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Classroom Management Techniques for Adhd Students: a Teaching Guide for Secondary Teachers

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CLASSROOM MANAGEMENT TECHNIQUES FOR ADHD STUDENTS:
A TEACHING GUIDE FOR SECONDARY TEACHERS

by

Troy A. Stevens

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

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Chapter 1

INTRODUCTION

“Attention deficit hyperactivity disorder (ADHD) occurs in 3% to 5% in school age children” (Sherman, Rasmussen, & Baydala, 2006, p. 1). This figure continues to grow due to diagnoses of ADHD, which were not identified earlier in young children. This increase in the number of students with ADHD effects educators and how they manage their classroom. The success of an educator is based on how well his or her students learn and how that educator manages the classroom environment. Typically, ADHD students disrupt the learning environment consistently, which effects the overall learning environment. Educators are provided with instructional and behavioral strategies in their degree programs about how to manage their classroom for average students. Some of those strategies are ineffective, if not implemented correctly, when those disruptive situations occur and, in some cases, those strategies will have no effect on a student with ADHD.

Although ADHD is on the increase within the student population of all classrooms across the United States, relatively few behavioral strategies have been identified for students with ADHD, even though research has increased within the past 20 years about how educators can better manage their classrooms and students with ADHD. In most circumstances, students with ADHD are not covered under IDEA or 504 Plans

which would give students with learning disabilities access to special education within their schools but, generally they are included in the inclusive classroom.

Statement of the Problem

Today, educators are under pressure to produce academic achievement, so most teachers focus on instructional strategies but may neglect to address behavioral management techniques. With the increase of students with ADHD in each classroom, too many distractions can be caused, not only for the educator, but the rest of the students in the class. The result is underachievement for all students within that educator's class or classes. It is the responsibility of educators to teach all students in their classroom, no matter their disabilities.

Purpose of the Project

The purpose of this project was to provide current educators with ways to reach students with ADHD and provide an effective learning environment for all students. This author informed educators about what types of strategies are successful and what strategies do not work with students who have ADHD. This information was delivered in a resource guide handbook.

Chapter Summary

It is this researcher's belief that teachers can manage their classrooms, even with students with ADHD. Educators need to be able to identify student's behaviors before they become problematic in the classroom. In Chapter 2, the Review of Literature, this researcher will present background information to demonstrate that, when multiple

behavioral techniques are used with ADHD students, educators can establish a learning environment that is not only productive for ADHD students, but for all students.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project was to develop a resource guide book for teachers to use as a tool for classroom management for students with attention deficit hyperactivity disorder (ADHD). Attention deficit hyperactivity disorder is characterized as excessive levels of inattention, impulsivity, and over-activity (Dupaul & White, 2004). It has been estimated that 3-7% of school aged children in the United States have ADHD, and boys are three times more likely to be diagnosed with ADHD than girls. The average estimates indicate that there is at least one student with ADHD in every classroom in the U.S. (Reiber & McLaughlin, 2004). Students with ADHD are not recognized as a category under the Individuals Disability Education Act, or IDEA (Reiff & Tippins, 1974); instead, these students receive education in inclusive classrooms. Under Section 504, ADHD students are to be taught as any student without disabilities (Bender & Mathes, 1995). As a result, general education and special education teachers address these students' problems with inattention. Typically, an inclusive classroom, of 20-25 students, may have several students with ADHD, which can be problematic because these students exhibit inappropriate behavior in a classroom.

Harlacher, Roberts, and Merrell (2006) stated, "The presence of ADHD is associated with behavioral and academic difficulties within a classroom setting, such as underachievement, difficulty with peer relations, and trouble completing assigned tasks" (p. 1). There are three current treatments for ADHD which are: (a) psycho stimulant medications, (b) behavior

intervention, and (c) a combination of both. While medications for ADHD are recommended for ADHD students, the decision is not one for the instructor to make (Reiber & McLaughlin, 2004). There are three subtypes of ADHD: (a) individuals who exhibit problems only with inattention and concentration, (b) individuals who exhibit problems only with hyperactivity and impulsivity, and (c) individuals who exhibit problems in both areas (Dupaul & White, 2004). With the variety and seriousness of the difficulties a student with ADHD experiences in school, often, classroom teachers feel overwhelmed and frustrated by the student's challenging behaviors (Cathleen-DuPaul et al., 1996). Members of the American Academy of Pediatrics (AAP; 1990, as cited in Reiber & McLaughlin) recommended that the initial treatment for ADHD should be both academic and behavioral. This means that teachers can appropriately help students with ADHD to self-manage their condition.

General Education Teachers and ADHD

General education teachers have certain responsibilities in the classroom, but with ADHD students, there are three additional areas of responsibility (Bender & Mathes, 1995). The first responsibility of a general education teacher is to assess students' behaviors for identification purposes, and teachers must be familiar with the characteristics of ADHD. The second responsibility involves intervention to help the students who have ADHD with their learning. Teachers need to assist these students to increase their academic skills while inappropriate behavior is decreased. The third responsibility is to monitor medical interventions. Teachers need to work with the student's parents and physicians and document the student's academic and behavioral actions.

Generally, teachers utilize a trial and error approach when they work with students with ADHD, based on interventions used by fellow teachers rather than functional analyses (Positive behavioral support, 1998). However, both general and special education teachers report that they are not sufficiently trained to deal with the: (a) aggression, (b) inattention, (c) defiance, or (d) even the violence that they witness each day. According to Kutscher (2005), about 93% of teachers reported that they participated in behavior workshops, and another 38% reported they took college classes on behavior management.

Kutscher (2005) reported that:

Kids with ADHD argue with adults 72% (vs. 21% of typical children); 66% of kids with ADHD blame others for their own mistakes (vs. 17% of typical children); 71% of kids with ADHD act touchy or are easily annoyed (vs. 20% of typical children); 40% of kids with ADHD swear (vs. 6% of typical children); 49% of kids with ADHD lie (vs. 5% of typical children) and 50% of kids with ADHD steal (vs. 7% of typical children) (p. 50)

Teachers are faced with an increasing number of students whose behavior impedes the learning of fellow students as well as their own. Frequently, teachers wonder if they can provide a learning environment for their class, which leads to the teacher becoming frustrated (Positive behavioral support, 1998).

Why Behaviors Occur

The author of Positive Behavioral Support (1997) stated, “Did you ever hear the phrase, ‘Treat the symptom, and ignore the disease?’ Many people handle discipline that way” (p. 2). When teachers understand why a student’s behavior occurs, they are in a much better position to serve both the student and the teacher. There is evidence that the symptoms of ADHD are partially caused by genetic factors (DuPaul & White, 2004). Although genetic and biological factors account for ADHD symptoms to a large degree, also, environmental factors such as

classroom tasks and behavior management affect the disorder. The display of challenging behaviors do meet basic needs for a student (Positive behavioral support) and, typically, ADHD students receive: (a) more attention, (b) higher levels of physical contact, or (c) escape from work in class. Modification of a student's behavior with ADHD requires the analysis of antecedents, events, or stimuli that trigger the behavior (Duhaney, 2003). Teachers need to change their classroom environments that precede the disruptive behavior of the student by identification of the behavior before it becomes a distraction.

As reported by Duhaney (2003), the typical causes for the disruption are: (a) the physical environment, (b) scheduling, (c) classroom expectations and rules, (d) transitions, (e) instructional pace, (d) contingency management, and (e) motivation. Because students with ADHD are distracted by environmental conditions that are unfamiliar, novel, or unexpected, classroom events may cause their inattention. The ADHD student is a creature of habit, so when the daily schedule is changed, the student will exhibit disruptive behavior. Also, they have problems with transitions from one task to another, one activity to another, and as the secondary level of education from class to class. The ADHD student needs to have a well structured environment as well as behavioral expectations and rules to provide them with that structured environment. Many consequence based strategies can be used to provide positive classroom behaviors for students with ADHD. Consequence based interventions take into account the events, stimuli, and activities that follow and maintain behaviors. During instruction, ADHD students need to be interested in what they learn in order to help maintain their attention.

Characteristics of ADHD

The definition of ADHD, as defined by the American Psychiatric Association (APA; 2000, as cited in DuPaul & White, 2004), “Students with attention deficit/hyperactivity disorder (ADHD) exhibit problems with impulsivity, sustained attention, and overactivity” (p. 1). Other characteristics include problems in the maintenance of attention, sustenance of effort, modulation of motor activity, and organization and completion of tasks (Reid, Trout, & Scharz, 2005). Often, the behaviors that characterize ADHD lead to academic and social difficulties that affect how a student functions at school (DuPaul & White). Students with ADHD do not achieve their academic potential and are at a higher risk: (a) for being held back a grade, (b) dropping out of school, and (c) are less likely to pursue a postsecondary education. Approximately 50-60% of students with ADHD exhibit symptoms of other disruptive behavior disorders such as oppositional defiant disorder (ODD) and conduct disorder. Other coexisting conditions with ADHD include depression, which can intensify a child’s difficulties (Reiff & Tippins, 1974).

Section 504

In Section 504 (2007), it is mandated that students with disabilities are to be taught in the regular classroom whenever possible, rather than placement in a special education class or private school (Reiff & Tippins, 1974). Even those students who have difficulty in areas such as reading comprehension, written language, note taking, rote learning, completing assignments, study skills, and organization are covered under Section 504. The services from Section 504 include: (a) reduction in class size, (b) preferential seating, (c) tutoring, (d) extended time for testing, (e) modifications in homework and classroom assignments, (f) behavioral management strategies, (g) note takers, and (h) help with organization. DuPaul and White (2004) stated,

“Federal law mandates these plans for individuals with a physical or mental impairment that interferes with a major life activity, such as learning” (p. 3). Parents or school personnel can request that the school provide a Section 504 evaluation.

