

The Essential ADHD Monitoring System

By David Rabiner, Ph.D.
Duke University

Weekly Monitoring Report

Child Name: _____ Date: _____
Teacher: _____ Class: _____

0	Not at all
1	A little
2	Pretty Much
3	Very Much

Teacher: Please answer the items below on your observations of this child during the past week by circling the number that best applies.

Question	Scale			
	0	1	2	3
1. Fidgets with hands or feet or squirms in seat.	0	1	2	3
2. Difficulty remaining seated.	0	1	2	3
3. Difficulty waiting turn.	0	1	2	3
4. Talks excessively.	0	1	2	3
5. Interrupts others.	0	1	2	3

From the ADHD Experts at

ADDITUDE

Strategies and Support for ADHD & LD

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and a voice of inspiration to help people with ADHD find success at home, at school, and on the job.

ADDitudeMag.com

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Dear Parent, Healthcare Professional, or Educator:

One of the most important, effective ways to promote a child's healthy development is to carefully monitor his or her progress at school. The ADHD Monitoring System makes it easy for you to do this. This program allows you to carefully track how your child, student, or patient is doing in school. It also alerts you when treatment adjustments or modifications may be appropriate. The directions below are written specifically to parents, but are applicable for use by teachers and health care professionals as well.

Although the program was originally developed to monitor the ongoing effectiveness of medication treatment, it can be used to monitor the success of whatever treatments your child is receiving.

This download contains a comprehensive set of instructions that explain how the ADHD Monitoring System is used, along with the rating form that is to be completed by your child's teacher. (This form can be found at the end of the download.) I recommend that you print out this PDF so that you have a hard copy for easy reference.

In my own experience, I have found that this program works best with elementary school children who have only a single teacher. This program can also be quite helpful for children who are in middle school or high school, although sometimes teachers in these grades do not spend enough time with a student to provide ratings that are as reliable. You will have to see how this works in your own situation.

I have used this program in my own practice for a number of years and have found that it is an extremely helpful tool for parents to have available. I sincerely hope that you begin to use it regularly and find it to be as helpful to you as it has been to many of the parents that I work with.

Sincerely,

David Rabiner, Ph.D.
Senior Research Scientist
Duke University

**The Essential
ADHD
Monitoring
System**

ADDITUDE
Strategies and Support for ADHD & LD

The Essential ADHD Monitoring System

By David Rabiner, Ph.D.
Duke University

How to Use the ADHD Monitoring System

The ADHD Monitoring System included at the end of this document provides an easy and systematic way to monitor how a child with ADHD is doing each week at school in several important areas. This will alert you to difficulties as they emerge so that you can make timely changes or additions to your child's treatment plan. Guidelines for using this program effectively are presented below.

For this system to truly benefit your child, the cooperation and support of your child's teacher is *ESSENTIAL*.

You will be asking your child's teacher to complete the rating form included at the end of this download; be certain to include extra copies. Although completing this form should take no more than 5-10 minutes, we recommend speaking with your child's teacher and stressing the importance of the information he or she provides. Rather than sending the forms along with a

EXPERT WEBINAR REPLAY

ADHD Treatment
Monitoring

<http://additu.de/monitor>

note in your child's backpack, we recommend discussing them on the phone or in person with your child's teacher.

The teacher needs to understand that the information he or she provides will help to determine the need for and timing of any changes/additions to treatment and that, without this input, managing your child's ADHD symptoms will be much more difficult.

Timing Is Important

Weekly feedback is preferable because it helps you to really stay on top of things, but if this is not possible, receiving this feedback on a monthly basis will still be valuable. You may also wish to start by collecting weekly feedback, then switch to monthly feedback once your system is working consistently.

We've included two versions of the rating form at the end of this document. The first version, titled "Weekly Monitoring Report," asks the teacher to provide ratings based on what he or she observed during the prior week. The second version is titled "Monthly Monitoring Report" and asks for the same information based on observations made over the prior month. Use whichever form is most appropriate for your child and his or her teachers.

