**Your Child’s Name**

*Insert a photo of your child here*

**Parent/Guardian Name & Contact Information:**

Parent – Contact Information

**Important Information**

* Any diagnoses you would like to share (such as those on your child’s IEP or IPRC)
* Any allergies or medical concerns you would like to share
* Anything else important you would like them to know

*For examples to help you complete the sections below, we recommend reviewing the Centre for ADHD Awareness Canada (CADDAC) website suggested classroom accommodations for elementary and secondary school students:*

[*https://caddac.ca/wp-content/uploads/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL-1.pdf*](https://caddac.ca/wp-content/uploads/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL-1.pdf)

[*https://caddac.ca/wp-content/uploads/Secondary-School-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf*](https://caddac.ca/wp-content/uploads/Secondary-School-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf)

**My Child’s Strengths**

*Insert information here about your child’s strengths, such as:*

* Loves visual arts and visual engagement in tasks
* Math is their favourite subject
* They love to know the practical applications of information taught (ie: this type of math is often used by engineers to build bridges)

**My Child’s Areas of Need**

*Insert information here about areas that your child could use extra support, such as:*

* They can become overwhelmed if there is no clear deadline or due date
* They are nervous to be called on in class
* They struggle with wanting their work to be “perfect” and may not finish work in an assigned time due to re-writing/perfecting an answer

**Helpful Information & Strategies**

*Insert information here about any strategies or tips for supporting your child, such as:*

* Responds well to check-ins to ensure they have understood the instructions as they are often nervous to ask for clarification in front of their peers
* Body breaks after a longer period of seated instruction helps them re-engage
* Remind them they are allowed to use their assistive technology as they can be nervous to initiate on their own