Medications for ADHD

Medications, which contain methylphenidate, such as Ritalin, Concerta, Metadate, dextroamphetamine, Dexedrine, and mixed amphetamine compounds such as Adderall, are prescribed to reduce impulsive behavior, increase attention, and increase academic productivity in most ADHD students (DuPaul & White, 2004). These stimulants are safe for young children with ADHD, and adolescents who take these stimulant medications are at no higher risk for substance abuse than untreated individuals. According to Bender and Mathes (1995), these stimulants successfully in alleviate the typical behavioral problems of many children with ADHD. These medications are effective with approximately 70% of the students identified as ADHD. The remaining 30% of students require other forms of intervention in their general education classroom. General education and special education teachers must be able to identify the needs of these students and give them implementations to succeed academically.

Foundation for Effective Classroom Management

Reiff and Tippins (1974) reported that “Children with ADHD make significantly better progress when the classroom is thoughtfully structured, that is, in an organized setting with clear rules and limits; immediate, appropriate enforcement; and predictable routines” (p. 165). Teachers can do several things in the classroom to establish the foundation for a productive learning environment for all students (Behaviour support strategies, 2009). The rules of the classroom should be taught, and the classroom should set up to create a positive and supportive

learning environment. The rules provide the guidelines and expectations of all of the students in class. The physical structure of the classroom can help all of the students, but distractions can be eliminated depending on the way the room is set up.

Physical Classroom Structure

Students with ADHD are distracted to environmental conditions that are novel and unfamiliar, or unexpected events in the classroom may trigger their inattention (Duhaney, 2003). The teacher can reduce the behaviors of ADHD students if they seat them away from distractions such as windows, doors, or pencil sharpeners. Teachers should arrange their classrooms to limit distractions and increase availability to address attention and behavioral issues (Sherman, Rasmussen, & Baydala 2006). One strategy that any teacher should remember is that students with ADHD should be seated away from noisy, high traffic areas (Positive behavioral support, 1998).

Classroom Rules

Teaching classroom rules is considered the foundation of classroom management (Behaviour support strategies, 2009). When rules are given to ADHD students, they must be well defined, specific, and frequently reinforced (Brock, 2002). Well defined rules with consequences are essential for ADHD students and their expected behavior. Teachers are encouraged to review rules before activity transitions and following school breaks like Winter Break. Conroy, Sutherland, Snyder, and Marsh (2008) stated, “Classroom rules serve as behavioral expectations that create an organized and productive learning environment for students and teachers by promoting appropriate classroom behaviors. Without classroom rules problem behaviors such as aggression and disruption are more likely” (p. 2).

Contingency Management

The terms, contingency management or consequence interventions, refer to the response by the teacher following a specific student behavior (Cathleen-DuPaul et al., 1996). Contingent behavior management techniques, such as token economies, response cost, assertive discipline, and behavioral contracts, are excellent resources for teachers (Behavior support strategies, 2009). One important thing to remember is that contingency management techniques do not teach more appropriate skills or behaviors. Use of these behavioral management systems provide consistent and immediate rewards for students with ADHD and have been found to be effective in the reduction of the severity of symptoms of ADHD and increased productivity. The use of the various contingent management techniques can decrease inattentive behavior, decrease disruptive behavior, and increase following directions (Harlacher, Roberts, & Merrell, 2006). The use of this management is for both negative and positive consequences as well as behaviors (Brock, 2002). The positive rewards used with ADHD students lose their reinforcement power quickly and must be changed or rotated regularly. Contingency based interventions take into account the events, stimuli, and activities that follow behaviors (Duhaney, 2003).

Token Economy

The most successful consequence behavior management system is the Token Economy (Kids Health, n.d.). When a student demonstrates a target behavior, the student receives a credit or token to use later. When the student shows a negative behavior, the teacher will take back tokens. A combination of positive reinforcement and penalty system appear to be a more effective behavioral management technique (Reiber & McLaughlin, 2004). Token Economy behavior systems are proven strategies to improve both academic and behavior functioning of

students with ADHD (Brock, 2002). The theory of Token Economy is that, if someone receives a reward for an action, then that person is more likely to repeat that action (Positive behavioral support,1998). Typical rewards of the Token Economy system are: (a) food, (b) drinks, (c) music, (d) stickers, (e) activities, or (f) privileges. In a study on how effective the Token Economy system is with ADHD students, Bender and Mathes (1995) found that the procedure is effective to reduce out of seat behavior and eliminated the behavior all together over time.

Response Cost

The use of response cost behavior management combines positive reinforcement with mild punishment, and it is effective to produce desired behavior change (Cathleen-DuPaul et al., 1996). The response cost system uses rewards for positive behaviors and loss of privileges for negative behaviors. This type of contingency management technique holds several advantages. First, this system can be implemented in general education classrooms without interference with the learning environment (Bender & Mathes, 1995). Second, interventions such as these please parents because the consequences are straight forward, and most parents of ADHD children know that the teacher will be able to tolerate their child's behavior. The response cost is based upon the teacher's use of a system of payments or fines with students (Rief, 1993). There is evidence that such programming decreases ADHD symptoms such as impulsivity (Brock, 2002). At the end of the school day, the students are allowed to exchange the points they earned for a privilege or reward. This type of reward is limitless.

Assertive Discipline

Assertive discipline is a structured disciplinary technique for classrooms and Bender and Mathes (1995) noted that this technique is effective in the classroom setting. The philosophy

behind assertive discipline is that teachers must have their needs met in the classroom and no child should ever be allowed to prevent a teacher from teaching or a student from learning. In order for this technique to be effective, the teacher needs to have well defined rules and expectations for the classroom. The use of assertive discipline to inform the students of what is expected, instead of what is not required, is the foundation of assertive discipline (Manufacturing management, 2009). Assertive discipline must have clear consequences for following and not following the rules (Rief, 1993).

Contingency/Behavior Contract

Contingency contracts or behavior contracts are used for a specified expected behavior (Rief, 1993). The behavior modification methods are effective with students and should always be tried before putting a student on a behavior contract. Typically a behavior contract is the last resort for the control of students with ADHD. The effectiveness with ADHD students may be short lived and the reward needs to be revamped frequently. In the contingency contract it should be stated, “if you do. . then the consequence will be” (Duhaney, 2003, p. 8). The specified behavior needs to be outlined and achievable (Behavior support strategies, 2009). The student may have certain activities for rewards.

Self-Management

Self-management is a strategy that is based on cognitive behavior modification which is used to teach students more functional behaviors (Duhaney, 2003). The underlying premise of this strategy is that the student’s inappropriate behavior is a function of both faulty learning and faulty cognition. Self-management is when students record their own data for their own behavior in order to changing the frequency for the behavior. Self-management has been found

to decrease rates of inappropriate behavior. The use of self-management can improve student behaviors and raise academic productivity (Behaviour support strategies, 2009). Self-management strategies can be separated into measures based on the principles of contingency management or cognitive control strategies (Reiber & McLaughlin, 2004). The rationale for self-management is the belief that behavioral self-control can be increased by the enhancement of cognitive or meta-cognitive skills that are believed to promote impulse control. The key to the use of self-management in the classroom is the student's self-assessment and the student's ability to record his or her behavior accurately.

Self-management is a powerful and easily implemented intervention (Positive behavioral support strategies, 1998). It has been successful with students, who range from average achievers to students with ADHD and with other disabilities to decrease disruptive behavior and improve academic skills, on task response, and articulation. Some experts advocate the use of self-management as a cognitive behavioral strategy and as an effective component of a comprehensive treatment program (Cathleen-DuPaul et al., 1996). Self-management seems to have the potential to control the disruptive behavior of students with ADHD. Creating the goals for self-management can measure the progress of a student, which can be motivating for children with ADHD. One important component of self-management is the conscious appraisal of immediate past behavior (Reid, et al., 2005). The information allows individuals to assess past behavior and make a change in their behavior pattern.

Time-Out

Time-out is a behavioral intervention for ADHD students that can be effective for all students, when the disruptive student is removed from the classroom, especially when the

behavior is strengthened by peer pressure (Brock, 2002). Time-out is not helpful when the student wants to avoid school work. The time out should be in a neutral environment, such as a smaller room, hallway, or a partitioned area, and a student should be placed in it for only a short period of time. At the end of the time out, there should be a brief discussion in regard to what was wrong about the behavior and how to prevent that behavior in the future. The teacher must consider several potential disadvantages, such as resistant behavior, loss of instructional time, and resources to implement the procedure properly (Cathleen-DuPaul et al., 1996).

Time Management and Organization

A poor sense of time is a characteristic of many ADHD students, so difficulties occur when: (a) homework assignments are too long, (b) tasks are limited by time, and (c) test taking is extremely difficult (Reiff & Tippins, 1974). Organizing, planning, and sequencing problems lead to incomplete work and the inability to follow a work schedule or finish a long assignment. The short term memory of ADHD students can make it difficult for the student to stay on pace and, in most cases, the student will fall behind academically. Since students with ADHD have a short attention span, the academic assignments should be brief and feedback provided in regard to accuracy immediate (Brock, 2002). Longer projects should be broken into smaller manageable parts so the student does not see a huge assignment to accomplish and become overwhelmed. The short time for task completion should be specified and enforced with timers. The teacher should provide structure and routine in the classroom and encourage the use of daily reminder schedules and highlight priority tasks (Manufacturing management, 2009).

Instructional Strategies for ADHD Students

The most effective teachers for students with ADHD are those who are informed and updated about the best ways to manage ADHD behaviors (Reiff & Tippins, 1973). Training and comfort with the use of behavioral management should be a primary concern. A natural, structured, and consistent teaching style is a plus, since it is difficult for the ADHD student to transition from one activity to the next. Teachers, who speak expressively and who use a variety of different approaches, tend to engage the attention of an ADHD student. The teacher, who is structured and disciplined, but also dynamic, fun, and engaging, is the best choice for any student, but especially for an ADHD student. The use of effective instructional strategies can help to enhance the behavioral techniques used in the classroom for optimal learning environment. Other strategies include the presentation of lessons in a fast paced manner and cueing the student to important information (Cathleen-DuPaul et al., 1996).