At the outset, we recommend you schedule a specific day each week or each month when your child's teacher will share his or her assessment. The information won't do you or your child any good if it sits in the classroom for weeks before you receive it.

If your child has multiple teachers, provide copies to each teacher who spends a significant amount of time with your child each week.

What Information Is Conveyed

The ADHD Monitoring System provides you with information including:

- How well ADHD symptoms are being managed at school
- Your child's behavioral, social, and emotional functioning at school
- Your child's weekly academic performance

How Well Are ADHD Symptoms Being Managed?

Questions 1-12 deal specifically with symptoms of ADHD. Items 1-6 ask for

FREE RESOURCE

Get the School on Your
Child's Side

[http://additu.de/
collaborate](http://additu.de/collaborate)

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teacher ratings of hyperactive/impulsive symptoms and items 7-12 concentrate on inattentive symptoms.

Children without ADHD would typically receive scores of 0 or 1 on these items. For a child whose ADHD symptoms are being managed effectively—with medication and/or natural therapies—you would expect to see the same.

NOTE: Not all children with ADHD display both inattentive symptoms and hyperactive/impulsive symptoms. For example, children diagnosed with ADHD Predominantly Inattentive Type have trouble with attention and focus (i.e. items 7-12) and do not show many of the hyperactive/impulsive characteristics (i.e. items 1-6). Conversely, children with ADHD Predominantly Hyperactive/Impulsive Type show the reverse pattern. If your child has one of these subtypes, you will look only at the appropriate symptom group to gauge whether his or her symptoms are under control.

Behavioral, Social and Emotional Functioning

Items 13-15 provide a basic screening for behavioral, social, or emotional difficulties. Here, you are hoping to see high scores of mostly 3s and 4s. If your child receives low scores in this section, contact his or her teacher for more detailed information about the difficulties observed.

NOTE: It is important to emphasize that these items provide only a simple screen for behavioral, social, and emotional difficulties and they are not intended to be a comprehensive assessment. Although a teacher is generally in an excellent position to comment on how a child is following classroom rules, she is often less aware of how a child is doing socially or how a child is feeling. The absence of any teacher-reported difficulties in these latter two areas thus does not necessarily mean that your child is not experiencing any such difficulties. Learning about this in a more comprehensive way requires feedback from the child as well.

Academic Performance

The second page of the rating form provides important information on your child's academic performance during the school week. Information is provided on the amount of assigned work completed, the general quality of the work completed, and whether this varies by subject. It also alerts you to homework assignments never submitted. Ideally, your child is completing all assigned work, turning in only high-quality work, and not missing any homework assignments.

5 TREATMENT RULES

The ABCs of ADHD
Medication
<http://additu.de/61>

ADHD BEHAVIOR AT SCHOOL

Using a Daily Report Card
<http://additu.de/hm>

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Suggested Guidelines For Using The Information

The information contained in the weekly monitoring form is designed to provide you and your child's physician with the data needed to make informed decisions about the effectiveness of your child's treatment.

It is important to stress, however, that any child can have an occasional bad week. If your child has been doing well, and then one week the monitoring form indicates difficulties in one or more areas, this should not necessarily cause alarm or indicate the need for changes in treatment. In general, treatment modifications are only suggested when a problem persists for several weeks, or if troublesome weeks begin to occur with increased frequency.

IMPORTANT: If your child's teacher is making monthly ratings rather than weekly ratings, a single bad month would be cause for concern. Thus, I would recommend the information be shared right away with your child's physician so that he or she can determine whether modifications to your child's treatment(s) need to be made.

Everything Going Well

This is what we hope to see: Week after week of consistent 0 and 1 ratings for items 1–12, plus reports that your child is following the rules, getting along with peers, appearing happy, and completing all or almost all assigned work to the best of his ability.

When this is the case, it is clear that your child is doing a great job at school, and the treatments and/or support in place are working well.

