



ADHD School Accommodation & Intervention Recommendations

Supporting a Section 504 / School Accommodation Evaluation

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Student Name

Date of Birth

Grade

School / District

Parent / Guardian

Date

☐ **Parent/Guardian Authorization:** I authorize Jellybean Pediatrics to share this information with the school listed above for educational planning.

Signature: _____ Date: _____

MEDICAL INFORMATION

Diagnosis

- ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Presentation (ICD-10: F90.0)
- ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive/Impulsive Presentation (ICD-10: F90.1)
- ☐ Attention-Deficit/Hyperactivity Disorder, Combined Presentation (ICD-10: F90.2)
- ☐ Other / co-occurring diagnosis: _____

Date of diagnosis: _____

Diagnostic information used

- ☐ Clinical interview / DSM-5-TR criteria
- ☐ Parent rating scale(s)
- ☐ Teacher / school rating scale(s)
- ☐ Other collateral information
- ☐ Other: _____

Current ADHD treatment, if applicable:

ADHD is a chronic neurodevelopmental condition that may substantially affect major life activities including learning, concentrating, thinking, and executive functioning.

ADHD may affect school functioning in areas including sustained attention, organization, working memory, task initiation, planning, impulse control, emotional regulation, and time management. These difficulties should be understood in the context of the student's neurodevelopmental condition rather than assumed to reflect lack of effort or motivation.

CO-OCCURRING CONDITIONS AND ADDITIONAL EVALUATION

Students with ADHD may also have learning, language, developmental, or emotional conditions that independently affect school performance and may require additional evaluation or services.

Based on this student's history and current functioning, please consider evaluation for:

- ☐ Specific learning disorder involving reading
- ☐ Specific learning disorder involving written expression
- ☐ Specific learning disorder involving mathematics
- ☐ Language or communication disorder
- ☐ Anxiety
- ☐ Depression or other mood concerns
- ☐ Behavioral / emotional concerns
- ☐ Other: _____
- ☐ No additional evaluation specifically recommended at this time

FUNCTIONAL IMPACT

Areas of Functional Impairment

Please consider the following areas when evaluating this student's individual needs:

- ☐ Sustaining attention during instruction
- ☐ Filtering environmental distractions
- ☐ Following multistep directions
- ☐ Starting assignments independently

- ☐ Completing work within expected time
- ☐ Organizing materials and assignments
- ☐ Remembering assignments or needed materials
- ☐ Working memory
- ☐ Planning long-term assignments or projects
- ☐ Time management
- ☐ Impulse control
- ☐ Remaining seated when expected
- ☐ Need for movement
- ☐ Emotional regulation / frustration tolerance
- ☐ Transitioning between activities
- ☐ Test performance
- ☐ Homework completion
- ☐ Written output
- ☐ Other: _____

Description of Functional Impact

Please describe how ADHD symptoms specifically affect this student's functioning or access to learning. Include concrete examples when available.

RECOMMENDED SCHOOL SUPPORTS

Accommodations may reduce barriers created by ADHD, but accommodations alone do not teach the executive-function, organizational, behavioral, or self-regulation skills with which many students with ADHD struggle.

When appropriate, accommodations should therefore be paired with individualized, evidence-based school interventions that directly address the student's functional needs.

A. EVIDENCE-BASED INTERVENTIONS

Please consider the following skill-building and behavioral interventions when appropriate:

- ☐ Daily Report Card (DRC): identify a small number of specific, measurable behavioral or academic targets with regular feedback and reinforcement
- ☐ Behavioral classroom management: clear expectations, frequent positive feedback, and consistent reinforcement for target behaviors
- ☐ Organizational skills training: direct instruction and practice with materials, binders, backpacks, assignment tracking, and planning
- ☐ Executive-function support: direct teaching and scaffolding of planning, prioritization, task initiation, and time management

- ☐ Self-monitoring / self-regulation strategies: teach the student to recognize and monitor attention, task completion, and behavioral goals
- ☐ Structured reinforcement system: point, token, or other positive reinforcement system when appropriate
- ☐ Functional Behavioral Assessment (FBA): if behaviors substantially interfere with the student's learning or that of others
- ☐ Behavior Intervention Plan (BIP): when indicated based on behavioral assessment
- ☐ Academic intervention or remediation: targeted instruction for identified academic skill deficits
- ☐ Other: _____

B. CLASSROOM ENVIRONMENT

- ☐ Preferential seating in a location that minimizes distraction
- ☐ Seating near the primary instructional area when helpful
- ☐ Reduced visual and auditory distractions when possible
- ☐ Access to a quiet or lower-distraction workspace when needed
- ☐ Permission for appropriate movement during prolonged seated activities
- ☐ Brief movement breaks
- ☐ Flexible seating when available
- ☐ Ability to stand while working when nondisruptive
- ☐ Other: _____

