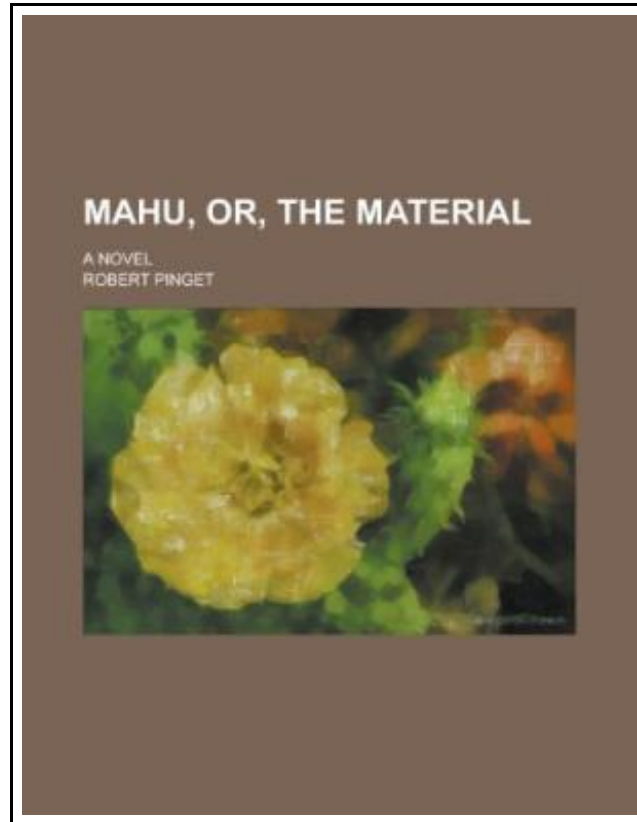


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 24 pages. Original publisher: Washington, D. C. : U. S. Office of Special Education Programs, U. S. Dept. of Education, 2003. OCLC Number: (OCoLC)227206778 Subject: Attention-deficit hyperactivity disorder -- Diagnosis -- United States. Excerpt: . . . with ADHD. Specifically, the study found that the use of medication was almost as effective as the multimodal treatment of medication and behavioral interventions (Edwards, 2002). Administering Medication at School Develop a plan to ensure that medication is administered in accordance with doctors recommendation Include this plan in the childs IEP Maintain child and parent rights to medical confidentiality Researchers believe that psychostimulants affect the portion of the brain that is responsible for producing neurotransmitters. Neurotransmitters are chemical agents at nerve endings that help electrical impulses travel among nerve cells. Neurotransmitters are responsible for helping people attend to important aspects of their environment. The appropriate medication stimulates these underfunctioning chemicals to produce extra neurotransmitters, thus increasing the childs capacity to pay attention, control impulses, and reduce hyperactivity. Medication necessary to achieve this typically requires multiple doses throughout the day, as an individual dose of the medication lasts for a short time (1 to 4 hours). However, slow-or timed-release forms of the medication (for example, Concerta) may allow a child with ADHD to continue to benefit from medication over a longer period of time. Doctors, teachers, and parents should communicate openly about the childs behavior and disposition in order to get the dosage and schedule to a point where the child can perform optimally in both academic and social settings, while keeping side effects to a minimum. If it is determined that the child should receive medication during the school day, it is important to develop...

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