record that you have used to record times of dysregulation

Write down the triggers that you are able to recognize without further investigation.

Ask Yourself if:

- there are specific places, times, experiences or people that they have difficulty with,
- there are physical sensitivities that contribute,
- they are more susceptible to meltdowns when they are hungry or tired, and
- school work in general stresses them or only certain types of school work?

Observe your child while they are functioning socially with others, when struggling with a difficult school assignment and when frustrated. Are they able to cope? If not, how do they react. Documenting specific examples can be helpful.

Observe your child in different environments of light, sound, smell etc. Do they become agitated or distracted in these environments?

Chat with your child informally and at a variety of times when and after you see them struggling. When do they feel overwhelmed? They may only be able to give you vague clues since they may not realize what is causing their feelings or be unable to express what they are feeling. Use Tips for Discussion Your Child's Functioning with Them.

Use the ABC chart at home and school to help you figure out triggers.

Questions to Ask Your Child, Yourself and the Teacher

Are they able to deal with transitions? If not, give examples? What consequences occur due to this?

Do they get along with their peers? Are they accepted into social circles, if not, why not?

Do they display mood regulation issues? Are they irritable most of the time? Do they become easily frustrated and find it difficult to deal with that frustration in appropriate ways? How do they react?

Are they extra sensitive to criticism or what they perceive as emotional rejection?

Are they easy to anger and do they stay angry longer?

Can they walk away when confronted or annoyed?

If specific interactions can be charted on the ABC chart, do so.

Do they act out more in environments that are noisy and have a variety of stimuli occurring at the same time? Do clothing labels or certain textures bother them?

Emotional Regulation Impairments

Impairments	Examples of How Child Presents Impairment
1. Becomes frustrated easily and has difficulty expressing their frustration in appropriate ways	
2. An inability to recognize when they are becoming angry or frustrated before it is too late	
3. Difficulty using language to express their feelings and emotions with language	
4. Is a black and white thinker and has difficulty seeing shades of gray	
5. Has difficulty with change – reacts unfavourably when their expectations are unmet	
6. Difficulty in returning to a sense of calm	
7. Unable to self-sooth when triggered	
8. Overly sensitive to criticism	
9. Misinterprets others' actions and therefore responds incorrectly	

10. Focused on the “right” way to do things – tattles on peers	
11. Unable to understand how they impact others	
12. Becomes overly excited or silly	
13. Unable to disengage when triggered or provoked by others	
14. Quickly overwhelmed when exposed to strong emotions – meltdown happens quickly	
15. Stressors and frustrations can add up over time and result in a meltdown when the fuel tank empties	
16. Consequences imposed by adults tend to quicken or increase the meltdown	
17.	
18.	
19.	

Steps to Creating an ADHD Home Care Plan

1. Decide on behaviours you wish to encourage.
2. Decide on ways you can positively and consistently reinforce these.
3. Assess whether the child has the ability to consistently do the things that they are having difficulties with. If not, reduce expectations or try breaking them into more manageable chunks.
4. Review which EF and ER impairments might be contributing to the unwanted behaviour.
5. Develop ways that these skills can be taught, modeled and practiced.
6. Review a list of accommodations and strategies which might be helpful in assisting the child with any impairments and decide on which to implement first.
7. Which external reminders might be useful? Develop these and implement in a staggered fashion.
8. Decide if you wish to try external reinforcements and which you wish to implement. The CPS approach may be a good fit.
9. Agree on a specific plan and how it will be implemented. Divide the implementation into stages.
10. Revisit to assess success and alter if required.

Home Care Plan Template

1. List behaviours and situations that are causing issues in the home.

2. Prioritize in order of importance. Focus on one issue at a time until resolved, or at least improved.

3. List impairments that you think may be contributing to certain behaviours or issues. (These may need to be broken down for each individual family member)

4. Are there expectations that you need to alter until the impairment is supported or the skill developed?

5. How are you going to support or accommodate the symptom or lacking skills? (post reminders, reduce distractions, list steps, increase monitoring, improve organization)

6. How are you going to teach, model or practice that skill?

7. What ways can you reinforce the use of that skill once it has improved?

Setting up a School Communication and Advocacy Plan

1. Set up a mutually agreed to communication plan with the school

- E-mail is preferable since it can be tracked
- If a call or discussion occurs follow it up with an e-mail to explain your understanding of the meeting and what was decided
- Using a child agenda may not result in consistent communication
- Decide on what will be shared (teachers should not view this is an opportunity to tattle on the child but rather the ability to share valuable information on the student's functioning)
- A clear plan on when it is acceptable to call a parent to pick a child from school needs to be developed (routine shortened days are unacceptable)
- If numerous behavioural issues have occurred a behaviour plan should be developed to prevent issues from escalating so that a child needs to be sent home

2. Meet with the school to ask the questions listed on the "Specific Questions to Ask the School About Your Child's Functioning"

This will allow you to:

- understand your child's level of functioning,
- know if you and the school have a similar view on this,
- learn what the school has put in place to assist your child,
- assess whether this is adequate or if more needs to be done,
- look at what more can be done and what might be impeding putting those supports in place.