Scheduling

Students with ADHD function better when they know the order in which activities will take place, so schedules should be changed only when otherwise unavoidable (Duhaney, 2003). Schedules should be developed to give those students with ADHD more predictability in their school day. Teachers should schedule academic intensive classes in the morning hours and electives during the afternoon hours, to improve their learning. Block scheduling can be used, which involves expanded teaching periods from 80-120 minutes in middle and high schools and 40-50 minutes in elementary. The longer periods give the students reductions in the number of transitions to a new environment or classroom. The on-task behavior of students with ADHD progressively worsens over the course of the day (Brock, 2002). During the afternoon hours,

ADHD students have poor problem solving skills. Typically, they are more active in the afternoon and nonacademic activities should be scheduled. The schedule is meant to guide lesson times, activity transitions, and behavior (Reiber & McLaughlin, 2004). The rule here is clarity and consistency and to post simple and clear classroom rules. Teachers who can develop or modify their routines to increase predictability will lessen anxieties for their ADHD students (Positive behavioral support strategies, 1998).

Peer Mediated Intervention

Group contingencies, a peer mediated strategy, can be used to promote good behavior and decrease disruptions (Duhaney, 2003). Advantages to the implementation of group management systems in the classroom include improvements in: (a) cohesiveness and cooperation among students, (b) individual responsibility, and (c) accountability. Peers can be used as part of a contingency or tutors (Reiber & McLaughlin, 2004). Peers are given responsibility for general classroom behavior and because of the ADHD students need for immediate feedback, attention improves and impulsivity decreases. The use of peer tutors, or classwide peer tutoring, increases student's time on task and improve academic performance (Harlacher, Roberts, & Merrell, 2006). Classwide peer tutoring is flexible and allows for modifications to fit a specific classroom environment. When combined with behavior management techniques like Token Economy, peer tutoring has been associated with dramatic academic gains (Brock, 2002). Researchers have found that peer tutors use more age appropriate vocabulary and examples than the teacher (Positive behavioral support strategies, 1998). Peers can lessen the frustration of learning material, and they tend to be more direct and supportive than adults.

Physical Movement

Teachers can help students with ADHD when they allow them to perform physical activities or chores for the teacher (Duhaney, 2003). By nature, these students are fidgety and cannot sit still for an extended period of time. The reward of physical movement helps these students to gain their focus for instruction within the classroom. Sample chores can be to: (a) pass out papers, (b) pick up papers, (c) feed the class pet, and (d) clear the whiteboard or chalkboard. Another physical intervention is to allow students with ADHD to use a swivel chair or therapy balls (Harlacher, et al., 2006). The use of therapy balls as an alternative to a typical classroom seat can be helpful so the student can concentrate on their stability and not on other external factors such as tap their fingers or feet, so the ball is less of a distraction for other students. The main component for the use of therapy balls is to have clear and concise rules on their behaviors when they are used.

Individualized Instruction and Student Choice

Teachers have many challenges when they try to teach students with ADHD (Sherman et al., 2006). Often, ADHD students have behavioral problems, difficulty maintaining focus in the classroom, and problems meeting the goals associated with academics and social expectations. When teachers understand that ADHD is an adaptive trait rather than a disorder, then teachers would understand that many ADHD students are visual and concrete thinkers. Many students can have more success solving problems or summarizing stories by using paints, clay modeling, dramatic skits like role playing, and music, not only students with ADHD. ADHD students will thrive when given choices on how they complete their assignments and these students will display disruptive behavior less when given these choices. Instructional choice is associated

with increased academic engagement and decreased behavioral problems (Harlacher et al., 2006). Instructional choice has not been used as a classwide instruction, but it is simple enough that it can easily be transferred to a general education class. When it is possible, it is helpful to allow ADHD students to set their own pace for task completion (Brock, 2002). The intensity of ADHD behaviors is less, when work is self-paced, in comparison to situations where work is paced by their peers.

Instructional Transition and Cueing

Behavioral problems often occur when ADHD students are not directed (Rief, 1993). Transitional times such as after recess, changing classes, lunch, gym, art, and music, are the worst times for students with ADHD. The reason for this is because ADHD students have poor executive function to help them transition from task to task and helps with self-management and cognitive thought (Kutscher, 2005). Often, students cannot handle the stimulation and become hyperactive and, in some instances, out of control (Rief, 1993). In most cases, time outs for students are necessary, and the student returns to the classroom when their hyperactivity is lower. The typical rule is 1 minute for each year of age of the student. To help with transitions, teachers need to plan ahead and give students with ADHD warning of change in routine or task (Duhaney, 2003). The other transition is to dismiss students in small groups instead of all together. The reason for this is that this reduces the anxiety of the students and will help them transition into the next class or task.

Chapter Summary

As demonstrated in this review of literature, there are many reasons why these techniques are successful in the management of ADHD. Each student has their own skills and behaviors,

and the technique that works for one student may not work for another (Reiber & McLaughlin, 2004). It has been shown to increase academic scores and decrease undesirable classroom behaviors if teachers become familiar with these techniques. When used in combination, these techniques can encourage and increase successes for students with ADHD (Cathleen-DuPaul et al., 1996). It is important to remember that when identifying interventions, individualized assessment will result in treating behavior problems in a classroom setting. When these techniques are implemented consistently in a classwide setting, the teacher-student interactions become more positive (Conroy et al., 2008). Instructors are able to focus on teaching appropriate behaviors, which promotes a positive classroom environment that results in student learning and engagement. In Chapter 3, this researcher provided the organization of the project and described the target audience who will find this information helpful. A peer assessment is also detailed, ensuring the practicality of application the resource guide handbook will have in the classroom.

Chapter 3

METHOD

The purpose of this project was to develop a resource guide handbook on classroom management techniques for attention deficit hyperactivity disorder students (ADHD) and for teachers who have ADHD students in their classrooms. In discussions with fellow educators from the last 3 years about how to manage their classrooms when the disruptive behavior of students with ADHD occurs, this topic came to the attention of this researcher. While ADHD students are present in most, if not all classrooms, it is difficult for many teachers to manage these challenging students. In the research, most educators believed that the classroom management used to control behaviors was the only way to prevent behavioral problems, while it was actually a combination of both behavioral and instructional management that helped establish an effective classroom learning environment. It was through these discussions that this researcher saw a need to develop a resource guide handbook for educators to help with the behavioral techniques for ADHD students.

Target Audience

This project was designed for application with students in Grades 6-12, but should be adaptable for use in elementary level classrooms. Frequently, educators need a resource guide when their students' classroom behaviors become out of control. All

educators from regular classroom teachers to special education will be interested in this project.

Organization of the Project

An informational resource guide handbook has been developed to help educators who teach students with ADHD. The focus of the resource guide handbook is on classroom management techniques and some instructional techniques to help reinforce behavioral techniques for students with ADHD. The following chapters were organized to include: (a) the elements of behavior management for ADHD students, (b) instructional strategies to support behavior management, (c) researched based behavioral strategies, and (d) how to implement these strategies into a classroom.

Peer Assessment

The assessment of the resource guide was conducted by four secondary teachers or counselors who were provided with a copy of the resource guide to provide feedback on: (a) addition or omission of information, (b) recommendations, (c) practicality of application, and (d) suggestions for further research.

Chapter Summary

The difficulties encountered in teaching students can be very stressful and overwhelming for all educators. This researcher used the information gathered through the review of literature and through personal experience as a teacher, who instructs students with ADHD, to provide a concise resource guide handbook for all educators who

have ADHD students in their classroom. In Chapter 4, this researcher provided the practical and easy to use information for educators who teach ADHD students.

Chapter 4

INTRODUCTION

In 1975 the Individuals with Disabilities Education Act (IDEA) passed which helped families that were affected by being disabled, both physical and learning, so they were given a free and appropriate education (Reiff & Tippins, 1974). The passing of IDEA helped open the doors of other laws that dealt with education and disabilities, such as Section 504. This law emphasized that students with disabilities needed to be taught in the regular classroom whenever possible instead of placing these students in a special education class or private school. Even when a child does not have a disability, physical or learning, he/she may still have difficulty in academic areas such as: (a) reading comprehension, (b) written language, (c) note taking, (d) rote learning, (e) study skills, (f) completing assignments, and (g) organization. Although attention deficit hyperactivity disorder (ADHD) is not currently recognized under IDEA, many advocates and professionals have argued that ADHD should be included (Bussing, Leon, Garvan, & Reid, 2002). In rare circumstances, ADHD students can benefit from Section 504 but on a case-by-case basis.

The estimated number of students diagnosed with ADHD, 4 to 5 million people or 3-5% of school age children, averages to be 1 or 2 students in every classroom (Nowacek & Mamlin, 2007). Today's educators face challenges associated with teaching children with ADHD. Students often have behavioral problems, difficulty maintaining focus in the classroom, and the challenges of meeting academic and social goals (Sherman, Rasmussen, & Baydala, 2006).

When educators learn how ADHD is a positive trait in students, the educator's attitude about how to deal with students diagnosed with ADHD will benefit a student's success in academics, social, and behavioral outcomes. Educators need to attempt to identify the unique ADHD characteristics of each child, and tailor their classroom instruction and behaviors to emphasize the child's strengths and abilities. In fact, most students with ADHD are taught in inclusive classroom settings and little information is available detailing how general education teachers are working effectively with these students (Bussing et al., 2002). The classroom teacher is viewed as the major factor in the success or failure of any student, particularly a student with ADHD. It is reported that 89% of American educators received little or no instruction of ADHD in their pre-service training. It is estimated that 60-80% of children with ADHD underachieves academically and are identified by their teachers with some performance problems (Reiff & Tippins, 1974). The most effective educators for ADHD students are those who are generally informed and up-to-date about the best ways to manage the behavioral symptoms of ADHD. Training in and experience using behavior management techniques should be a primary consideration for any educator, especially for those who have students with ADHD.

