

	AUHU I	viana	agen	ient: ie	eam i	ran		
Patient's Name:			_ Diag	nosis:		Date: _		
Physician Name:						Phone:		
School Psychologist/Guidan	ce Counselor:							
Please use this form to guide you							eam, and your	child's school.
MEDICAL PLAN			_				•	
Medication:	Medication:		Medica	tion:		Other Appointmen	its	
Date:	Date:		Date:		_	☐ Specialist or MH		r referral:
Time:am/pm	Time:					Date:	_	
Dose 1:mg	Dose 1:	mg	Dose 1:_		mg	Name:		
Date:	Date:		Date:		_	Phone:		
Time:am/pm	Time:	am/pm	Time:		_am/pm	☐ First follow-up a Follow-up date:		
Dose 2:mg	Dose 2:	mg	Dose 2:_		_mg	Physician will revie		
Date:	Date:		Date:			effects and check p completed Child 8		
Time:am/pm	Time:	am/pm	Time:		_am/pm	Evaluation Packet Packet with you to	et and Follow-u	ıp School
Dose 3:mg	Dose 3:	mg	Dose 3:_		mg	☐ Other follow-up		
 Medication Instructions: Make sure your child takes med doctor will give you instructions Watch for side effects. Some me days, and often resolve. Use the concern you. Communication be or starts a new medication. 	for what to do if a dose is adications have mild side eff form below to note them –	missed. ects that i — and call	usually las	st a few hours to tor right away if	a few they	request follow-up a 3 to 4 weeks unt progress toward go are generally every Follow-up date: Follow-up date:	il child is stable a pals. After that, fo 3 to 6 months	and shows ollow-up visits i.
Symptoms	Sometime	s Frequ	uently	Symptoms	5		Sometimes	Frequently
Agitation		[Nausea				
Anxiety		[Picking at biting, lip of				
Change of appetite		[Repetitive twitching,		its, tics, jerking, ng		
Dizzy		[Sees or he	ars things	that aren't there		
Dry mouth		[Socially wi	thdrawn –	—interacts less		
Dull, tired, listless behavior		[Stomachac	:he			
Dysphoria (feeling generally unl irritable, or restless)	парру,	[Suicidal the	oughts or	gestures		
Extreme sadness or unusual cry	ing \square	[Sweating				
Fatigue (tiredness)		[Tremors				
Headache		[Feeling sha	aky			
Heart pounding]		Vomiting				
Insomnia (trouble sleeping)		[Other — e	xplain bel	ow:		





Irritability in the late morning,

late afternoon, or evening

ADHD Management: Team Plan

HOME PLAN

PARENT TO-DO LIST:	Date completed
Read the materials you received from the clinic and additional information on the web (intermountainhealthcare.org/adhd).	
☐ Contact a parent support group (e.g., CHADD of Utah — main number 801-537-7878).	
☐ Sign up for a parenting class.	
☐ Seek individual/family counseling.	
☐ Set and monitor goals for behavior, relationships, emotions, or responsibilities at home (see below).	
☐ Establish open communication with your child's teacher and the school.	
□ Other:	

For help in talking with your child, see Intermountain's fact sheet <u>ADHD: Talking with Your Child</u>. For help in talking with teachers, see the fact sheet <u>ADHD: Talking with Your Child's or Teen's Teachers</u>.

Setting Home Goals

See the back page for ideas for setting and monitoring goals.

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*	Make it fun! Child can color in stars or use stickers to mark domains and completed goals.

HOME DOMAIN (area to work on)	GOALS (see page 4 for ideas)	REWARD	GOAL MET (date)	*
Home Behavior (ability to follow home rules,	1			\triangle
	2			\triangle
parents' commands, etc.)	3			\Diamond
	1			\Diamond
(ability to form and maintain positive friendships and family relationships)	2			\triangle
	3			\triangle
	1			\$
(ability to express or control emotions)	2			₩
emonons)	3			\triangle
	1			\triangle
Home Responsibilities (ability to perform daily home responsibilities)	2			\Diamond
responsibilities)	3			\Diamond



ADHD Management: Team Plan

SCHOOL PLAN

SCHOOL PSYCHOLOGIST / GUIDANCE COUNSELOR TO-DO LIST:	Date completed
☐ Determine student's eligibility for support services under Section 504/IDEA.	
Determine whether a behavior management plan is needed. The goal setting section below may be helpful. (Note: Children treated for ADHD often do so well with treatment that they may not need extra help.)	
☐ Identify whether curriculum/instructional accommodations are needed, and if so, what they should be.	
☐ Offer individual/group counseling (anger management, social skills, problem-solving, etc.) if needed.	
☐ Complete the Follow-up School Packet as necessary.	
□ Other:	

For help in working with students diagnosed with ADHD, see Intermountain's handout ADHD: Tips for Teachers.