Everything Going Poorly

At the other extreme, we see high ratings of ADHD symptoms, problems with behavior and peer relations, and a worrisome pattern in the quality and quantity of work submitted.

In almost all cases, this indicates a situation where changes and adjustments (i.e. to medication, behavioral plan, etc.) need to be implemented. The only exception would be if, as noted above, your child has been doing consistently well and then has a single bad week. If this is the case, it is still important to speak with your child and his or her teacher to try and learn what may have accounted for the difficult week. Should things get back to normal the following week, there is probably no need to change anything. If the difficulties persist, however, it will be important for the appropriate modifications

SPECIAL REPORT

The ADHD Parent-Teacher Handbook

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to be made. Consult with your child's physician about the most appropriate steps to pursue.

As noted above, if ratings are being provided monthly, this situation would definitely warrant a discussion with your child's healthcare provider.

ADHD Symptoms Under Control, But Problems With Behavior, Peer Relations, Mood, or Academics

When items 1-12 come back with 0 and 1 ratings, but problems are reported in one or more other areas, many professionals look beyond the ADHD diagnosis for a reason. Such difficulties can occur for a variety of reasons and it is very important to try and learn what factors may be contributing to the difficulties occurring for your child. Once again, consulting with your child's physician is recommended.

NOTE: Middle- and high-school students often don't spend enough time in a single classroom for that teacher to effectively assess a child's management of ADHD symptoms. At these ages, it is more common for these symptom ratings to look okay, but for the difficulties to show up in a child's academic performance or behavior. It is important to be aware of this because from the teacher's ratings it may suggest that primary ADHD symptoms are being effectively managed when they may not be, and adjustments in medication may be necessary.

Other Areas Look Good but Rating of ADHD Symptoms Are High

It is not often that we see a child receive 2s and 3s in items 1-12, but glowing behavior and social reports. Generally speaking, ADHD symptoms impact all facets of a child's life, but sometimes they are evident only in academic settings.

Should this pattern persist for more than one week, your child's doctor may recommend adjusting his or her primary ADHD treatment plan. Of course, if a child continues to do well academically, socially, and behaviorally at school despite high levels of ADHD symptoms it may not be necessary to change anything. Generally, however, one would expect problems in these areas to emerge if ADHD symptoms are not being managed well for any sustained period. Again consulting with your child's physician is strongly recommended.

FREE RESOURCE:

9 Rules for Using ADHD Medications Safely
<http://additu.de/jy>

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NOTE: The first question on side 2 asks for the teacher's rating of how morning and afternoon periods compared. If your child is taking medication, and is receiving a longer acting stimulant or is taking a second dose during the day at school, morning and afternoon behavior should not differ.

If your child is receiving only a single dose of a stimulant that is not intended to provide coverage across the entire school day, and the teacher's ratings indicate that mornings are consistently better than the afternoons, this may suggest that the medication is wearing off during the day and that a single dose is not sufficient. If this pattern emerges in the teacher's ratings, you should discuss this issue with your child's physician. It is possible that a second dose or the use of a longer acting medication would be helpful.

Thanks again to Novartis for supporting my efforts to distribute this tool to the widest possible audience.

David Rabiner, Ph.D., is a research professor in the Dept. of Psychology and Neuroscience at Duke University and is currently serving as an Associate Dean in Trinity College of Arts and Sciences. He's researched the nonmedical use of ADHD medications by college students and his work has examined the short- and long-term impact of attention difficulties on children's academic achievement. He has published over 50 scientific papers in peer-reviewed journals and received multiple federal grants to support his work. Since 1997 Dr. Rabiner has published an online newsletter called [Attention Research Update](#) that helps parents, educators, and health professionals keep up with new research on ADHD.

SPECIAL REPORT

ADHD Medication and Treatment <http://additude/medebook>

The Essential ADHD Monitoring System

from the editors of

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Strategies and Support for ADHD & LD

Weekly Monitoring Report

Child Name: _____ Date: _____

Teacher: _____ Class: _____

1	Not at all
2	A little
3	Pretty Much
4	Very Much

Teacher: Please answer the items below on your observations of this child during the past week by circling the number that best applies.

