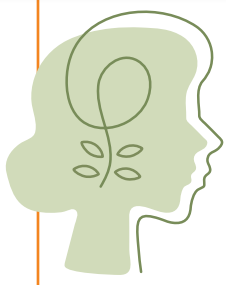


EDUCATIONAL SUPPORT

IEPs and 504 Plans

WITH SPECIAL CONSIDERATIONS FOR GIRLS WITH ADHD



ADHD can have a substantial impact on children and teens at school. Many students with ADHD may need more educational support than what is provided through the general education system. This support may come in the form of an Individualized Education Program (IEP) or a Section 504 Plan, formal educational supports mandated by federal laws designed to protect the rights of students with disabilities.

ADHD can often look different in girls compared to boys with ADHD.

Educational support plans should address the ways that ADHD symptoms may present differently from girl to girl.



ACCOMMODATIONS FOR GIRLS WITH ADHD MAY INCLUDE:



Permission for frequent planned breaks in class, **for girls who lose focus easily**



Check-ins with a school counselor to learn ways to manage mood or anxiety, **for girls who need emotional support**



Participation in a small social group to learn friendship skills, **for girls who are impulsive with peers**



Seating near the teacher and away from distractions such as windows and high traffic areas, **for girls who are easily distracted**



Teacher-provided checklist to help keep up with daily classroom routines, **for girls who struggle with remembering**



A reward system for following classroom rules about social vs. quiet time, **for girls who are excessively chatty during quiet work times**

WHAT EXACTLY ARE IEPs AND 504 PLANS?

IEP



Outlined in the Individuals with Disabilities Act (IDEA), the IEP is a law that protects the rights of students with disabilities. It indicates that students (K-12th grade) who have a disability that negatively impacts their education should receive specialized educational services. Students must meet one of 14 qualifying disabilities to be eligible.

504

The Section 504 Plan was outlined in the Rehabilitation Act of 1973, a law that prohibits discrimination. This law indicates that people with disabilities should not be discriminated against in settings that receive federal funding, including public schools.

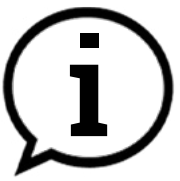


WHAT GOES IN THESE PLANS?



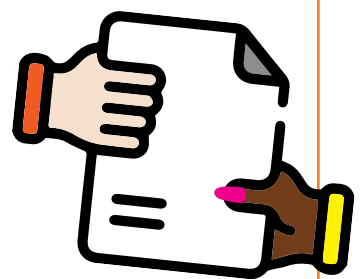
IEPs include measurable goals and objectives that are uniquely designed for each student. The plans also specify how the goals will be measured and how often in order to keep track of the student's progress. IEP accommodations are implemented by special education and general education teachers.

Section 504 Plans outline the specific accommodations and modifications, as well as related services, that will help reduce the impact of the student's disability in the educational setting and are implemented by general education teachers.



HOW DO I REQUEST A PLAN?

The process for requesting both IEPs and Section 504 Plans can be started by a parent or by a school professional. Parents should make a written request to the school asking for an evaluation to determine their child's eligibility for an IEP or Section 504 Plan. Parents should also be prepared to share documentation of ADHD – such as a report or letter from a medical or mental health professional – as part of the school evaluation; yet, documentation is not required to request school support. Children with ADHD may also have learning differences (e.g., dyslexia) that would qualify children for additional supports through IEPs and 504 Plans.



For more information, visit
[CHADD](#)

[A Parents' Guide to Special Education in North Carolina](#)

[Know Your Rights: Students with ADHD](#)

[Disability Discrimination: Overview of the Laws](#)