3. Review your child's IEP (substitute your province's acronym for IEP). If one does not exist make sure that one is being developed. If not, this may be the first thing that you need to advocate for. (see next step)

- Compare your child's profile with what you see on the IEP.
- If information is missing or the information there does not align with your profile speak with the school (they may not have as much information available to them as you do) if that is the case share your information if you feel that is appropriate.
- You have the right to ask for things to be added to the IEP, in the list of strengths and needs as well as the goals and accommodations. Use both the [EF Strategy](#) and [Impairment/Accommodation Charts](#) to assist you.
- Review the school's goals for your child to see if they align with yours. These should not be primarily focused on behavioural expectations.

- If you see the term modification used in the IEP, question if the curriculum is being modified from the expected grade level and access the Specific Questions on School Functioning document for more information on the questions you should be asking.
- Meet with the teacher about every two months to review how accommodations are being implemented and if they have been successful. If they are not working, other accommodations and strategies must be tried and the IEP updated.

4. If your child has not been designated as an exceptional learner or an IEP has not been implemented

Your next step will be to convince the school and or board that you child is struggling, “has demonstrable learning needs” caused by their impairments (disability) that gives them a right to accommodations. Use the word “disability”, even if you are uncomfortable using it, since this is what triggers their right to special education resources.

Some of these needs might include (but are not limited to) attention/focus, organization, processing speed, working memory, executive functioning weaknesses, mathematical processes and skills, and expressive and receptive language. As per Ontario Memorandum “[Categories of Exceptionalities](#)”

Tips on how to Demonstrate Your Child’s Struggles/Impairments

- Keep comments from the teacher(s) on your child’s: quality of work, incomplete work, inability to stay focused, difficulty following instructions, disorganization, etc.
- Use any medical documents you have, or request that your medical professionals produce documents, outlining your child’s impairments.
- Keep examples of your child’s work that demonstrates how they are struggling or that they are not functioning at grade level.
- If their ability in some subjects vary widely from other subjects document this.
- If your child is not meeting their potential document and explain this. This may need to be tied to a psyched assessment.
- Do not accept the school believing that your child is OK because they are not failing.
- Use your child’s own words when describing their struggles, or if they are comfortable have them share their thoughts directly.

5. Escalating Issues Up the Chain of Command (document everything along the way)

- Always begin with speaking with the teacher first. Stay calm but be assertive.
- If no change occurs or the meeting does not go well speak with the principal next.
- Meanwhile continue to develop your child’s profile and collect evidence of struggles.

- Allow the school some time to put things in place, but decide on a mutual agreed upon time to meet again to evaluate if changes have occurred. Give them a reasonable time (a few weeks) but don't allow months to go by.
- If you are meeting great resistance (or are outright denied accommodations), feel that your child is in a detrimental situation, being passively ignored or told the school has no resources, escalate up to your board's superintendent of special education or if this position does not exist your area superintendent.
- Your next step will be your board's Director of Education.
- If this does not work, remember that everyone has the right to communicate with their Ministry of Education area representative. The Ministry's job is to hold school boards accountable for meeting the needs of their students. Some times a quick call from the Ministry to the board will change attitudes.
- Remember that your child has the right to equally access education, including all of the same experiences as their peers (outings and activities). If their disability is getting in the way of that the board must implement additional resources to make that possible.

Child School Functioning Template

Date: _____

Academically

Is my child functioning at grade level in all subjects?

Yes No

If not, in which subjects and at what grade level are they functioning?

What is required to bring my child up to grade level and what is the school presently doing?

What are the impediments that are preventing the school from implementing supports and strategies that would be helpful?

What can we do as parents to increase assistance at school or to supplement at home?

Does the school have an accurate and detailed profile of my child's needs and strengths?

Yes No *(If no, make note of additional documentation required)*

Executive Functioning

Is my child able to start and complete their work in class?