When an educator performs a behavior intervention, the teacher needs to target the specific problem behavior (Brock, 2002). It is important to treat each student as an individual and tailor interventions to meet specific behavioral challenges. Research has identified several strategies and techniques in implementing behavioral modifications. The following classroom management techniques are suggested to reduce or eliminate behavioral problems for students with ADHD. Some of these suggestions can be implemented by themselves, but in most cases using a combination of these techniques have been shown to be most effective.

Physical Organization of the Classroom

Parents of children with attention deficit hyperactivity disorder (ADHD) believe that a free-flowing classroom environment allows their child to learn more effectively and in their own way (Reiff & Tippins, 1974). This type of thinking can cause more problems for their student and the overall effectiveness of the classroom. In fact, children with ADHD make significantly better progress when the classroom is thoughtfully structured, which is in an organized setting with clear classroom rules; where teachers use immediate and appropriate enforcement with a predictable routine. This classroom structure can reduce the amount of distractions which makes it easier for all children to focus and retain information. The structure of a classroom can affect a child's day-to-day academic, behavioral, and social success. Because students with ADHD are attracted to environmental conditions that are novel, unfamiliar, or unexpected, classroom events may trigger their inattention (Duhaney, 2003). The inattention of ADHD students is also influenced by auditory processing problems, which are affected by noisy environments. Many students have difficulties in the classroom because their attention is attracted to the loudest ambient sound. The closed classroom is designed to prevent fewer auditory and visual distractions that impair the concentration of students with ADHD (Reiber & McLaughlin, 2004).

Classroom structures can be divided into two distinct categories, physical and schedule structures (Reiber & McLaughlin, 2004).

Physical Structure:

- Traditional row seating is best for ADHD students (Reiber & McLaughlin, 2004).
- The ADHD student should be in the second row, for better pupil- teacher eye contact, and in the middle of the classroom.
- Surround the ADHD student with well-behaved and attentive classmates.
- Place the student away from external distractions like pencil sharpeners, drinking fountains, doors or windows.
- Have a *Free Desk* where an ADHD student can go and tune out external stimulus and focus on their work.
- Seat the ADHD student away from aquariums, activity centers, mobiles, and terrariums (These should not be placed within the student's visual sight) (Brock, 2002).
- Learning centers need to have adequate space and be placed far enough apart that noise levels in one center do not become a distraction for another center (Positive Behavioral Support, 1998).

Schedule Structure:

- Have the teacher stay close to students with attention or behavioral problems. This is proximity control (Reif, 1993).
- Have clear classroom limits and rules with some consequences for noncompliance (Reiff & Tippins, 1974).
- Connect with students each day (Duhaney, 2003).

- Set high expectations for student's behavior within the classroom.
- Treat students with professionalism and respect.
- Dismiss students in small groups, not all at once.

Classroom Rules

Classroom rules serve as behavioral expectations that create an organized and productive learning environment for students and teachers by promoting appropriate classroom behaviors (Conroy et al., 2008). Without classroom rules, problem behaviors such as aggression and disruption are more likely to occur. The importance of classroom rules fosters a positive, efficient classroom learning environment; and it is critical that teachers establish, teach, implement, and reinforce the rules (Duhaney, 2003). Classroom rules will vary from classroom to classroom depending on the expectations and the ability levels of students. Rules given to ADHD students need to be well defined, specific, and consistently reinforced (Brock, 2002). Well-defined rules with consequences are essential and relying on student's memory is not sufficient.

Suggestions for setting classroom rules:

- Have the students suggest rules for the classroom with you as the teacher approving the final rules (Conroy, et al., 2008).
- Classroom rules can also list procedures for such things as turning in assignments and hall passes.
- Review rules before class activities and following school breaks (Brock, 2002).
- Phrase rules concisely and in the student's language (Duhaney, 2003).
- Do not have more than 5 or 6 rules for your classroom.
- State the rules in positive terms.
- Be consistent in following the rules with firmness, fairness, and consistency.
- Avoid power struggles with students when following through with consequences of the rule violation.

Token Economies

Token economy systems are proven behavioral techniques to help improve both academic and behaviors of ADHD students (Brock, 2002). The token economy strategy is the most successful behavior management consequence (Behavior Support Strategies, 2009). When a student demonstrates a desired behavior, then the student will receive a credit or token to use later. When the student shows a negative behavior, the teacher will take back a credit or token. The theory is that if someone receives a reward for an action, then that person is more likely to perform that same action again (Positive Behavioral Support, 1998). The goal is to have the behavior or skill act as a reward in itself. In several studies, the token economy system produced high levels of on-task behavior as well as increased academic achievement (Reiber &

McLaughlin, 2004). Medication was effective in reducing hyperactivity, but the academic growth of the students was hindered while they were being medicated. So, the token economy system is a way to motivate not only these students, but all students in performing a desired behavior. Token economies can be designed for individual students or the entire class. The following are steps to implement a token economy system in your classroom:

- Select the tokens/ credits to be used. Consider durability, cost, and appeal to students. (Duhaney, 2003).
- Identify the desired behaviors and the cost for each behavior being exhibited.
- Determine how to handle undesired behavior.
- Consistently use the token system in every activity you do within the classroom.
- There should be no surprises in gaining and losing tokens (Reiber & McLaughlin, 2004).
- Students and teacher need to decide on the type of rewards or activities that the tokens can be exchanged for.
- The tokens can be exchanged daily or weekly.
- Ensure that the rewards outweigh the fines.

For example, in my classroom if all of my students turn in their assignments and their behaviors meet the guidelines, on Friday I will play a game of trivia. The trivia game is a reward and it includes the content that is being covered during class. The students love this reward system.

The success of the token system is the frequency and consistency that modifies the student's behavior (Reiber & McLaughlin, 2004). The rewards need to be changed or upgraded to keep the interest of the students. If you do not make regular changes in the rewards, the system will lose its effectiveness.

Response Cost

Response cost systems, which combines positive reinforcement with mild punishment, have been effective in producing desired change in student behaviors (Cathleen-DuPaul et al., 1996). Response cost combines rewards for positive behavior and a loss of a privilege for a negative behavior. There is evidence that response cost decreases ADHD symptoms such as impulsivity (Brock, 2002). This procedure can be easily implemented in a general education classroom without interfering with their lessons (Bender & Mathes, 1995). Interventions like these typically please parents of students with ADHD. Parents with ADHD students have a concern about general education teacher's ability to deal with their child's behavior and this type of intervention demonstrates a high level of professional skill. This type of reward is limitless, but a teacher needs to ask themselves some questions before using this behavior technique.

1. Have I made every effort to use positive procedures to manage this student's behavior (Duhaney, 2003)?
2. Am I generally positive toward my students, giving very frequent praise and other forms of positive attention to them when their behavior is appropriate?
3. Am I able to administer punishment without a display of anger, and without nagging threats, demoralizing or trying to induce guilt by shaming the student?
4. Is the punishment immediate, fair, and consistent?
5. Does the punishment quickly produce behavioral change?
6. Have I communicated my punishment procedures to all concerned parties?

Teachers can pay their students for good behavior such as (Rief, 1993):

- The whole class earns points
- Individuals staying on-task
- Cooperative work for projects and assignments for the whole group.

Teachers can fine the students, or pay back the teacher, for negative behavior such as:

- No homework.
- Getting out of their seat.
- Off-task behavior

Remember response cost can be abusive if used excessively.

Assertive Discipline

Some students exhibit behaviors that are related to conduct disorder, oppositional defiant disorder (ODD), or anxiety disorder in conjunction with ADHD (Bender & Mathes, 1995). Assertive discipline is when a student demonstrates these inappropriate behaviors; a consequence is given in a systematic fashion. The philosophy of assertive discipline is the following:

- Teachers must get their needs met in the classrooms.
- No child should prevent a teacher from teaching.
- No child should ever prevent another student from learning.
- Teachers determine the behaviors that are in the children's best interest.

The directions for this intervention have four competencies in order to be effective behavior managers. Those four competencies are:

- The teacher must know at all times what they want the student to do and they need to communicate these expectations to the students.
- Teachers need to respond consistently for appropriate behavior. Also positive reinforcement should be given to increase desired behavior.
- Teachers need to set limits systematically when the students do not behave properly. The teacher needs to be consistent in providing negative consequences every time a student exhibits inappropriate behavior.

- Teachers need to know how to include the cooperating efforts of the principal and parents for their discipline efforts. Some guidelines for working with parents include the following:
 - o Accepting that the teacher has a right to their help.
 - o Reinforce parents who are supportive of the teacher.
 - o Send home positive notes.

Assertive discipline is a structured disciplinary technique for classrooms and the research has indicated that this technique is effective.

Contingency Contracts

Contingency contracts have been found to be effective with a variety of behaviors but have had significant success with attention deficit hyperactivity disorder (ADHD) students (Duhaney, 2003). Contingency contracts are written specifying behaviors that are not permitted and/or the behaviors that must be demonstrated to earn the reinforcer. Both parties, the teacher and the student, must negotiate the terms of the contract, which needs to be fair for the student and written in a language that the student can read and understand. The steps to set up a contingency/behavioral contract are:

- The teacher and student need to identify the target behavior (Behaviour Support Strategies, 2009).
- Focus on a limited number of behaviors which should be specific, observable, and positive.
- The goal each day is to have the student reach specific criteria regarding the behavior.
- Give the reinforcement either at the end of the day or end of class
- The criteria will increase steadily as the student meets each new goal.

Remember the student may have certain activities that he/she would like as rewards.

Teachers need to follow these guidelines when administering a contingency/behavioral contract:

- Immediate consequences for a specific behavior can either increase or decrease behaviors (Duhaney, 2003).
- Praise should be administered as soon as possible after the appropriate behavior.
- Reprimands should be delivered immediately after off-task behavior.
- Teachers need to be calm, firm, and consistent, instead of being overly emotional, and avoid delayed reprimands.

