The Taylor School Medication Effectiveness Report

Time period being rated: From (date) To (da	Child's	Name				
Current regimen: mg. of taken at a.m./p.m. 1. DESIRED EFFECTS: If there is a difference between mornings and afternoons, give separate gradings for each half of the school day. Supplying only one grade for each effect means that the grade would be the same throughout the entire school day. Simply fill if izon as you would a Grade Report, with these grades. Grade Rating The percentage of times the child shows this trait, from among all opportunities to do so. A Excellent – very pleasant B Good – O.K., livable with B Good – O.K., livable with C Fair – barely tolerable D Poor – very unpleasant 20% to 60% of the time The percentage of times the child shows this trait, from among all opportunities to do so. A Excellent – very pleasant B O% to 60% of the time D Poor – very unpleasant C Fair – barely tolerable D Poor – very unpleasant C Fair – barely tolerable Less than 20% of the time 100% — 60% — 60% — 40% — 20% — 0% A B C D F FAITURY CONTROL. Wouth, hands, and feet well controlled; sits for normal length of time; not flidgety or squiriny; doesn't poke, fouch, and grab; stays seated appropriately. BRAIN IN GEAR. Not impulsive, asks thoughful questions, understands and remembers clearly, not absentinised, seems "tuned in," stops and trinks before taking action. CONSCIENCE: Consisten smoral speects of decisions; doesn't lie, cheart or steal; respects boundaries; asks permission before doing things; repentant and applogetic ficaught in a misdeed. DILICENCE: Does things without being reminded or nagged, faces tasks and responsibilities head-on, wants to do a good and thorough job, earnest and serious minded rather than flippant, careful rather than careless, concerned about neathers. EMOTIONAL CONTROL: Patient, can be teased, not easily upset, can take frustrations in stride, doesn't have tantrums. FOCUSING: Normal attention span, pursues a goal without getting sidetracked, completes activities, not overly distractible, doesn't file from activity to activity. GENTLENENES: Doesn't a ratigue or	Grade	Your	Name	Phone		
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Irritable, weepy shortly after taking pills Irritable, weepy shortly after taking pills		•				
100%	F	·				
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distractible, doesn't flit from activity to activity. GENTLENESS: Doesn't argue or power struggle, obedient, cooperative, respects authority. HELPFULNESS: Polite, generous, courteous, kind-hearted, Please describe any other positive changes in behavior or performance starting this particular medication arrangement:		ACTIVITY CONTROL: Mo controlled; sits for norma squirmy; doesn't poke, to appropriately. BRAIN IN GEAR: Not impunderstands and remembers "tuned in," stops a CONSCIENCE: Considers doesn't lie, cheat or steal permission before doing if caught in a misdeed. DILIGENCE: Does things an agged, faces tasks and a do a good and thorough rather than flippant, care concerned about neatnes. EMOTIONAL CONTROL: upset, can take frustratio tantrums. FOCUSING: Normal atter getting sidetracked, com	uth, hands, and feet well I length of time; not fidgety or buch, and grab; stays seated ulsive, asks thoughful questions, pers clearly, not absentminded, and thinks before taking action. moral aspects of decisions; respects boundaries; asks things; repentant and apologetic without being reminded or esponsibilities head-on, wants to job, earnest and serious minded ful rather than careless, s. Patient, can be teased, not easily ns in stride, doesn't have	Appetite decrease Stomach complaints Other: (describe) 3. OTHER CHANGES: Please describe any other negative operformance since starting this particular whether or not you think they might	hanges in behavior or cular medication arrangement,	
A's and B's in all eight desired effects signifies		GENTLENESS: Doesn't arcooperative, respects auti HELPFULNESS: Polite, gel doesn't demand own wa	gue or power struggle, obedient, nority. nerous, courteous, kind-hearted, y with other children.	Please describe any other <u>positive</u> changes in behavior or performance since starting this particular medication arrangement:		

The Taylor Medication Effectiveness Report

Child's l	Name			NAMES OF THE PROPERTY OF THE P	
Your Na	ame		Phone		
Time pe	eriod being rated: From ((date)	To (date)		
Current	regimen:				
	mg. of	······································	taken at	a.m./p.m.	
	mg. of		taken at	a.m./p.m.	
	SIRED EFFECTS: fill it out as a teacher would	a Grade Report, with these	2. UNDESIRED EFFECTS: Please indicate the levels that are happening: 0 = This effect is not occurring or is so small that adapting to it		
<u>Grade</u>		The <u>percentage of times</u> the child shows this trait, from among all opportunities to do so.	requires no effort. 1 = This effect is mild and manageable with ju		
Α	Excellent - very pleasant	80% to 100% of the time	not inconvenient.	onunines hut still	
В.	Good - O.K., livable with	60% to 80% of the time	 This effect is <u>moderate</u>, causing some inconvenience but still livable with. 		
c	Fair - barely tolerable	40% to 60% of the time	3 = This effect is <u>severe</u> , causing great inconvenience and cannot be allowed to continue.		
D	Poor - very unpleasant	20% to 40% of the time	RATING EFFECT		
F	Failure not tolerable	less than 20% of the time	Groggy-zonked, too tired		
100)% 80% 60 %	40%20%0%	irritable, weepy shortly after taking p	pills	
	A B	C D F	Headaches		
		uth, hands, and feet well I length of time; not fidgety or ouch, and grab; stays seated	Tics; jerking muscle movements Appetite decrease		
	understands and rememb	ulsive, asks thoughful questions, pers clearly, not absentminded, and thinks before taking action.	Stomach complaints Pre-sleep agitation		
***************************************	doesn't lie, cheat or steal	moral aspects of decisions; ; respects boundaries; asks things; repentant and apologetic	Other: (describe)		
, *************************************	nagged, faces tasks and		OTHER CHANGES: Please describe any other negative changes in performance since starting this particular med	behavior or lication arrangement.	
	EMOTIONAL CONTROL: upset, can take frustratio tantrums.	Patient, can be teased, not easily ms in stride, doesn't have	whether or not you think they might be directly related to this child's medication treatment:		
	FOCUSING: Normal atter getting sidetracked, com distractible, doesn't flit fi	ntion span, pursues a goal without pletes activities, not overly om activity to activity.			
	GENTLENESS: Doesn't as cooperative, respects aut	gue or power struggle, obedient, hority.			
	HELPFULNESS: Polite, ge doesn't demand own wa	nerous, courteous, kind-hearted, y with other children.	Please describe any other <u>positive</u> changes in behavior or performance since starting this particular medication arrangement:		
		desired effects signifies /ADHD symptom control.			