**INDIVIDUALIZED HEALTHCARE PLAN: A STUDENT WITH ATTENTION DEFICIT/HYPERACTIVITY DISORDER**

<table>
<thead>
<tr>
<th><strong>ASSESSMENT</strong></th>
<th><strong>NURSING DIAGNOSIS</strong></th>
<th><strong>STUDENT GOALS</strong></th>
<th><strong>NURSING INTERVENTIONS</strong></th>
<th><strong>EXPECTED OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to complete classroom assignments and remain on task</td>
<td>Knowledge deficit related to failure to sustain attention in the classroom</td>
<td>Student will complete classroom assignments and hand in homework in a timely manner as determined by the teacher</td>
<td>1. Learning facilitation and reduction of environmental stimuli</td>
<td>• Concentration attentiveness:</td>
</tr>
<tr>
<td>Difficulty sitting still</td>
<td></td>
<td></td>
<td>• Clear desk except for classwork and pencil</td>
<td>1. Severely compromised</td>
</tr>
<tr>
<td>Loses pencils, notebooks, and homework assignments</td>
<td></td>
<td></td>
<td>• Seat student near teacher, in front of classroom</td>
<td>2. Considerably compromised</td>
</tr>
<tr>
<td>Disruptive in the classroom</td>
<td>Impaired social interaction related to impulsive behavior and poor social skills</td>
<td>Student will improve interactions with classmates and have at least one friend in class</td>
<td>1. Social enhancement</td>
<td>3. Moderately compromised</td>
</tr>
<tr>
<td>Child does not take turns when playing with others</td>
<td></td>
<td></td>
<td>• Provide positive reinforcement when child raises hand or takes turns</td>
<td>4. Mildly compromised</td>
</tr>
<tr>
<td>Child states, “feels stupid and has no friends”</td>
<td>Situational low self-esteem related to behaviors associated with ADHD</td>
<td>Student will increase feelings of self-esteem</td>
<td>1. Self-esteem enhancement</td>
<td>5. Not compromised</td>
</tr>
<tr>
<td>Excluded in games and activities on playground</td>
<td></td>
<td></td>
<td>• Set easily achievable goals</td>
<td>• Social interaction skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Praise student for accomplishments</td>
<td>Classroom behaviors:</td>
</tr>
</tbody>
</table>

(continued)
## Box 25.4 (Continued)

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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</table>
| Parents use harsh discipline techniques Mother seems tired and forgetful | Caregiver role strain related to challenges in the management of a child with ADHD | Family will display improved role behaviors | 1. Role enhancement  
- Focus on the positive  
- Be aware of tone of voice when disciplining | • Role performance  
- Parents provide supportive discipline techniques with the child and ask for assistance when indicated:  
1. Never  
2. Seldom  
3. Occasionally  
4. Frequently  
5. Consistently |

Medication is administered as prescribed  
Health management related to prescribed medication regimen  
Student will come to school nurse office for medication administration as prescribed  

#### 1. Medication administration  
Medication(s) _______
Dose _____  
Time _____

- Teacher will remind student to go to nurse’s office for medication.  
- Parent will maintain an adequate supply of medication for school nurse’s office.  
- Monitor for adverse effects from medication in collaboration with parent and teacher.  
- Monitor for decreased therapeutic effects from medication.  

2. Consult with parents and primary care provider for appropriate medication management and follow-up.

- Student remembers to come to school nurse’s office for medication in a timely manner:  
1. Never  
2. Seldom  
3. Occasionally  
4. Frequently  
5. Consistently  
6. Consistently  

- Parent and teacher discuss any adverse effects from medication or decreased therapeutic effects with school nurse:  
1. Never  
2. Seldom  
3. Occasionally  
4. Frequently  
5. Consistently

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*Source: Bulechek, Butcher, and McCloskey Dochterman (2008); Moorhead, Johnson, Maas, and Swanson (2008); and NANDA International (2009).*