

# TRACKING YOUR CHILD'S PROGRESS WITH ADHD

For best results in treating ADHD, a total treatment program is recommended, which includes implementing supportive parenting and teaching techniques and finding the right medication. After initiating a total treatment plan, meet with your child's teacher on a weekly basis to track his or her progress. At the end of each week, indicate whether there has been no improvement, some improvement, or significant improvement in each area. If a particular behaviour does not apply to your child, leave the row blank.

	WEEK # _____			WEEK # _____			WEEK # _____			WEEK # _____			WEEK # _____					
	No Improvement	Improvement	Significant Improvement	No Improvement	Improvement	Significant Improvement	No Improvement	Improvement	Significant Improvement	No Improvement	Improvement	Significant Improvement	No Improvement	Improvement	Significant Improvement	No Improvement	Improvement	Significant Improvement
<b>No Improvement:</b> Symptoms are the same as they were prior to treatment. <b>Improvement:</b> Symptoms are better than they were prior to initiation of a treatment plan, but are still disruptive in the classroom and are hindering academic performance. <b>Significant Improvement:</b> While on treatment, only very mild symptoms of ADHD are apparent. It is difficult to distinguish the child with ADHD from other children in the classroom.																		
1. Fails to give close attention to details or makes careless mistakes in school work																		
2. Has difficulty sustaining attention in tasks or play activities																		
3. Does not seem to listen when spoken to directly																		
4. Does not follow through on instructions and fails to finish school work																		
5. Has difficulty organizing tasks and activities																		
6. Avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort																		
7. Loses things necessary for activities (e.g.: school assignments, pencils, or books)																		
8. Is distracted by extraneous stimuli																		
9. Is forgetful in daily activities																		
10. Fidgets with hands or feet																		
11. Leaves seat in classroom when remaining seated is expected																		
12. Runs about or climbs excessively in situations where it is inappropriate																		
13. Has difficulty playing or engaging in leisure activities quietly																		
14. Is "on the go" or acts as if "driven by a motor"																		
15. Talks excessively																		
16. Blurts out answers to questions before the questions have been completed																		
17. Has difficulty awaiting turn																		
18. Interrupts or intrudes on others (e.g.: butts into conversations/games)																		
19. Other _____																		
Comments																		