Although contingency management interventions are effective in controlling behaviors in children with ADHD within the classroom, there have to be other interventions that impact academic performance (DuPaul et al., 1998). Students with ADHD will see no significant change in academic performance unless scholastic behaviors are emphasized to increase positive

behavior. Academic performance was enhanced when conditions are immediate and feedback is at the student's pace and individualized.

Self-Management

Self-management procedures have emerged as an effective approach for improving classroom behavior (Reiber & McLaughlin, 2004). The rationale for these procedures is the belief that behavioral self-control can be increased by enhancing specific cognitive or meta-cognitive skills that are believed to underlie and promote impulse control. These procedures have the ADHD student examine the thought process that comes before a response or executive function. Strategies that are based on cognitive behavior therapy or cognitive behavior modification can be used to teach students more functional behaviors as well as changing the student's thinking patterns (Duhane, 2003). This will lead the student into the following thought process:

- Observe and assess their behavior against a certain criteria.
- Self-assess their behavior to an outside evaluation by the teacher.
- Determine consequences for appropriate response.
- Gradually decrease their reliance on external reinforcers.

Other benefits of self-management are (Nowcek & Mamlin, 2007):

- Problem solving
- Self-control
- Self-evaluation

Another behavioral intervention that can help the student to self-manage is using the token economy along with self-management.

The key to using self-management in the classroom is student self assessment accuracy (Reiber & McLaughlin, 2004). These behaviors must be outlined and understood. The following are the steps to administer self-management in the classroom:

- The teacher will ask students the desired behaviors in the student. These can be academic, nonacademic-related, or both, as long as they follow the classroom rules (Shapiro et al., 1998).
- Create a chart to let the student know about their progress.
- Inform the students about the teacher's ratings.
- Inform the students that they also rate their behaviors and the object is to match theirs with the teachers.
- The ratings are turned in everyday.
- Eventually self-management will take over their actions over time.

Creating goals and measuring the progress toward those goals can be very motivating for children with ADHD (Cathleen-DuPaul et al., 1996). The teacher and student can keep the chart of the child's daily progress and modify the goals when necessary.

There is one technique that is relatively new in helping ADHD students and all students to self-manage their behaviors, and that is Transcendental Meditation (TM) (Grosswald, Stixrud, Travis, & Bateh, 2008). Recent research of MBSR technique showed decreases in stress-related problems, illness, anxiety, and chronic pain. Research has also shown results for ADHD students that improved behavior, self-esteem, and relationships with their families and teachers. The use of TM for stress reduction in adolescents showed improvements in school behavior, decreased absenteeism and rule infractions, and reduced suspensions due to behavior-related problems. Middle-school-aged students practicing the technique showed increased emotional regulation and improved well being. The basics of TM are the following:

- Each session is 10-20 minutes, total for the day, once in the morning and once in the afternoon.
- Eyes are closed.
- The mind is alert while the body gains a deep state of rest and relaxation.
- Deep rest is reflected by a markedly-decreased metabolism including heart rate, respiration rate, and blood flow to the limbs.
- TM activities the frontal and parietal areas of the brain responsible for attention, executive function, emotional stability.

Because the Transcendental Meditation technique does not require focus or concentration, it seems well-suited for children with ADHD. The technique changes the brain within a short amount of time. Students with ADHD experience higher levels of stress than typical students. This technique can help normalize their stress response and provide increased self-control and self-management. The benefits of TM for ADHD students are:

- Reduces stress, anxiety, and stress related ADHD symptoms within three months.
- May improve behavior regulation and executive function.
- Can be learned and practiced successfully by children with ADHD.

In using any type of self-management technique for ADHD students, a teacher needs to remember that sustaining attention is very difficult for these students (Shapiro et al., 1998). The lack of self-management skills can be viewed as a core deficit among individuals with ADHD. The goal is to change the thought process with the expectation that changing how one thinks about a situation is likely to result in a different outcome.

Time-Out

When less intrusive interventions are not effective, teachers can consider using time-outs to decrease disruptive behavior (Duhaney, 2003). Time-out has been criticized as psychologically damaging and having the potential to be ineffective if the student perceives it as a reinforcer. In some cases time-out is essential for the teacher to control their classroom. Time-outs can be abused if this is the only method that is used to control behaviors in the classroom. The steps in using time-out effectively are:

- Removal of the student from the classroom and escort to a time-out room, the hallway, or a partitioned area (Cathleen-DuPaul et al., 1996).
- The time-out area should be a neutral environment and a student should be placed for only a short amount of time (Brock, 2002).
- At the end of the time-out, a very brief discussion of what went wrong and how to prevent the problem in the future takes place between teacher and student.

There are four levels of time-out:

- ***Contingent omission***: teacher ignores students and omits reinforcement for a brief period of time (Duhaney, 2003).
- ***Contingent observation***: students sat outside of the group briefly while they observe others participating and earning reinforcement.
- ***Exclusion***: the student is removed from the classroom and is escorted to a room, hallway, and neutral area.
- ***Seclusion***: students are placed in an isolated environment that makes social interaction impossible.

Exclusion and Seclusion time-outs are controversial because it might create resistant behavior and loss of instructional time.

Schedule

Schedules can foster or impede the development of exemplary classroom behavior (Duhaney, 2003). Students with ADHD function better when they know the order in which activities take place; schedules should be changed only when otherwise unavoidable. When students know what tasks to do and when to do them, challenging behaviors are less likely to occur (Positive Behavior Support, 1998). A well-designed classroom schedule that is implemented consistently may be the single most important factor in preventing challenging behaviors. With children with ADHD there is evidence that on-task behavior worsens over the course of the day (Brock, 2002). It is suggested that instruction should be given at the following times:

- Academic instruction should be provided in the mornings.

- In the afternoon, when problem-solving skills are especially poor, more active, nonacademic activities should be scheduled.

Other scheduling suggestions for behavior and academic work are listed as:

- Establish structure in the classroom by providing students with a daily schedules as well as classroom rules (Cathleen-DuPaul et al., 1996).
- Vary presentation formats through the use of different modalities to increase and maintain student interest.
- Make academic tasks brief and give immediate feedback.
- Use short verbal cues to assist ADHD students with transitions and their attention. Alerting students before transitions before one activity to another can increase the likelihood of appropriate behavior.
- Students need routines to be predictably built into their schedules. If their schedules are not predictable, then the ADHD student will become anxious and feel unsafe which will cause the student to act out and create problems within the classroom.

Peer-Mediated Interventions

When teachers are trying to modify the behavior of a student with ADHD, having the aid of classmates as a peer-mediated intervention offers many advantages over those of a teacher (Reiber & McLaughlin, 2004). Peer-mediated interventions include peer mediation and peer support committees which includes peer tutoring (Duhaney, 2003). The need for ADHD students to be accepted and the accessibility to immediate feedback, helps attention improve and impulsivity decrease (Reiber & McLaughlin, 2004). The advantages of peer-mediated interventions in the classroom include cohesiveness and cooperation among students, individual responsibility and accountability, teachers' ability to manage student's behavior efficiently and effectively, and adaptable to a variety of classroom settings and student behaviors (Duhaney, 2003). The advantages of peer-mediated interventions are:

- Delivers immediate feedback (Reiber & McLaughlin, 2004).
- Promotes generalizations across settings.
- Peers can be used as part of a contingency or as tutors.

Peer Mediation can have a result of improved behavior and academic performance.

In peer monitoring students:

- Monitor other student's behaviors (Harlacher, Roberts, & Merrell, 2006).
- Help reinforce positive behaviors.

The most used form of peer-mediated interventions is peer tutoring. The advantages of peer tutoring are:

- Improves social skills of ADHD students.
- Enables the student to work one-on-one with immediate feedback and error correction, which is difficult during whole class instruction.
- Increases the student's time on-task and improves academic performance.
- Students are able to show they have acquired important information or skill (Positive Behavior Support, 1998).
- Peers use age-appropriate vocabulary and examples that the student can understand.
- Peers tend to be more direct and supportive than adults.
- Peers take notes using carbon paper which allows the ADHD student to listen to the information. Typically ADHD students have problems with taking notes.

When peer tutoring is combined with token economy, the academic gains are dramatic (Brock, 2002). Peer tutoring has demonstrated that changes in both classroom behavior and academic performance can be obtained in general education classrooms (DuPaul et al., 1998).

Physical Movement

It is known that students with ADHD have difficulty sitting still (Brock, 2002). A teacher needs to plan and allow those students with ADHD opportunities for controlled movement. Here are some ways that teachers can provide physical movement without distracting the learning environment:

- Erase the whiteboard/chalkboards
- Water the plants.
- Hand out worksheets and supplies

When the students need to be seated, the teacher can provide the students with physical movement by allowing the students to have:

- Swivel chairs
- Silly putty
- Stress balls
- Therapy Balls (Harlacher et al., 2006).

The use of therapy balls led to increased work production and in-seat behavior. The advantages of an intervention would be its social validity, whereas a disadvantage would be the cost of the therapy balls and students bouncing during lectures when students need to focus on the instructions or information.

Individualized Instruction

Individualized instruction allows the ADHD student to work at their own pace with the help of the teacher. There are a number of ways that teachers can adjust methods of assessment and monitoring to meet diverse needs of their ADHD students (Positive Behavior Support, 1998). The key is using repeated instructional prompting that incorporates wait time to allow students to respond (Conroy et al., 2008). The following are ways for individualized instruction to be implemented in the classroom.

- ***Direct Instruction:*** the student with ADHD is engaged in teacher-directed activities as opposed to independent seat work activities (Brock, 2002). The benefits are both comprehension and on-task behavior which gives the teacher the time to teach the student strategies in taking notes.
- ***Pace of Work:*** when possible, it is helpful to allow students with ADHD to set their own pace for task completion. The problematic behaviors are less when work is self-paced, as compared to situations where work is paced by other students and teachers.
- ***Instructions:*** due to the fact that ADHD students have difficulty following multi-step instructions, it is important to be short, specific, and direct. It is helpful to ask students to rephrase directions in their own words.

