

NEEDS ASSESSMENT

KNOWLEDGE AND SKILLS FOR EDUCATING STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

The purpose of this needs assessment is to find out what knowledge and skills you require to better meet the educational needs of students with Attention Deficit Hyperactivity Disorder (ADHD). The information will be used to develop your inservice training program.

Directions

Please read each statement. Using the following rating system, indicate the number that best reflects the extent to which you need to increase your knowledge or improve your skills with regard to that statement.

- 3 = Very Much
- 2 = Somewhat
- 1 = Not at all

SECTION I: KNOWLEDGE

To what extent do you need to increase your knowledge with regard to the following topics?

- 1. The current definition of Attention Deficit Hyperactivity Disorder (ADHD) and subtypes.
- 2. Typical characteristics of children who have ADHD and how these characteristics change from preschool to elementary to secondary school.
- 3. Family/environmental characteristics (e.g., health status) of children who have ADHD and the impact of these characteristics.
- 4. Typical educational needs of children who have ADHD and how these needs change from preschool to elementary to secondary school.
- 5. Causes of ADHD.
- 6. Long-term outcomes for children and adolescents with ADHD.
- 7. Prevalence of ADHD in the general school population and implications for program planning.
- 8. Roles and responsibilities of different groups of educators in meeting the educational needs of children with ADHD.
- 9. Legal requirements regarding the education of children with ADHD under Section 504 of PL 93-112 and PL 94-142 (a comparison of the two laws).



SECTION I. KNOWLEDGE (CONTINUED)

- __ 10. Pre-referral strategies that can be used with children who may have ADHD prior to a formal evaluation.
- __ 11. Descriptions of educational evaluation instruments/measures commonly used to identify children with ADHD.
- __ 12. Technical properties of instruments used to identify children with ADHD.
- __ 13. Procedures for conducting an educational evaluation of children who may have ADHD, including who, when, what, and how.
- __ 14. Criteria for deciding eligibility for special education for a child who has ADHD.
- __ 15. Criteria for deciding that a child with ADHD is not eligible for special education but meets eligibility requirements of Section 504.
- __ 16. Legal requirements/implications of Section 504 for providing special accommodations/assistance to children with ADHD in the general education program.
- __ 17. Roles/responsibilities of general education teachers when a child with ADHD is placed in general education, and general education accommodations under Section 504 of PL 93-112.
- __ 18. Related services (including medication) that may be needed by children with ADHD (legal requirements, effectiveness, service delivery).
- __ 19. Effects of the use of medication (e.g., Ritalin) on children with ADHD and implications for instruction.
- __ 20. Similarities and differences between children who have learning disabilities (LD) alone or a combination of LD and ADHD.
- __ 21. Instructional strategies to meet the academic and social needs of children with both LD and ADHD.
- __ 22. Similarities and differences between children who have emotional disturbance (ED) alone or a combination of ED and ADHD.
- __ 23. Instructional strategies to meet the academic and social needs of children with both ED and ADHD.
- __ 24. Instructional strategies that can be used to improve problem behaviors in children with ADHD.
- __ 25. Instructional strategies that can be used to help children with ADHD organize and complete their work.
- __ 26. Instructional strategies that can be used to help children with ADHD become better test takers.
- __ 27. Multicultural issues (prevalence, characteristics, assessment, identification, intervention) in educating children with ADHD.
- __ 28. Issues in assessing/identifying preschool children who may have ADHD.



SECTION II: SKILLS

To what extent do you need to improve your skills with regard to the following topics?

- 1. Modifying problem behaviors of children with ADHD.
- 2. Teaching children with ADHD to organize and complete their work.
- 3. Teaching children with ADHD to take tests more successfully.
- 4. Writing/evaluating accommodation and/or intervention plans.
- 5. Communicating with parents/fostering home-school cooperation.
- 6. Testing/assessing children with ADHD.
- 7. Observing children with ADHD for evaluation purposes.
- 8. Collaborating with other educators to better serve children with ADHD.
- 9. Monitoring the effectiveness of instruction and intervention with children who have ADHD.
- 10. Program planning based on assessment data.

SECTION III: ADDITIONAL NEEDS NOT MENTIONED ABOVE

A space is provided below for you to add additional topics about which you would like more instruction.



SESSION EVALUATION

Session Title: _____

Accomplishment of Intended Outcomes

Please read each statement and indicate the extent to which the session met the stated outcome. Use the following rating scale:

3 = Completely Accomplished

2 = Somewhat Accomplished

1 = Not Accomplished

- ___ 1. To provide participants with an understanding of the nature of students with ADHD.
- ___ 2. To improve participants' ability to understand the educational impact of Attention Deficit Hyperactivity Disorder.
- ___ 3. To raise issues related to educating students with ADHD.
- ___ 4. To encourage participants to develop skills that support students with ADHD to succeed in educational settings.

Identify three things that you learned today that you will use in your work.

1.

2.

3.

Additional Comments



CAUSE FOR CONCERN?

Consider these facts about students with ADHD:

- Between 30% and 50% have been retained in a grade at least once.
- Almost 50% have been suspended one or more times.
- Between 20% and 35% do not complete high school.

What do you think?