QUESTION	SCALE			
1. Fidgets with hands or feet or squirms in seat.	0	1	2	3
2. Difficulty remaining seated.	0	1	2	3
3. Difficulty waiting turn.	0	1	2	3
4. Talks excessively.	0	1	2	3
5. Interrupts others.	0	1	2	3
6. Always "on the go."	0	1	2	3
7. Easily distracted.	0	1	2	3
8. Fails to complete assigned tasks.	0	1	2	3
9. Trouble paying attention.	0	1	2	3
10. Careless/messy work.	0	1	2	3
11. Does not seem to listen when spoken to.	0	1	2	3
12. Difficulty following directions.	0	1	2	3
Note: For the following three items, higher scores indicate better functioning by the child.				
13. Follows class rules.	0	1	2	3
14. Gets along with peers.	0	1	2	3
15. Seems happy and in good mood.	0	1	2	3

Please indicate how the behaviors rated above compared during morning and afternoon times for the prior week by circling one of the choices below.

NOTE: If you only have this child in class during morning or afternoon, this does not apply.

Morning better than afternoon	No clear difference	Afternoon better than morning
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Circle the value below to indicate the approximate percentage of assigned class work that this child completed during the past week:

0	10	20	30	40	50	60	70	80	90	100
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The quality of work completed by this child this week was:

Very poor	Poor	Satisfactory	Good	Very good
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<p>If the quality of this child’s work varied significantly between academic subjects, please indicate this in the next column.</p>	
<p>Did this child turn in all assigned homework? If not, please indicate the missing assignments</p>	
<p>Please indicate any other comments or observations that you believe are important:</p>	

Thank you for your help!

Monthly Monitoring Report

Child Name: _____ Date: _____

Teacher: _____ Class: _____

1	Not at all
2	A little
3	Pretty Much
4	Very Much

Teacher: Please answer the items below on your observations of this child during the past month by circling the number that best applies.

QUESTION	SCALE			
1. Fidgets with hands or feet or squirms in seat.	0	1	2	3
2. Difficulty remaining seated.	0	1	2	3
3. Difficulty waiting turn.	0	1	2	3
4. Talks excessively.	0	1	2	3
5. Interrupts others.	0	1	2	3
6. Always "on the go."	0	1	2	3
7. Easily distracted.	0	1	2	3
8. Fails to complete assigned tasks.	0	1	2	3
9. Trouble paying attention.	0	1	2	3
10. Careless/messy work.	0	1	2	3
11. Does not seem to listen when spoken to.	0	1	2	3
12. Difficulty following directions.	0	1	2	3
Note: For the following three items, higher scores indicate better functioning by the child.				
13. Follows class rules.	0	1	2	3
14. Gets along with peers.	0	1	2	3
15. Seems happy and in good mood.	0	1	2	3

Please indicate how the behaviors rated above compared during morning and afternoon times for the prior month by circling one of the choices below.

NOTE: If you only have this child in class during morning or afternoon, this does not apply.

Morning better than afternoon	No clear difference	Afternoon better than morning
-------------------------------	---------------------	-------------------------------

Circle the value below to indicate the approximate percentage of assigned class work that this child completed during the past month:

0	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

The quality of work completed by this child this month was:

Very poor	Poor	Satisfactory	Good	Very good
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<p>If the quality of this child's work varied significantly between academic subjects, please indicate this in the next column.</p>	
<p>Did this child turn in all assigned homework? If not, please indicate the missing assignments</p>	
<p>Please indicate any other comments or observations that you believe are important:</p>	

Thank you for your help!

ADDitude Special Reports Available Now

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ADHD Medication & Treatment

Everything you need to know about medication options, minimizing side effects, alternative therapies and more.

