



Organizing Your Concerns

Children with neurobehavioral conditions often have a variety of school-related problems. Some problems may be academic, some may be social, some may be emotional, etc. If your child has only one school-related problem or need, you may have no need for a chart, but if your child has a number of issues or problems, you may find it helpful to organize your concerns by using a worksheet like the one provided on the next page.

Start by listing your concerns in Column 1 of the chart. For each concern, what data can you provide to support your concern? Give examples of things that support your concern in Column 2.

If you think that the concern is related to any disability or condition, identify that in Column 3 of the chart (if you're not sure what is causing a particular problem, leave Column 3 blank for that concern).

Now stop and think about what you are asking the school to do. If you want the school personnel to evaluate or test your child, you will use Column 4 of the chart. If you are not requesting any testing or assessment, skip that column. If you do not know the names of specific tests that would be used to test for something, don't worry: just describe the type of testing that is needed to provide data that would address your observation or concern.

If you feel your child needs accommodations and/or remedial services, complete Column 5 of the chart.

Column 6 of the chart is for your record-keeping purposes. When you meet with school personnel, make notes in Column 6 as to what agreement you have reached with them about what they will do.

Some sample entries are provided to help you understand the kinds of information to enter in the columns.

Do not be surprised if your child's school or district requests a letter from your child's physician that documents that your child has a disability or condition that requires accommodations or special services.

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>	<i>Column 6</i>
List your concerns.	Evidence or indications of problem.	If you know what it might be related to, indicate it here:	If assessment is needed, what kind?	Accommodations or special services needed?	Agreements reached?
Johnny reads very slowly.	Teacher's notes and report cards all mention problem.	<p>He has eye tics, and they might be interfering with his reading.</p> <p>He has Obsessive-Compulsive Disorder, and I don't know if he is having intrusive thoughts or silent reading rituals that are interfering with reading.</p> <p>He has ADHD, and his inattentiveness may be interfering with his reading</p>	<p>He requires an evaluation of his reading that can determine whether he has an actual reading disability or is (just) suffering interference from some of his symptoms.</p> <p>When they test him, they should test him in the morning when his medication is working better, but they should also test him when his medication has worn off so they can see any difference.</p>	<p>Extended time on reading.</p> <p>Reading remediation if tests show he has a reading disability and not just interference.</p>	
He never brings home his homework assignments or materials and even when he does his homework, his teacher says he doesn't turn it in.	Notes from teacher, report cards, his homework planner is empty.	Many children with ADHD have problems with Executive Function and seem very disorganized.	They need to assess his executive functions to see if the problem is neurological and not just him being lazy or unmotivated.	<p>Some system to insure he's recorded his assignments.</p> <p>Extra set of books at home.</p>	

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Illegible handwriting.	Examples of his handwritten work, Teacher's comments on his work.	Many children with TS and/or ADHD have handwriting problems	An occupational therapist should evaluate his handwriting as well as fine motor and visuomotor integration skills.	Do not grade on neatness. Modify materials to give him larger workspace. Use of word processor instead of writing by hand. Does he need occupational therapy?	

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