Yes No

If not, why not? What does the school think is causing an issue? (If lack of motivation or responsibility is mentioned ask them to dig deeper.)

Is my child having difficulty beginning tasks, understanding instructions, completing work and staying on task?

Yes No

What has been put in place to assist them with this?

Are they able to organize their thoughts, assignments, belongings?

Yes No

What has been put in place to assist them with this?

What, if any, other issues do you see occurring with their EF skills? What has been put in place to assist them with this?

What other teaching strategies and accommodations have been implemented?

Emotional Dysregulation

Is my child's emotional regulation an issue?

Yes No

If so, how and what supports been put in place to assist them with this disability? Is a Behaviour Plan in place?

Has the board's behaviour team been asked for advice? Might our medical professional be of assistance?

How is my child functioning socially? How is the school assisting? How can we help?

Are there particular situations, time of day, environment, other children, or sensitivities that seem to trigger issues? Has an ABC chart been used?

Has any bullying been witnessed and what is the school doing to deal with this?

What have you shared with the school on this?

School Communications Template

School Year: _____

List names, contact info and contact dates of school and board personnel that have been contacted:

Names	Contact Info	Contact Dates

Parent and teacher/principal and resource teacher will communicate through:

- e-mail
- child's agenda
- notes
- calls
- others: _____

Information that will be shared by this method is:

How often will you be meeting with the school to review the IEP?

When is the next meeting date?



List any academic or homework issues that have arisen since the last meeting:

List any behavioural issues or bullying that has occurred since the last meeting that need to be reviewed:

List questions about IEP implementation and success or failure to be addressed at the next meeting:

List specific edits required to the IEP to be discussed:

ADDITIONAL COURSE TOOLS

School Observation List

While observing try to be as objective as possible. Documenting specific examples can be helpful.

Observations of the Child

- How often is the child off task? Is this due to distractibility, daydreaming, hyperactivity and / or impulsivity? Give examples.
- Is he/she child able to understand and then follow the teacher’s instructions? If not, what seems to be the issue?
- Are they able to begin tasks and then work independently, and for how long?
- Are they productive? Do they get their work done on time, and if not why not?
- Are they hyperactive? If so, describe presentation.
- Are they able to deal with transitions? If not, give examples.
- Do they get along with their peers? Are they accepted into social circles?
- Do they display mood regulation issues? Are they irritable, become easily frustrated and find it difficult to deal with frustration?
- Easy to anger and do they stay angry longer?
- Can they walk away when confronted or annoyed?
- If specific interactions can be charted on the ABC chart, do so.
- Try and observe for EF impairments which may be quite obvious.

Observations of the Classroom

- Is the classroom a welcoming positive environment in general and specifically for this child?
- Is the classroom structured and organized?
- Are there distractions that can be removed?
- Where does the child sit in the classroom?
- Are there any external reminders being used in the classroom?
- Are there any accommodations currently being implemented for any other children?

Observations of the Teacher

- How does the teacher deal with classroom management” How might her/his style impact the child with ADHD?
- Does the teacher seem to understand ADHD as a medical impairment?
- Does the teacher understand the student’s EF impairments?
- Does the teacher teach in an interesting engaging style, using several modalities?
- Is an explanation, when required, reworded or simply repeated?
- Are specific teaching strategies used for certain students?

- Are general beneficial teaching strategies such as chunking, time management and redirection used for the entire class?
- After work assignments are given does the teacher move around the classroom ensuring students understood the instructions and assisting students with the assignment?
- Is the teacher proactive or reactive?

Observations of the other Children

- How do they treat the child with ADHD?
- Are there other children in the classroom that are friendly and or helpful to the child with ADHD?
- How do they generally treat each other and other children with impairments?
- Is there any apparent bullying or teasing occurring?
- Observations of the School
- Is the school a welcoming positive environment in general and specifically for this child?
- Does the principal or staff have any knowledge about ADHD?
- Is there any apparent bullying or teasing occurring?
- Does the school have a policy about this?

Tips on Speaking with a Child About Their Functioning

Where are They Tripping Up in Their School Work?

Start by setting up a typical classroom scenario in their mind. (A teacher teaching a lesson and then giving a class assignment) Use the CADDAC [Elementary](#) and [EF Charts](#) to help guide you.

Encouraging Your Child to Share: Let your child express their thoughts and concerns freely even if it takes them a while to format their thoughts and thoughts seem disjointed. Use active listening (repeat back to them what you think they have said) but do not correct or judge what they are saying. Then mine for more information with added questions and prompts or if they are reluctant offer suggestions that they can agree or disagree with.

