

Management of ADHD in the School Classroom: Strategies for Success

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Sources:

Barkley, R. A. (2006) *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment (3rd ed.)*. New York: Guilford.

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18 Key Principles of Management

- To Change Behavior, You Have to Change the Setting (the point of performance)
- Reduce Delays, Externalize Time
- Externalize Important Information
- Externalize Motivation (Think win/win)
- Externalize Problem-Solving
- Use Immediate Feedback (consequences)
- Increase Frequency of Consequences
- Increase Accountability to Others
- Use More Salient & Artificial Rewards

More of the 18 Great Ideas

- Change Rewards Periodically
- Touch More, Talk Less
- Act, Don't Yak
- Keep Your Sense of Humor
- Use Rewards Before Punishment
- Anticipate Problem Settings
 - Make A Transition Plan
- Keep A Sense of Priorities
- Maintain a Disability Perspective
- Practice Forgiveness
 - (Child, Self, Others)

Basic Considerations

- Have a school ADHD liaison for parent-teacher coordinated care
- Don't retain in grade!
- Sept is to establish behavioral control
- Decrease total workload, or
- Give smaller quotas of work at a time
- Use traditional desk arrangement
- Seat child close to teaching area

More Basic Considerations

- Target productivity first, accuracy later
- Don't send home unfinished class work for parents to do - home is not the "point of performance" for class work
- Give weekly homework assignments in advance for better parent preparation
- Reduce/eliminate homework – grades 1-6
 - Overall correlation with achievement is just .15-.25 (just 2-6% of variance in achievement) across all grades and weaker in elementary grades*
 - For high school, best amount was 1.5-2.5 hrs/night; more hours had no further benefits*
- During homework: Some noise or music benefits work performance (but deteriorates it in normal kids)**

*Cooper, Robinson, & Patall (2006). *Review of Educational Research*, 76(1), 1-62.

**Soderlund et al. (2007). *Journal of Child Psychology and Psychiatry*, 48, 840-847.

Peer Tutoring

- Create & distribute scripts (work sheets)
- Teach any new concepts and skills to class
- Provide initial instructions for work, then
- Break class into dyads
- Have one student tutor & quiz the other
- Circulate, supervise, and coach dyads
- Alternate tutor/student roles in dyad
- Re-organize into new dyads weekly
- Graph & post quiz results

Classroom Management Tips:

- Allow some restlessness at work area
- Give frequent exercise breaks
- Get color-coded binders & organizing systems for classwork/homework
- Use participatory teaching methods
 - Child actively involved in teaching the lesson
- Practice skills drills on computers
- Try laminated work slates for writing down and displaying answer, not hands in air and fastest responder wins
- Assign a homework “study-buddy”
 - Peer tutoring at home for homework

More Classroom

Suggestions:

- Intersperse low with high appeal activities
- Be more animated and theatrical
- Touch child on shoulder or arm when praising, reprimanding, or instructing
- Schedule the most difficult subjects in AM
- Use direct instruction, programmed learning, or highly structured materials
- Have child choose initial work goal
- Train keyboarding in early grades
- Give after-school help-sessions, tutoring, books on tape, videos, etc.
- Require continuous note-taking during lectures & while reading

Increasing Incentives

- Increase praise, approval, appreciation
 - Be a 1-minute manager
- Use a token or point system to organize consequences – to increase available rewards:
 - Get parents to send in old games/toys
 - Get a video game donated to the class
- Try team-based (group) rewards
 - (4-5 students work as a team on assignments)
- Try a tone-tape with self-rewards
 - Variable interval schedule of tones played during desk work periods
 - When tone sounds, child self-rewards points
 - Teachers monitor for cheating
- Allow access to rewards often each day
- Keep reward:punishment ratio 2:1+
- Consider a daily behavior report card

A Daily Behavior Card

Each teacher rates each behavior at end of each class; 1=Excellent (+25), 2=Good (+15), 3=Fair (+5), 4=Poor (-15), 5=Terrible (-25)

<i>Subjects</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Class Participation</i>							
<i>Performs assigned classwork</i>							
<i>Follows class rules</i>							
<i>Gets along well with others</i>							
<i>Completes home-work assignments</i>							
<i>Teacher's Initials</i>							

Managing Problem

Transitions:

Make A Transition Plan

- Before entering a new situation (next class, recess, going to lunch room) STOP!
- Review 2-3 rules child needs to obey
 - Child repeats them back
- Establish an incentive or reward
- Establish the punishment to be used
- Be sure child has something active to do
- Enter the new situation, follow your plan
- Reward throughout the activity
- End by evaluating success with the child

Externalizing Rules and Time

- Post rules on posters for each work period
- 3-sided stop sign for rules for young kids
 - red = lecture rules
 - yellow = desk work rules
 - green = play rules
- Laminated color-coded card sets placed on desk with a card of rules for each subject or class activity
- Child restates rules at start of each activity
- Use timers, watches, taped time signals, etc. to help child with timed work

The Punishment Hierarchy

- Mild, private, direct reprimands work – personalize it
- Swift justice is the key to discipline
- “Do A Task” (a variation on time out)
 - Desk at back of class with worksheets
 - Child told what they did wrong and given a number
 - Child does that number of worksheets while timed out
- Response Cost (loss of tokens)
- Moral essays – “Why I will not hit others”
- Establish a “chill out” location
- Formal time out in class or private room
 - Hallway time outs don’t work
- In-school suspension or go to BD class

Tips for Teens

- As needed, use ADHD medications
- Find a “Coach” or “Mentor” (Just 15 min.)
 - The Coaches’ office is the student’s “locker”
 - Schedule in three 5-minute checkups across each day
 - Use behavior report card to monitor teen across classes
 - Use daily assignment sheets requiring teacher initials
 - Cross temporal accountability is the key to success
- Identify a parent-school ADHD liaison
 - Serves as an intermediary on issues between parents & school
- Use a daily school behavior card for self-evaluation after ;
move to weekly after 3+ good weeks
- Keep extra set of books at home
- Learn typing/keyboard skills for writing assignments
- Tape record important lectures

More Tips for Teens

- “Bucks for Bs” system
 - grades on each assignment = \$ from parents
- Get week-at-a glance calendar with journal or other organizing notebook system
- Schedule hard classes in AM
- Alternate required with elective classes
- Extra time on timed tests (???) – no evidence it helps
 - Better to have distraction free test setting and breaks after shorter test periods (time off the clock)
- Permit music during homework
- Get written syllabus as handouts
- Require continuous note-taking to pay attention to lectures or during reading assignments

Still More Tips for Teens

- Learn SQ4R for reading comprehension
 - Survey material, draft questions, then:
 - Read, recite, write, review
- Peer tutoring in class
- “Study-with-a-buddy” after school
- Find “fall-back” classmates (swap phone, e-mail, & fax numbers) for lost or missing assignment sheets
- Attend after-school help-sessions
- Schedule parent-teacher-teen review meetings every 6 weeks (not at 9 week grading period)