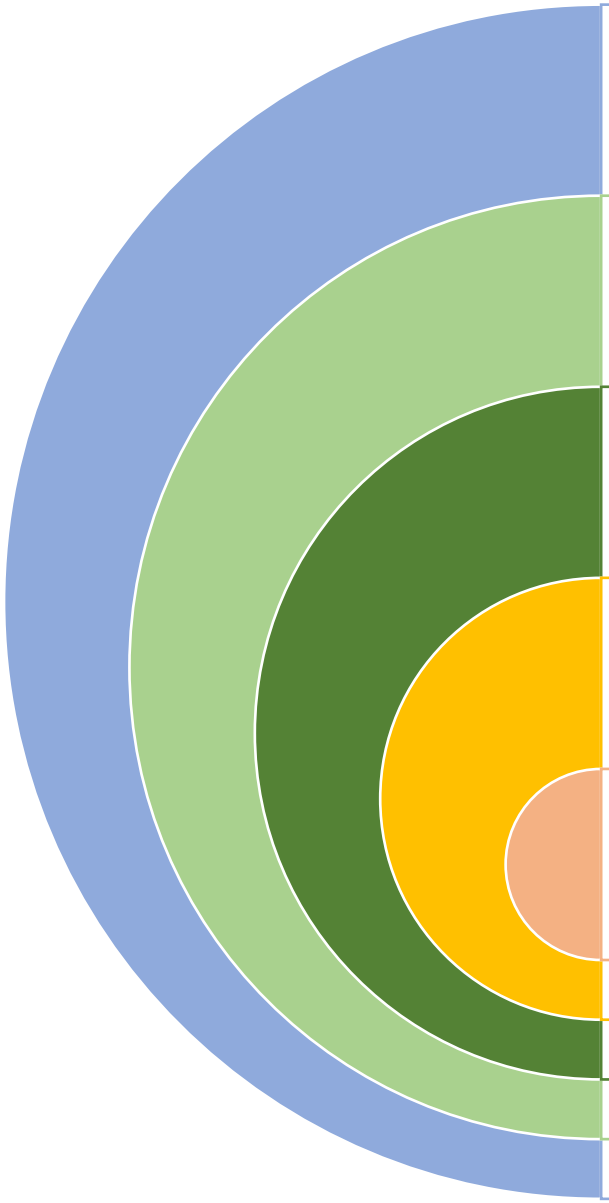
Attention: Continuum of Supports



All Students	•All students are sometimes distracted or disengaged during class •Instruction uses effective engagement strategies •Classroom structures promote executive function skills, including organizing time and learning to attend to what is important •Age-appropriate movement embedded in the school day
Students with Some Attention Issues	•Focus and attention are more difficult •Attention difficulties may vary based on activity or time of day •May need additional cues to focus on what is important •May need more movement than other students
Students with ADD/ADHD Diagnosis	•Medical diagnosis of ADD/ADHD •May or may not treat with medication •May need additional cues, reminders or supports •Access to universal tools for focus, organization, executive function •Doctor may recommend additional school supports
504: Students with ADD/ADHD that Substanially Limits a Major Life Activity	•School evaluates to determine if student has a mental impairment that substantially limits a major life activity •School-based data to reflect student's performance in school •Student needs accommodations such as more/less time to complete assignments, breaks, reminders, focus tools (beyond universal tools)
IEP: Students with ADD/ADHD that require Specially Designed Instruction (SDI)	•School evaluates to determine if student meets criteria for Other Health Impairment SPED eligibility •Evaluation includes multiple assessments over time to determine if accommodations or universal tools may meet needs without IEP •Need for SDI: Team develops an IEP, focusing on skills for attention, focus, self-regulation, and impacted academic areas