ADHD Symptom and Executive Functioning Impairment

Here are some sample questions to use. Ask these questions using appropriate language for your child's age with lots of examples and prompting:

- Were you able to focus on what the teacher was saying? Did it take a while before you were able to focus and were you able to stay focused?
- Did you feel that you understood what then teacher was saying? Did he/she go to fast or too slow?
- Did you have time to ask questions or make sure that you understood what was taught?
- Did you understand all or just part of the instructions? Why do you think you might have missed some of the information?
- Were you,
 - bored or unable to pay attention due to a distraction,
 - lost after the first couple of points,
 - confused about the steps and different parts of the assignment,
 - unable to recognize what was the most important thing?
- Were you overwhelmed and unable to break down a large assignment?
- Were they unable to get started (not knowing where to start)?
- Were you unable to stay focused until the work was completed? (tired or distracted)
- Did you know what the finished product was supposed to look like?
- Are you able to write down your homework assignments in a way that you'll understand what to do? Do you remember what to bring home? Would a homework buddy help?
- What do you think might help you? Offer suggested accommodations from the charts.

Self and Emotional Regulation

Ask your child if:

- there are specific places, times, experiences or people that they find annoying;
- they have noticed noises, textures (tags on clothes, foods), light, smells etc. that make them feel uncomfortable;
- they like heavy or light blankets, their shoes tied tight or loose;
- school work in general makes them feel stressed, or only some types of school work and do they try and avoid that type of school work;
- they are able to tell when they are getting overwhelmed and how do they feel; and
- they feel very frustrated or angry all of a sudden without getting any warning signals.

During times of calm discuss recent past episodes of emotional dysregulation with your child. Let them know that this discussion is not for the purpose of rehashing the incident and not to get them into more trouble, but rather to work out ways to help them get through tough times without getting into trouble.

Here's some questions you can use to start the discussion.

If you receive a lot of "I don't know", offer 2 or 3 suggestions that might help them put it into words.

- Do you remember when...?
- Were you feeling angry, frustrated, sad, upset etc.?
- What happened before you were feeling that way?
- How did you feel when that happened?
- How did your body feel?
- Is there a way that you can let us know when you are feeling that way? Offer some suggestions?
- What do you think might have helped calm you down? Offer some suggestions.
- Is there something that we can do to help you calm down? Offer some suggestions.

You can use the CPS approach to discuss this as a problem, brainstorm and come up with an agreed to solution to try out.

Sample Child Profile

Profile of 10 year old male with ADHD combined presentation

Strength Portion of Child Profile

Personality: sense of humor, good with younger children, animals, affectionate

Loves animals and does well with younger children.

Has a good sense of humor.

Is affectionate with family but can be somewhat awkward with strangers.

Other Attributes: athletic, artistic, musical, good at working with hands, technically inclined

Is artistic and loves music. Loves to draw.

School Subjects they are good at:

Is more interested in subjects that are taught in an engaging manner.

Type of Learner: visual, auditory, tactile

Is a more visual learner.

Executive Functioning and/or Cognitive Impairments

Impairment	Examples of How Child Presents Impairment
1. Difficulty sustaining/ shifting/prioritizing attention	If not engaged in the topic or finds it boring can lose focus.
2. Frequently distracted by external or internal distractions (daydreaming)	Can be distracted by outside noise and if something catches his eye.
3. Hyperactivity – difficulty remaining seated, squirms, fidgets	Some squirming and playing with objects when bored.
4. Impulsivity frequently gets them into trouble – does not stop to consider consequences	This has sometimes occurred in the past when younger but improving.
5. Difficulty remembering schedules, routines, rules	
6. Difficulty with transitions or shifting cognition/task/ place	
7. Difficulty understanding and/or following more than one instruction at a time	If there are many instructions at one time he may miss or confuse the order. Does not understand homework assignment instructions sometimes and therefore unable to complete the work.
8. Unable to organize what needs to be done even after reviewing instructions numerus times	
9. Unable to start or initiate a task without assistance	On occasion he will need help starting his work because he is unsure where to begin.
10. Not knowing what to do next or next steps unless prompted	

