



## ADHD: Delivery of Special Education Services

Est. Time: 1.5 Hours

### Objective

To examine the issues related to the delivery of special education services to children with ADHD.

### Overview

Public school students with ADHD can fall into one of the following three service options: (a) students who receive no services with placement in the general education classroom; (b) students who receive services under Section 504 of the Rehabilitation Act, which can include accommodations and modifications within the general education classroom; or (c) students who receive special education services, which can mean support within the general education classroom or placement within a more restrictive setting. This activity will help clarify the issues surrounding special education services and students with ADHD.

### Questions/Discussion Topics

Use the Internet, textbook, library, or other resources to answer the following questions:

1. How many students with ADHD are currently being served in the United States?
2. Has the number of students identified increased in recent years? If so, what are some of the reported reasons for that increase?
3. What are the specific behaviors and characteristics of students with ADHD?
4. In what ways do those characteristics make it difficult for students to learn and participate in school?
5. Will all students with ADHD demonstrate the same characteristics or degree of behavior? Explain your answers.
6. What professional organizations have supported the legitimacy of ADHD as a disability? Given the definition of special education as a “specially designed instruction that meets the unusual needs of an exceptional student,” list the ways in which a student with ADHD meets the criteria of “exceptional” and what services might be provided to support that student.