Transitions and Cueing

Preventive cueing is a technique for stopping disruptive behavior before it begins and avoiding confrontation or embarrassment of the student in front of peers (Reif, 1993). The effectiveness will depend on how much the teacher and student practice the strategy and internalize the technique. There are two forms of cueing and transitions: auditory and signal based.

- **Auditory Cues:** provide auditory cues that prompt appropriate classroom behavior or help students to identify what is important in lectures or information. Simply stating “this is important” is an auditory cue that will help students know what is relevant information or what information is not as important.
- **Signal Cueing:** when the teacher arranges privately with a student a predetermined hand signal or word to cue the student to:
 - calm down
 - pay attention
 - stop talking
 - stop rocking in the chair

These are example situations of using a hand signal.

Alerting students of transitions from one activity to another can increase the likelihood of appropriate behavior within the classroom (Positive Behavior Support, 1998).

Chapter Summary

There is no one intervention that will improve the classroom functioning of all students with ADHD (Brock, 2002). Teachers need to employ a variety of interventions in the classroom if they are to help students with ADHD succeed in school (Duhaney, 2003). When these strategies are combined and used by teachers, they can increase the success of students with ADHD (Cathleen-DuPaul et al., 1996). It appears that teachers have several classroom management intervention options for addressing the needs of their students with ADHD (Harlacher et al., 2006). It is important to realize that each student is unique and these interventions need to be implemented to meet each student's need individually. Each student with ADHD comes with their own skills and behaviors across a wide variety of impairments (Reiber & McLaughlin, 2004). Interventions must be individualized based on the function of (a) grade level, (b) particular behavior, and (c) structural constraints of the classroom. Familiarity of these techniques has been shown to be beneficial in managing children with ADHD in the classroom. In Chapter 5, this researcher provided feedback on the practicality of these techniques in the classroom.

Chapter 5

DISCUSSION

The previous information regarding how educators can implement classroom management techniques was reviewed by peers who work with attention deficit hyperactivity disorder (ADHD) students on a daily basis. The education professional's positions include a principal, counselor and three teachers, including the researcher. All of these professionals work in a school that caters its instruction to students with ADHD. After their review of the more popular classroom techniques based on studies by behavioral psychologists, discussions with the peers showed that some responses were similar and other responses were mixed based on the value of success that particular teacher had with a certain technique. Other responses focused on other emerging techniques that need to be studied, such as Balance Techniques and meditation, which helps students focus on their classroom work.

In the peer discussions, the one consensus that all of these professionals mentioned is that for all of these techniques to work, the teacher needs to have a very good relationship with the ADHD students. When there is not a positive relationship between teacher and student, these techniques will not be effective. In most cases, the student will behave in such a way that they will disrupt the classroom learning environment worse than what happened before the technique was attempted.

In the peer's opinions, the physical organization of the classroom should not be the foundation for the success of all other techniques. In some teacher's opinions, behaviors occur

when the ADHD student does not feel safe within the classroom. So the real question was how to make ADHD students feel safe in the classroom. All of the professionals agreed that the answer to this question was being consistent in implementing consequences based on classroom rules. Classroom rules should be the foundation of every classroom and not the physical structure. The success of the ADHD student at the school is not because of the physical environment, but the consistency of the consequences and individualized instruction. Individualized instruction allows the student to have one on one attention in areas where the student is struggling, but the instructional technique can be time consuming and will not work within the larger classroom. The only way individualized instruction will work is when the class size is smaller and the teacher has the time and the ability to instruct the smaller class size.

Most of the feedback from peers for the contingency management techniques was that some techniques, such as token economy, do not work with older students. However, the researcher has had success with the token economy technique within the high school level classrooms. It has been mentioned in the discussions following the peer reviews that the instructor simply finds what hobbies and interests the students have and caters the rewards based on their interests. For example, if the students like playing games the instructor will find a trivia game to play that is based on their interests, such as baseball or football. Those students who did not behave by the rules of the classroom that week can not participate in the trivia game, but instead they need to complete an assignment during that class. The researcher usually has success with student behaviors because of the natural consequence set by the class for not adhering to the classroom rules. This helps the students to buy into the rules of the classroom. Each contingency management technique needs to be implemented on the strength and skill of

the teacher to institute that consequence. When the teacher tries to perform a technique that they are not comfortable in performing, then the results will not be successful.

The technique of Self-management received some mixed responses; the researcher believed that some of the reviewers and teachers tend to forget that the weakness of the ADHD student is that they are impulsive. The student thinks about their current behavior and not the ramifications of that behavior. Some peers believe that this is effective and is the best long term solution for ADHD students. However, some peers mentioned that the technique causes too much work to implement during instruction time and that the whole class will suffer academically. People who are left-brain thinkers are able self-manage efficiently and those who are right-brained thinkers, the typical ADHD student, have difficulty in performing self-management. The uses of peer-mediated interventions have been given negative reviews by peers because it can give a negative self image of the skill level of the ADHD student. Plus, it will give those students more work by having to complete their own work as well as helping the ADHD student with their work.

The most interesting technique is the use of physical movement in the classroom. While it is known that performing a physical exercise can stimulate the brain and help with concentration, some research studies need to focus on physical movement and the effects on ADHD students. The suggestion of using therapy balls, stress balls, and silly putty are good ways for students to get movement during class time, but what happens when all students perform a physical exercise before a lesson? It was suggested by the school's counselor that performing a physical exercise can help all students, but a new practice of a balancing technique can help the ADHD student more in the general education classroom. The theory is to have the

ADHD student balance on a board, anything that is off of the ground, and this helps the ADHD student who thinks primarily with the right side of the brain to activate the left side of the brain, which will help the ADHD student to excel in the regular classroom. Further research needs to be conducted on the effects of physical movement and the balancing technique on behaviors of ADHD students.

While classroom management of ADHD can be frustrating, no one technique will eliminate the disruptive behaviors and are a distraction in class. Only when the educator has a variety of tools and feels comfortable in using those tools can the teacher have an effective classroom. Remember, educators can not eliminate all behaviors but we can reduce them for an efficient classroom learning environment.

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CLASSROOM MANAGEMENT TECHNIQUES FOR ADHD STUDENTS:
A TEACHING GUIDE FOR SECONDARY TEACHERS

by

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INTRODUCTION

In 1975 the Individuals with Disabilities Education Act (IDEA) passed which helped families that were affected by being disabled, both physical and learning, so they were given a free and appropriate education (Reiff & Tippins, 1974). The passing of IDEA helped open the doors of other laws that dealt with education and disabilities, such as Section 504. This law emphasized that students with disabilities needed to be taught in the regular classroom whenever possible instead of placing these students in a special education class or private school. Even when a child does not have a disability, physical or learning, he/she may still have difficulty in academic areas such as: (a) reading comprehension, (b) written language, (c) note taking, (d) rote learning, (e) study skills, (f) completing assignments, and (g) organization. Although attention deficit hyperactivity disorder (ADHD) is not currently recognized under IDEA, many advocates and professionals have argued that ADHD should be included (Bussing, Leon, Garvan, & Reid, 2002). In rare circumstances, ADHD students can benefit from Section 504 but on a case-by-case basis.

The estimated number of students diagnosed with ADHD, 4 to 5 million people or 3-5% of school age children, averages to be 1 or 2 students in every classroom (Nowacek & Mamlin, 2007). Today's educators face challenges associated with teaching children with ADHD. Students often have behavioral problems, difficulty maintaining focus in the classroom, and the challenges of meeting academic and social goals (Sherman, Rasmussen, & Baydala, 2006). When educators learn how ADHD is a positive trait in students, the educator's attitude about how to deal with students diagnosed with ADHD will benefit a student's success in academics, social, and behavioral outcomes. Educators need to attempt to identify the unique ADHD characteristics of each child, and tailor their classroom instruction and behaviors to emphasize the child's strengths and abilities. In fact, most students with ADHD are taught in inclusive classroom settings and little information is available detailing how general education teachers are working effectively with these students (Bussing et al., 2002). The classroom teacher is viewed as the major factor in the success or failure of any student, particularly a student with ADHD. It is reported that 89% of American educators received little or no instruction of ADHD in their pre-service training. It is estimated that 60-80% of children with ADHD underachieves academically and are identified by their teachers with some performance problems (Reiff & Tippins, 1974). The most effective educators for ADHD students are those who are generally informed and up-to-date about the best ways to manage the behavioral symptoms of ADHD. Training in and experience using behavior management techniques should be a primary consideration for any educator, especially for those who have students with ADHD.

When an educator performs a behavior intervention, the teacher needs to target the specific problem behavior (Brock, 2002). It is important to treat each student as an individual and tailor interventions to meet specific behavioral challenges. Research has identified several strategies and techniques in implementing behavioral modifications. The following classroom management techniques are suggested to reduce or eliminate behavioral problems for students with ADHD. Some of these suggestions can be implemented by themselves, but in most cases using a combination of these techniques have been shown to be most effective.



Physical Organization of the Classroom

Parents of children with attention deficit hyperactivity disorder (ADHD) believe that a free-flowing classroom environment allows their child to learn more effectively and in their own way (Reiff & Tippins, 1974). This type of thinking can cause more problems for their student and the overall effectiveness of the classroom. In fact, children with ADHD make significantly better progress when the classroom is thoughtfully structured, which is in an organized setting with clear classroom rules; where teachers use immediate and appropriate enforcement with a predictable routine. This classroom structure can reduce the amount of distractions which makes it easier for all children to focus and retain information. The structure of a classroom can affect a child's day-to-day academic, behavioral, and social success. Because students with ADHD are attracted to environmental conditions that are novel, unfamiliar, or unexpected, classroom events may trigger their inattention (Duhaney, 2003). The inattention of ADHD students is also influenced by auditory processing problems, which are affected by noisy environments. Many students have difficulties in the classroom because their attention is attracted to the loudest ambient sound. The closed classroom is designed to prevent fewer auditory and visual distractions that impair the concentration of students with ADHD (Reiber & McLaughlin, 2004).