<p>11. Unable to break down a larger task or assignment into manageable pieces – does not get work completed</p>	<p>Finds large assignments like projects daunting and unless helped to break them down and start will procrastinate.</p>
<p>12. Difficulty with detailed work – careless mistakes/ forgets content – unable to proofread or edit</p>	<p>Forgets to underline title and put name on page or makes other careless errors, which lose him marks causing him to become very frustrated and critical of himself.</p>
<p>13. Poor self-monitoring of work or planning, executing and monitoring projects and assignments</p>	<p>Procrastinates and thinks he has enough time to finish but is then stressed to finish.</p>
<p>14. Difficulty with language skills either or both receptive/expressive</p>	
<p>15. Difficulty with time management and prioritizing – unable to get things done on time</p>	<p>Leaves things to the last minute unless helped to break down assignments. Parents are unable to monitor and help unless notified by the school of work and due dates.</p>
<p>16. Difficulty with organizational Skills – loses things or forgets things for tasks</p>	<p>Frequently forgets to bring home something that is needed for homework and loses belongings.</p>
<p>17. Difficulty with handwriting – messy, letter reversal, uneven size, complains that it is painful</p>	
<p>18. Difficulty with written work – not knowing where to start and how to join throughs, lack of product</p>	
<p>19. Difficulty with reading – comprehension and/or remembering what was read</p>	

20. Difficulty becoming motivated and unable to sustain motivation	
21. Difficulty with recognizing what is the important information in a questions or material	Does not always pick up the important information when reading. Has great difficulty picking out the most important information for note taking.
22. Frequently misinterprets assignments or questions on tests even when material is understood	Misinterprets what test or assignment questions are asking and will therefore answer incorrectly even when he knows the material. This causes huge frustration for him.
23. Active avoidance or procrastination – difficulty sticking with boring or difficult work	Will avoid or procrastinate when he finds the work boring or repetitive, “pointless”.
24. Difficulty with identifying and solving problems	
25. Has difficulty with language skills – understanding/sharing thoughts/expressing/verbal ping pong	
26. Slower or inconsistent processing speed	
27. Has Difficulty Taking Notes	Cannot listen to the lesson and take notes at the same time so has no notes from which to study.
28. Has difficulty with problem solving	He is frequently annoyed or upset with others but does not understand how he annoys others. This causes frequent fights with his siblings and has also led to issues with peers at school.

Emotional Regulation Impairments

Impairments	Examples of How Child Presents Impairment
1. Becomes frustrated easily and has difficulty expressing their frustration in appropriate ways	Can explode when teased and taunted by others.
2. An inability to recognize when they are becoming angry or frustrated before it is too late	Has great difficulty recognizing small frustrations and allows it to build up until he explodes. Needs time to decompress and help to recognize when he is frustrated or getting angry.
3. Difficulty using language to express their feelings and emotions with language	Only when frustrated and anger.
4. Is a black and white thinker and has difficulty seeing shades of gray	When arguing a point can become fixated on his point of view and is unable to recognize other possibilities.
5. Has difficulty with change – reacts unfavourably when their expectations are unmet	
6. Difficulty in returning to a sense of calm	
7. Unable to self-sooth when triggered	Since he does not recognize when he is becoming frustrated, or angry he cannot self-sooth prior to exploding. Has no self-soothing abilities.
8. Overly sensitive to criticism	
9. Misinterprets others' actions and therefore responds incorrectly	

10. Focused on the “right” way to do things – tattles on peers	Can get caught up on the “right” and ‘wrong” of things and does not see multiple sides. Causes issues with peers and siblings at times.
11. Unable to understand how they impact others	He is frequently annoyed or upset with others but does not understand how he annoys others. This causes frequent fights with his siblings and has also led to issues with peers at school.
12. Becomes overly excited or silly	
13. Unable to disengage when triggered or provoked by others	Has difficulty walking away from an argument.
14. Quickly overwhelmed when exposed to strong emotions – meltdown happens quickly	
15. Stressors and frustrations can add up over time and result in a meltdown when the fuel tank empties	Tries to handle frustration at school by ignoring or bottling it up but explodes when he returns home.
16. Consequences imposed by adults tend to quicken or increase the meltdown	Often sees consequences as being unfair. He needs detailed explanations as to why there has been an issue with his behaviour and information on how he could have done things differently.
17. Can be triggered by certain people and situations	He can become very annoyed by others who are unfair or pick on others and tries to step in to assist. This has gotten him in trouble which has increased his feelings of being unfairly judged and disliked by teachers.