Make it fun! Child can color in stars or use stickers to mark domains and completed goals.

Setting School Goals

See the back page for ideas for setting and monitoring goals.

SCHOOL DOMAIN (area to work on)	GOALS (see page 4 for ideas)	REWARD	GOAL MET (date)
School Behavior (ability to follow school rules, teachers' commands, etc.)	1		\Diamond
	2		\triangle
teachers commands, etc.,	3		\Diamond
_	1		\Diamond
Interpersonal relationships (ability to form and maintain positive peer relationships)	2		\Diamond
positive peer relationships/	3		\Diamond
^ -	1		\Diamond
Emotions (ability to express or control emotions)	2		\Diamond
emononsy	3		\Diamond
A	1		\Diamond
School Responsibilities (ability to perform daily school responsibilities)	2		\Diamond
responsioninges)	3		\Diamond



ADHD Management: Team Plan

IDEAS FOR SETTING AND MONITORING GOALS

- 1. Select one or more domains (areas) where the child most needs to improve. Work with the child to decide on goals for these domains (see examples below for ideas).
- 2. Decide on target behaviors for each goal and how progress will be measured. Write each goal and/or target behavior in kid-friendly language in the charts on pages 2 and 3. (The intervention tools listed on www.intermountainhealthcare.org/adhd may help in tracking progress toward meeting goals).
- **3.** Establish a reward system for meeting goals. For each goal, work with the child to decide how often (or for how long) the target behaviors need to be followed in order to earn a reward.
- **4.** Monitor progress and adapt goals and target behaviors as needed.

Example Home Goals

DOMAIN	EXAMPLE GOALS	IDEAS FOR REWARDS	
Behavior	Follow parent's directions. Respect personal property and property of others. Use appropriate language (no swearing, vulgarity). Show honesty (don't lie, cheat, or steal). Be polite and use acceptable manners. Accept consequences without arguing or complaining.	Favorite dessertsPlay dates/sleepoversNo chore day	
Interpersonal Relationships	Cooperate with siblings and friends (share, take turns, play by the rules). Participate in family/ group activities. Be sensitive to the needs/feelings of others. Respect the personal space of others. Give compliments to family members. Invite others to play.	 Renting movie/video game Extra screen time (TV, video/computer games) Board game with parents Date with a parent or other special family member (e.g., grandparent) Dinner at favorite fast food Staying up late Wrestling with Dad 	
Emotions	Share or express feelings with others. Express anger appropriately without destroying property or being aggressive. Control temper when frustrated or in conflict situations. Accept constructive criticism without losing temper. Respond calmly when not getting own way. Respond to teasing or aggression without losing self-control.		
Responsibilities	Perform daily household chores or tasks. Do homework on time. Finish tasks when requested. Take care of personal possessions and property. Follow daily schedule (morning routine, bedtime). Make smooth transitions from one activity to another.		

Example School Goals

DOMAIN	EXAMPLE GOALS	IDEAS FOR REWARDS	
Behavior	Follow teacher's directions. Respect personal property and property of others. Use appropriate language (no swearing, vulgarity). Show honesty (don't lie, cheat, or steal). Be polite and use acceptable manners. Accept consequences without arguing or complaining. Be on time for class.	Extra recess timeFree timeStickers	
Interpersonal Relationships	Cooperate with peers (share, take turns, play by the rules). Participate in class/group activities. Be sensitive to the needs/feelings of others. Respect the personal space of others. Give compliments to friends and other children. Invite others to play.	Small treatsNo homework dayGrab bag	
Emotions	Share or express feelings with others. Express anger appropriately without destroying property or being aggressive. Control temper when frustrated or in conflict situations. Accept constructive criticism without losing temper. Respond calmly when does not get own way. Respond to teasing or aggression without losing self-control.	Extra computer timeTeacher's helperChance to lead an activity	
Responsibilities	Complete classwork without supervision. Complete homework assignments and turn them in on time. Complete tasks within stated time demands. Take care of personal possessions and property. Follow daily schedule. Make smooth transitions from one activity to another.		