Classroom structures can be divided into two distinct categories, physical and schedule structures (Reiber & McLaughlin, 2004).



Physical Structure:

- Traditional row seating is best for ADHD students (Reiber & McLaughlin, 2004).
- The ADHD student should be in the second row, for better pupil-teacher eye contact, and in the middle of the classroom.
- Surround the ADHD student with well-behaved and attentive classmates.
- Place the student away from external distractions like pencil sharpeners, drinking fountains, doors or windows.
- Have a *Free Desk* where an ADHD student can go and tune out external stimulus and focus on their work.
- Seat the ADHD student away from aquariums, activity centers, mobiles, and terrariums (These should not be placed within the student's visual sight) (Brock, 2002).
- Learning centers need to have adequate space and be placed far enough apart that noise levels in one center do not become a distraction for another center (Positive Behavioral Support, 1998).

Schedule Structure:

- Have the teacher stay close to students with attention or behavioral problems. This is proximity control (Reif, 1993).
- Have clear classroom limits and rules with some consequences for noncompliance (Reiff & Tippins, 1974).
- Connect with students each day (Duhaney, 2003).
- Set high expectations for student's behavior within the classroom.
- Treat students with professionalism and respect.
- Dismiss students in small groups, not all at once.



Classroom Rules

Classroom rules serve as behavioral expectations that create an organized and productive learning environment for students and teachers by promoting appropriate classroom behaviors (Conroy et al., 2008). Without classroom rules, problem behaviors such as aggression and disruption are more likely to occur. The importance of classroom rules fosters a positive, efficient classroom learning environment; and it is critical that teachers establish, teach, implement, and reinforce the rules (Duhaney, 2003). Classroom rules will vary from classroom to classroom depending on the expectations and the ability levels of students. Rules given to ADHD students need to be well defined, specific, and consistently reinforced (Brock, 2002). Well-defined rules with consequences are essential and relying on student's memory is not sufficient.

Suggestions for setting classroom rules:

- Have the students suggest rules for the classroom with you as the teacher approving the final rules (Conroy, et al., 2008).
- Classroom rules can also list procedures for such things as turning in assignments and hall passes.
- Review rules before class activities and following school breaks (Brock, 2002).
- Phrase rules concisely and in the student's language (Duhaney, 2003).
- Do not have more than 5 or 6 rules for your classroom.
- State the rules in positive terms.
- Be consistent in following the rules with firmness, fairness, and consistency.
- Avoid power struggles with students when following through with consequences of the rule violation.



Token Economies

Token economy systems are proven behavioral techniques to help improve both academic and behaviors of ADHD students (Brock, 2002). The token economy strategy

is the most successful behavior management consequence (Behavior Support Strategies, 2009). When a student demonstrates a desired behavior, then the student will receive a credit or token to use later. When the student shows a negative behavior, the teacher will take back a credit or token. The theory is that if someone receives a reward for an action, then that person is more likely to perform that same action again (Positive Behavioral Support, 1998). The goal is to have the behavior or skill act as a reward in itself. In several studies, the token economy system produced high levels of on-task behavior as well as increased academic achievement (Reiber & McLaughlin, 2004). Medication was effective in reducing hyperactivity, but the academic growth of the students was hindered while they were being medicated. So, the token economy system is a way to motivate not only these students, but all students in performing a desired behavior. Token economies can be designed for individual students or the entire class. The following are steps to implement a token economy system in your classroom:

- Select the tokens/ credits to be used. Consider durability, cost, and appeal to students. (Duhaney, 2003).
- Identify the desired behaviors and the cost for each behavior being exhibited.
- Determine how to handle undesired behavior.
- Consistently use the token system in every activity you do within the classroom.
- There should be no surprises in gaining and losing tokens (Reiber & McLaughlin, 2004).
- Students and teacher need to decide on the type of rewards or activities that the tokens can be exchanged for.
- The tokens can be exchanged daily or weekly.
- Ensure that the rewards outweigh the fines.

For example, in my classroom if all of my students turn in their assignments and their behaviors meet the guidelines, on Friday I will play a game of trivia. The trivia game is a reward and it includes the content that is being covered during class. The students love this reward system.

The success of the token system is the frequency and consistency that modifies the student's behavior (Reiber & McLaughlin, 2004). The rewards need to be changed or upgraded to keep the interest of the students. If you do not make regular changes in the rewards, the system will lose its effectiveness.



Response Cost

Response cost systems, which combines positive reinforcement with mild punishment, have been effective in producing desired change in student behaviors (Cathleen-DuPaul et al., 1996). Response cost combines rewards for positive behavior and a loss of a privilege for a negative behavior. There is evidence that response cost decreases ADHD symptoms such as impulsivity (Brock, 2002). This procedure can be easily implemented in a general education classroom without interfering with their lessons (Bender & Mathes, 1995). Interventions like these typically please parents of students with ADHD. Parents with ADHD students have a concern about general education teacher's ability to deal with their child's behavior and this type of intervention demonstrates a high level of professional skill. This type of reward is limitless, but a teacher needs to ask themselves some questions before using this behavior technique.

1. Have I made every effort to use positive procedures to manage this student's behavior (Duhaney, 2003)?
2. Am I generally positive toward my students, giving very frequent praise and other forms of positive attention to them when their behavior is appropriate?
3. Am I able to administer punishment without a display of anger, and without nagging threats, demoralizing or trying to induce guilt by shaming the student?
4. Is the punishment immediate, fair, and consistent?
5. Does the punishment quickly produce behavioral change?
6. Have I communicated my punishment procedures to all concerned parties?

Teachers can pay their students for good behavior such as (Rief, 1993):

- The whole class earns points
- Individuals staying on-task
- Cooperative work for projects and assignments for the whole group.

Teachers can fine the students, or pay back the teacher, for negative behavior such as:

- No homework.
- Getting out of their seat.
- Off-task behavior

Remember response cost can be abusive if used excessively.



Assertive Discipline

Some students exhibit behaviors that are related to conduct disorder, oppositional defiant disorder (ODD), or anxiety disorder in conjunction with ADHD (Bender & Mathes, 1995). Assertive discipline is when a student demonstrates these inappropriate behaviors; a consequence is given in a systematic fashion. The philosophy of assertive discipline is the following:

- Teachers must get their needs met in the classrooms.
- No child should prevent a teacher from teaching.
- No child should ever prevent another student from learning.
- Teachers determine the behaviors that are in the children's best interest.

The directions for this intervention have four competencies in order to be effective behavior managers. Those four competencies are:

- The teacher must know at all times what they want the student to do and they need to communicate these expectations to the students.
- Teachers need to respond consistently for appropriate behavior. Also positive reinforcement should be given to increase desired behavior.
- Teachers need to set limits systematically when the students do not behave properly. The teacher needs to be consistent in providing negative consequences every time a student exhibits inappropriate behavior.
- Teachers need to know how to include the cooperating efforts of the principal and parents for their discipline efforts. Some guidelines for working with parents include the following:
 - o Accepting that the teacher has a right to their help.
 - o Reinforce parents who are supportive of the teacher.
 - o Send home positive notes.

Assertive discipline is a structured disciplinary technique for classrooms and the research has indicated that this technique is effective.



Contingency Contracts

Contingency contracts have been found to be effective with a variety of behaviors but have had significant success with attention deficit hyperactivity disorder (ADHD) students (Duhaney, 2003). Contingency contracts are written specifying behaviors that are not permitted and/or the behaviors that must be demonstrated to earn the reinforcer. Both parties, the teacher and the student, must negotiate the terms of the contract, which needs to be fair for the student and written in a language that the student can read and understand. The steps to set up a contingency/behavioral contract are:

- The teacher and student need to identify the target behavior (Behaviour Support Strategies, 2009).
- Focus on a limited number of behaviors which should be specific, observable, and positive.
- The goal each day is to have the student reach specific criteria regarding the behavior.
- Give the reinforcement either at the end of the day or end of class
- The criteria will increase steadily as the student meets each new goal.

Remember the student may have certain activities that he/she would like as rewards.

Teachers need to follow these guidelines when administering a contingency/behavioral contract:

- Immediate consequences for a specific behavior can either increase or decrease behaviors (Duhaney, 2003).
- Praise should be administered as soon as possible after the appropriate behavior.
- Reprimands should be delivered immediately after off-task behavior.
- Teachers need to be calm, firm, and consistent, instead of being overly emotional, and avoid delayed reprimands.

Although contingency management interventions are effective in controlling behaviors in children with ADHD within the classroom, there have to be other interventions that impact academic performance (DuPaul et al., 1998). Students with ADHD will see no significant change in academic performance unless scholastic behaviors are emphasized to increase positive behavior. Academic performance was

enhanced when conditions are immediate and feedback is at the student's pace and individualized.



Self-Management

Self-management procedures have emerged as an effective approach for improving classroom behavior (Reiber & McLaughlin, 2004). The rationale for these procedures is the belief that behavioral self-control can be increased by enhancing specific cognitive or meta-cognitive skills that are believed to underlie and promote impulse control. These procedures have the ADHD student examine the thought process that comes before a response or executive function. Strategies that are based on cognitive behavior therapy or cognitive behavior modification can be used to teach students more functional behaviors as well as changing the student's thinking patterns (Duhaney, 2003). This will lead the student into the following thought process:

- Observe and assess their behavior against a certain criteria.
- Self-assess their behavior to an outside evaluation by the teacher.
- Determine consequences for appropriate response.
- Gradually decrease their reliance on external reinforcers.

Other benefits of self-management are (Nowcek & Mamlin, 2007):

- Problem solving
- Self-control
- Self-evaluation

Another behavioral intervention that can help the student to self-manage is using the token economy along with self-management.

The key to using self-management in the classroom is student self assessment accuracy (Reiber & McLaughlin, 2004). These behaviors must be outlined and understood. The following are the steps to administer self-management in the classroom:

- The teacher will ask students the desired behaviors in the student. These can be academic, nonacademic-related, or both, as long as they follow the classroom rules (Shapiro et al., 1998).
- Create a chart to let the student know about their progress.
- Inform the students about the teacher's ratings.
- Inform the students that they also rate their behaviors and the object is to match theirs with the teachers.
- The ratings are turned in everyday.