Other Contributing Impairments

Impairments	Examples of How Child Presents Impairments
1. Often Irritable and moody	Often unaware of when he is being irritable and can display as being uncooperative.
2. Triggered by physical sensitivities – sound, light, textures, smells etc. or shuts down when overstimulated	
3. Difficulty with small or large motor coordination – Handwriting or coordinated physical activities (gym class)	Difficulty with small motor coordination when younger and still evident with certain physical activities.
4. Becomes anxious in certain situation or expresses generalized anxiety	This may be an issue, but he does not outwardly read as being anxious to others unless you know him well, so they misinterpret his avoidance as defiance.
5. Seems to be down or unhappy much of the time	
6. Has issues with social skills – has difficulty interacting with peers – no friends	Has difficulty initiating interaction. He sees himself as an outsider but desperately wants to be accepted. He has difficulty maintaining friendships due to emotional dysregulation.
7. Bullying has occurred	Yes, when he steps in to assist others who have been bullied.
8. Avoidance of stressful situations	Avoids events and experiences that are new or make him uncomfortable. Becomes anxious if forced to do so.

Additional Notes and Comments

High IQ has been noted by psych testing but his ADHD often prevents teachers from recognizing this fact. He becomes frustrated when other students copy his work and call him “professor” but he then loses marks for small details in his work.

He is able to get work done because it is not challenging for him, but due to this he is not developing skills because he is not challenged.

He really wants to please people so when supported in his work and praised for his efforts will try hard to meet expectations. If he feels unfairly criticized will shut down and stop trying.

Specific Questions to Ask the School About Your Child's Functioning

Academically

- Is my child functioning at grade level? If not, in which subjects and at what grade level are they functioning?
- What is required to bring them up to grade level and what is the school presently doing?
- What are the impediments that are preventing the school from implementing supports and strategies and anything else that would be helpful?
- What can we do as parents to increase assistance at school or to supplement at home?
- Does the school have an accurate and detailed profile of my child's needs and strengths? If not, how can we help improve that?

Executive Functioning

- Is my child able to start and complete their work in the classroom? If not, why not? (If the school reports that they think it is due to lack of motivation etc. do not accept this and do further investigation with your child)
- Are they having difficulty beginning tasks, understanding instructions, completing work and staying on task? What has been put in place to assist them with this?
- Are they able to organize their thoughts, assignments, belongings?
- What, if any, other issues do you see occurring with their EF skills?
- What has the school put in place to help the child overcome these disabilities? (If you feel that it is inadequate ask what needs to be done to increase your child's support)

Emotional Dysregulation

- Is my child's emotional regulation an issue? If so, how and have supports been put in place to assist them with this disability? Is a Behaviour Plan in place?
- Has the board's behaviour team been asked for advice. Might our medical professional be of assistance?
- How is my child functioning socially? How is the school assisting? How can we help?
- Are there particular situations, time of day, environment, other children, or sensitivities that seem to trigger issues? If this is unknown or they see the incidents as random ask if a tracking method can be implemented to discover triggers?
- Has any bullying been witnessed and what is the school doing to deal with this? Share any knowledge that you have of this?

Links to Education Impairment/Accommodation Charts and CPS Tools

Teaching Strategies for Typical ADHD and Executive Functioning Impairments

This is a tool to help identify specific difficulties for individual students caused by ADHD and executive functioning impairments. Once areas of need are identified use the chart to find appropriate corresponding classroom accommodations and teaching strategies. There is no perfect accommodation for a given difficulty. A system of trial and error will need to be initiated in order to find the strategies and accommodations that work best for a particular student. [French](#) [English](#)

ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment

This is a tool to help understand ADHD symptoms tied to potential individual classroom and learning impairments. The chart also lists appropriate accommodations for can be used for each specific impairment. Possible accommodations included in this chart are based on expert consensus opinion. There is no perfect accommodation for a given difficulty. Accommodations must be individualized. [French](#) [English](#)

ADHD Symptoms, Impairments and Accommodations in the High School Environment

This is a tool to help understand ADHD symptoms tied to potential individual classroom and learning impairments. The chart also lists appropriate accommodations for can be used for each specific impairment. The possible accommodations included in this chart are based on expert consensus opinion. There is no perfect accommodation for a given difficulty. Accommodations must be individualized. [French](#) [English](#)

Types of Classroom Accommodations broken into, instructional, environmental, assessment and adaptive equipment [Type of Accommodations](#)

[Medical Professional Report Writing Toolkits](#) to share with your care provider.

Collaborative & Proactive Solutions (CPS)

[Lives in the Balance Ross Greene CPS Approach](#)

[Learn About CPS by Taking the Parent Walking Tours](#)

(information and videos available)