C. INSTRUCTIONS AND ASSIGNMENTS

- ☐ Give instructions in short, clear steps
- ☐ Break larger assignments into smaller components
- ☐ Provide written instructions in addition to verbal instructions
- ☐ Ask the student to repeat or summarize important directions to confirm understanding
- ☐ Provide one task or step at a time when appropriate
- ☐ Highlight or identify the most important information
- ☐ Provide advance notice of major assignments and projects
- ☐ Break long-term projects into intermediate deadlines
- ☐ Provide teacher notes, outlines, or guided notes when appropriate
- ☐ Reduce unnecessary repetitive work when mastery has been demonstrated
- ☐ Allow additional time for classwork when ADHD-related functional difficulties interfere with completion
- ☐ Other: _____

D. ORGANIZATION AND EXECUTIVE FUNCTION

- ☐ Use a consistent assignment-management system
- ☐ Provide assistance recording assignments accurately
- ☐ Check planner, assignment notebook, or electronic assignment system for accuracy
- ☐ Provide reminders about upcoming assignments and deadlines
- ☐ Provide prompts to begin work
- ☐ Provide discreet redirection when the student becomes off task

- ☐ Assist the student in breaking larger tasks into manageable steps
- ☐ Use organizational checklists
- ☐ Permit an extra set of frequently used materials or textbooks when appropriate
- ☐ Provide periodic teacher or staff check-ins regarding organization and missing work
- ☐ Establish predictable routines for turning in assignments and organizing materials
- ☐ Other: _____

E. TESTING AND ASSESSMENTS

Testing accommodations should be selected based on the student's documented functional needs and applicable school, district, and state testing rules.

- ☐ Extended time when attention, processing, or executive-function difficulties interfere with test completion
- ☐ Testing in a reduced-distraction setting
- ☐ Small-group testing
- ☐ Breaks during longer tests
- ☐ Divide lengthy assessments into shorter sections when feasible
- ☐ Permit the student to mark answers directly in the test booklet or electronic assessment when available
- ☐ Read-aloud of directions or test items when permitted and individually appropriate
- ☐ Clarification or repetition of directions when allowed
- ☐ Other: _____

F. ATTENTION, MOVEMENT, AND SELF-REGULATION

- ☐ Planned movement opportunities
- ☐ Discreet teacher cue or signal for redirection
- ☐ Positive reinforcement for task initiation and completion
- ☐ Allow use of an appropriate quiet fidget or sensory tool if beneficial and nondisruptive
- ☐ Access to a designated quiet area for brief self-regulation breaks
- ☐ Allow brief breaks before frustration or dysregulation escalates
- ☐ Provide advance notice when possible before transitions
- ☐ Support use of taught coping or self-regulation strategies
- ☐ When appropriate, use supportive intervention or redirection for disability-related behaviors rather than relying solely on punitive consequences
- ☐ Other: _____

G. HOMEWORK AND DEADLINES

- ☐ Break long-term assignments into smaller deadlines
- ☐ Clearly communicate homework assignments and expectations through a consistent system
- ☐ Provide reasonable flexibility with deadlines when documented ADHD-related difficulties significantly interfere with completion (for example, a pre-arranged extension of a specified number of days requested before the due date)
- ☐ Prioritize essential work when workload becomes excessive because of disability-related functional limitations
- ☐ Provide reasonable opportunity to complete or submit missed work

☐ Help the student develop a plan for incomplete or missing assignments

☐ Other: _____

H. COMMUNICATION AND MONITORING

☐ Regular home-school communication regarding progress

☐ Daily or weekly report card / communication system

☐ Periodic review of missing assignments

☐ Scheduled check-ins with teacher, counselor, intervention specialist, or other designated staff member

☐ Notify parent / guardian when a meaningful pattern of academic or behavioral difficulty develops

☐ Monitor effectiveness of selected interventions and accommodations

☐ Reassess supports if symptoms, functional impairment, or school demands change

☐ Other: _____

PRIORITY RECOMMENDATIONS FOR THIS STUDENT

Because supports should be individualized, the following are the highest-priority recommendations for this student:

1. _____

2. _____

3. _____

4. _____

Additional Recommendations / Clinical Comments

SCHOOL EVALUATION AND NEXT STEPS

I recommend that the school consider this information as part of an individualized evaluation of the student's educational and functional needs.

☐ Please evaluate the student for eligibility for accommodations and services under Section 504.

☐ The student currently has a Section 504 Plan; please consider these recommendations at the next review or revision.

☐ Please consider whether a comprehensive educational evaluation for eligibility under IDEA / an Individualized Education Program (IEP) is indicated.

☐ Please consider evaluation for a co-occurring learning, language, developmental, or emotional disorder.

☐ Please incorporate measurable behavioral, organizational, academic, or self-regulation interventions in addition to accommodations when appropriate.

☐ Other: _____

Important: The specific accommodations, interventions, and services included in a Section 504 Plan or IEP should be individualized based on the student's documented needs. The school team makes the final determination regarding eligibility and the contents of the student's educational plan. These clinical recommendations are provided to inform that process.

I am available to collaborate with the family and school team as needed and would welcome a copy of the student's completed plan.

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Signature		Date	
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