



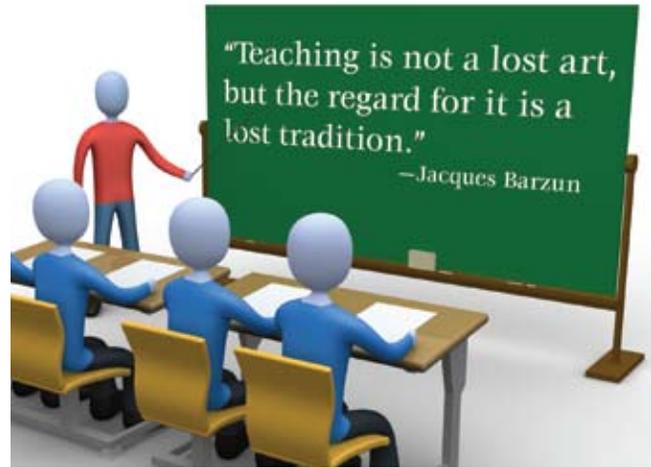
From the President Partnering with Teachers

by Phyllis Anne Teeter Ellison, Ed.D.

IT IS EASY FOR ME TO RECALL my favorite teachers. Mrs. Love, my kindergarten teacher, taught me the love of reading and books. Mrs. Wilcox, my tenth-grade world history teacher, stimulated my lifelong interest in politics and world events. Dr. Hynd, my major advisor, encouraged me to become a professor. Each of these individuals played a significant role in fostering my interests, passions, and talents. I am sure that I did not thank them enough.

I have the utmost appreciation and respect for teachers. Teachers are among the hardest working professionals in our society, yet they are among the most forgotten, overlooked and underrated. Jacques Barzun has captured my sentiments perfectly: "Teaching is not a lost art, but the regard for it is a lost tradition."

Too often, we fail to recognize the many challenges and successes of our master teachers—those individuals who have such a powerful influence on our children and teens with attention-deficit/hyperactivity disorder (AD/HD). In our efforts to advocate for AD/HD accommodations, we sometimes feel pitted against the very individuals we need the most—our children's teachers. When relationships are fractured, both parents and teachers feel attacked and misunderstood. We at CHADD want to help mediate these adversarial relationships and foster collaborative relationships.



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In the truest sense, education is a partnership between teachers and parents, an alliance forged to increase the academic success and well-being of our children. The very essence of this relationship is problem-solving communication. In my years consulting with parents and teachers, I found the ABCs of communication to be a helpful guideline for problem solving. To alleviate school problems for students with AD/HD, this model focuses on Access, Building Trust and Collaborative Problem Solving.

- ▶ **ACCESS**—build time for informal communication before problems arise, be available and responsive when concerns are expressed.
- ▶ **BUILD TRUST**—show mutual respect, express empathy, radiate warmth and support, be honest.
- ▶ **COLLABORATIVE PROBLEM SOLVING**—brainstorm solutions, be open-minded, focus on strengths, be positive, monitor progress, and act responsibly.

School success for students with AD/HD is greatly enhanced when parents and teachers practice collaborative problem solving. We are interested in fostering these positive partnerships.

We express our appreciation to the millions of educators who teach and nurture our kids. We recognize your talents. We acknowledge your hard work. We respect your ideas. We applaud your successes. We reach out in partnership. ■

Phyllis Anne Teeter Ellison

IN AN EFFORT TO ACKNOWLEDGE THE IMPORTANCE OF TEACHERS, CHADD

has planned an Educators' Participation Initiative. At our 2007 CHADD conference, we have scheduled a number of new events designated specifically for educators. In addition to our regular program, we will be:

- ▶ Highlighting significant contributions by awarding the "CHADD Teacher of the Year Award," presented on Friday, November 9, 2007.
- ▶ Scheduling an Educators Seminar on Saturday, November 10, 2007—A Special Day for Educators.
- ▶ Featuring famed keynote speaker Dr. Robert Brooks, who motivates, inspires, and celebrates special teachers who find the talents, gifts and "islands of competence" in all students.

Please visit www.CHADD.org for more details on the 2007 Educator's Initiative.