You're relieved to know, finally, that your child's symptoms have a name. Or that your inability to focus or pay attention in school as a child — or at work as an adult — is due to attention deficit disorder. But now, you have questions about how to treat it. This special report has answers.

>> Learn more about this special report: <http://additu.de/medebook>

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Depression. Bipolar Disorder. Anxiety. OCD. And five more conditions that often show up alongside attention deficit.

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Mindfulness and Other Natural Treatments

The best non-medical treatments for ADHD, including exercise, green time, and mindful meditation.

Learn how mindfulness works on ADHD brains, and how to begin practicing it today. Plus, research the benefits of other alternative treatments like yoga and deep breathing exercises – including some designed especially for kids – as well as the science behind each natural therapy.

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FREE ADDitude Downloadable Booklets

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Expert ways to maximize the benefits of ADHD medications.

The ADDitude Guide to Alternative ADHD Treatment

Everything you need to know about non-drug treatment options for adults and children with ADHD.

Who Can Treat ADHD?

Choosing the appropriate professional for diagnosis and treatment of ADHD can be confusing. Here's how to navigate your options.

ADHD Vitamins and Supplements

Can fish oil, iron, and other natural remedies help ADHD symptoms? Here's what you should know.

The ADHD-Friendly Diet

How to beef up protein levels and omega-3 fatty acids while trimming sugar and chemicals from your family's diet.

Fish Oil for ADHD

Expert information about the common dietary supplement that may sharpen focus in ADHD children and adults.

Find these and many more free ADHD resources online at:

<http://additu.de/freedownloads>

FREE ADHD Webinar Replays from ADDitude:

How to Solve the Three Biggest Challenges of ADHD Medication

>> <http://additu.de/meds3>

How can you tell when an ADHD medication isn't working? And what do you do then? Expert Laurie Dupar explains the steps to take if you or your family is facing one of these top three most common challenges – Is it the right medication? Is it the right dose? Is it being taken at the right time of day?

ADHD Treatment Monitoring for Back-to-School

>> <http://additu.de/monitor>

Concerned that last year's ADHD treatment plan won't make grade for the upcoming school year? Now's the time to assess your child's current plan, and adjust accordingly. Expert David Rabiner, Ph.D., explains how to work with teachers to get your child's treatment plan back on track.

Minimizing Side Effects and Using ADHD Medications Effectively

>> <http://additu.de/22>

Learn all about choosing ADHD medications, minimizing side effects, fine-tuning treatment, and much more from board-certified psychiatrist Dr. William Dodson. Discover the many ADHD medication options and how they work, and how to choose a brand-name medication versus generic.

ADHD—Everything You Need to Know About Causes and Treatments

>> <http://additu.de/685>

Stephen Hinshaw, Ph.D., explains why rates of ADHD diagnosis are skyrocketing around the world, how misinformation jeopardizes treatment, and guidelines for parents and professionals to overcome these obstacles. Is ADHD a genuine medical condition? Is medication an optimal treatment? This webinar has the answers.

The Right Diagnosis and Best Treatment Options for ADHD Children

>> <http://additu.de/xs>

In this presentation, hosted by Thomas Brown, Ph.D, get no-nonsense advice on diagnosing your child's ADHD and comorbid conditions, plus how to manage ADHD symptoms. Learn how symptoms differ from child to child, and how to manage if your child needs more than one medication.

FREE ADHD Newsletters from ADDitude

Sign up to receive critical news and information about ADHD diagnosis and treatment, plus strategies for school, parenting, and living better with ADHD:
<http://additu.de/email>

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Expert advice on managing your household, time, money, career, and relationships

Parenting ADHD and LD Children (weekly)

Strategies and support for parents on behavior and discipline, time management, disorganization, and making friends.

ADHD and LD at School (bimonthly; weekly from August through October)

How to get classroom accommodations, finish homework, work with teachers, find the right schools, and much more.

Treating ADHD (weekly)

Treatment options for attention deficit including medications, food, supplements, brain training, mindfulness and other alternative therapies.