- Eventually self-management will take over their actions over time.

Creating goals and measuring the progress toward those goals can be very motivating for children with ADHD (Cathleen-DuPaul et al., 1996). The teacher and student can keep the chart of the child's daily progress and modify the goals when necessary.



There is one technique that is relatively new in helping ADHD students and all students to self-manage their behaviors, and that is Transcendental Meditation (TM) (Grosswald, Stixrud, Travis, & Bateh, 2008). Recent research of MBSR technique showed decreases in stress-related problems, illness, anxiety, and chronic pain. Research has also shown results for ADHD students that improved behavior, self-esteem, and relationships with their families and teachers. The use of TM for stress reduction in adolescents showed improvements in school behavior, decreased absenteeism and rule infractions, and reduced suspensions due to behavior-related problems. Middle-school-aged students practicing the technique showed increased emotional regulation and improved well being. The basics of TM are the following:

- Each session is 10-20 minutes, total for the day, once in the morning and once in the afternoon.
- Eyes are closed.
- The mind is alert while the body gains a deep state of rest and relaxation.
- Deep rest is reflected by a markedly-decreased metabolism including heart rate, respiration rate, and blood flow to the limbs.
- TM activities the frontal and parietal areas of the brain responsible for attention, executive function, emotional stability.

Because the Transcendental Meditation technique does not require focus or concentration, it seems well-suited for children with ADHD. The technique changes the brain within a short amount of time. Students with ADHD experience higher levels of stress than typical students. This technique can help normalize their stress response and provide increased self-control and self-management. The benefits of TM for ADHD students are:

- Reduces stress, anxiety, and stress related ADHD symptoms within three months.
- May improve behavior regulation and executive function.
- Can be learned and practiced successfully by children with ADHD.

In using any type of self-management technique for ADHD students, a teacher needs to remember that sustaining attention is very difficult for these students (Shapiro et al., 1998). The lack of self-management skills can be viewed as a core deficit among individuals with ADHD. The goal is to change the thought process with the expectation that changing how one thinks about a situation is likely to result in a different outcome.



Time-Out

When less intrusive interventions are not effective, teachers can consider using time-outs to decrease disruptive behavior (Duhaney, 2003). Time-out has been criticized as psychologically damaging and having the potential to be ineffective if the student perceives it as a reinforcer. In some cases time-out is essential for the teacher to control their classroom. Time-outs can be abused if this is the only method that is used to control behaviors in the classroom. The steps in using time-out effectively are:

- Removal of the student from the classroom and escort to a time-out room, the hallway, or a partitioned area (Cathleen-DuPaul et al., 1996).
- The time-out area should be a neutral environment and a student should be placed for only a short amount of time (Brock, 2002).
- At the end of the time-out, a very brief discussion of what went wrong and how to prevent the problem in the future takes place between teacher and student.

There are four levels of time-out:

- ***Contingent omission:*** teacher ignores students and omits reinforcement for a brief period of time (Duhaney, 2003).
- ***Contingent observation:*** students sit outside of the group briefly while they observe others participating and earning reinforcement.
- ***Exclusion:*** the student is removed from the classroom and is escorted to a room, hallway, and neutral area.
- ***Seclusion:*** students are placed in an isolated environment that makes social interaction impossible.

Exclusion and Seclusion time-outs are controversial because it might create resistant behavior and loss of instructional time.

CLASS SCHEDULE

Schedule

Schedules can foster or impede the development of exemplary classroom behavior (Duhaney, 2003). Students with ADHD function better when they know the order in which activities take place; schedules should be changed only when otherwise unavoidable. When students know what tasks to do and when to do them, challenging behaviors are less likely to occur (Positive Behavior Support, 1998). A well-designed classroom schedule that is implemented consistently may be the single most important factor in preventing challenging behaviors. With children with ADHD there is evidence that on-task behavior worsens over the course of the day (Brock, 2002). It is suggested that instruction should be given at the following times:

- Academic instruction should be provided in the mornings.
- In the afternoon, when problem-solving skills are especially poor, more active, nonacademic activities should be scheduled.

Other scheduling suggestions for behavior and academic work are listed as:

- Establish structure in the classroom by providing students with a daily schedules as well as classroom rules (Cathleen-DuPaul et al., 1996).
- Vary presentation formats through the use of different modalities to increase and maintain student interest.
- Make academic tasks brief and give immediate feedback.
- Use short verbal cues to assist ADHD students with transitions and their attention. Alerting students before transitions before one activity to another can increase the likelihood of appropriate behavior.
- Students need routines to be predictably built into their schedules. If their schedules are not predictable, then the ADHD student will become anxious and feel unsafe which will cause the student to act out and create problems within the classroom.



Peer-Mediated Interventions

When teachers are trying to modify the behavior of a student with ADHD, having the aid of classmates as a peer-mediated intervention offers many advantages over those of a teacher (Reiber & McLaughlin, 2004). Peer-mediated interventions include peer

mediation and peer support committees which includes peer tutoring (Duhaney, 2003). The need for ADHD students to be accepted and the accessibility to immediate feedback, helps attention improve and impulsivity decrease (Reiber & McLaughlin, 2004). The advantages of peer-mediated interventions in the classroom include cohesiveness and cooperation among students, individual responsibility and accountability, teachers' ability to manage student's behavior efficiently and effectively, and adaptable to a variety of classroom settings and student behaviors (Duhaney, 2003). The advantages of peer-mediated interventions are:

- Delivers immediate feedback (Reiber & McLaughlin, 2004).
- Promotes generalizations across settings.
- Peers can be used as part of a contingency or as tutors.

Peer Mediation can have a result of improved behavior and academic performance.

In peer monitoring students:

- Monitor other student's behaviors (Harlacher, Roberts, & Merrell, 2006).
- Help reinforce positive behaviors.

The most used form of peer-mediated interventions is peer tutoring. The advantages of peer tutoring are:

- Improves social skills of ADHD students.
- Enables the student to work one-on-one with immediate feedback and error correction, which is difficult during whole class instruction.
- Increases the student's time on-task and improves academic performance.
- Students are able to show they have acquired important information or skill (Positive Behavior Support, 1998).
- Peers use age-appropriate vocabulary and examples that the student can understand.
- Peers tend to be more direct and supportive than adults.
- Peers take notes using carbon paper which allows the ADHD student to listen to the information. Typically ADHD students have problems with taking notes.

When peer tutoring is combined with token economy, the academic gains are dramatic (Brock, 2002). Peer tutoring has demonstrated that changes in both classroom behavior and academic performance can be obtained in general education classrooms (DuPaul et al., 1998).



Physical Movement

It is known that students with ADHD have difficulty sitting still (Brock, 2002). A teacher needs to plan and allow those students with ADHD opportunities for controlled movement. Here are some ways that teachers can provide physical movement without distracting the learning environment:

- Erase the whiteboard/chalkboards
- Water the plants.
- Hand out worksheets and supplies

When the students need to be seated, the teacher can provide the students with physical movement by allowing the students to have:

- Swivel chairs
- Silly putty
- Stress balls
- Therapy Balls (Harlacher et al., 2006).

The use of therapy balls led to increased work production and in-seat behavior. The advantages of an intervention would be its social validity, whereas a disadvantage would be the cost of the therapy balls and students bouncing during lectures when students need to focus on the instructions or information.



Individualized Instruction

Individualized instruction allows the ADHD student to work at their own pace with the help of the teacher. There are a number of ways that teachers can adjust methods of assessment and monitoring to meet diverse needs of their ADHD students (Positive Behavior Support, 1998). The key is using repeated instructional prompting that incorporates wait time to allow students to respond (Conroy et al., 2008). The following are ways for individualized instruction to be implemented in the classroom.

- **Direct Instruction:** the student with ADHD is engaged in teacher-directed activities as opposed to independent seat work activities (Brock, 2002). The benefits are both comprehension and on-task behavior which gives the teacher the time to teach the student strategies in taking notes.
- **Pace of Work:** when possible, it is helpful to allow students with ADHD to set their own pace for task completion. The problematic behaviors are less when work is self-paced, as compared to situations where work is paced by other students and teachers.
- **Instructions:** due to the fact that ADHD students have difficulty following multi-step instructions, it is important to be short, specific, and direct. It is helpful to ask students to rephrase directions in their own words.



Transitions and Cueing

Preventive cueing is a technique for stopping disruptive behavior before it begins and avoiding confrontation or embarrassment of the student in front of peers (Reif, 1993). The effectiveness will depend on how much the teacher and student practice the strategy and internalize the technique. There are two forms of cueing and transitions: auditory and signal based.

- **Auditory Cues:** provide auditory cues that prompt appropriate classroom behavior or help students to identify what is important in lectures or information. Simply stating “this is important” is an auditory cue that will help students know what is relevant information or what information is not as important.
- **Signal Cueing:** when the teacher arranges privately with a student a predetermined hand signal or word to cue the student to:
 - calm down
 - pay attention
 - stop talking
 - stop rocking in the chair

These are example situations of using a hand signal.

Alerting students of transitions from one activity to another can increase the likelihood of appropriate behavior within the classroom (Positive Behavior Support, 1998).

Chapter Summary

There is no one intervention that will improve the classroom functioning of all students with ADHD (Brock, 2002). Teachers need to employ a variety of interventions in the classroom if they are to help students with ADHD succeed in school (Duhaney, 2003). When these strategies are combined and used by teachers, they can increase the success of students with ADHD (Cathleen-DuPaul et al., 1996). It appears that teachers have several classroom management intervention options for addressing the needs of their students with ADHD (Harlacher et al., 2006). It is important to realize that each student is unique and these interventions need to be implemented to meet each student's need individually. Each student with ADHD comes with their own skills and behaviors across a wide variety of impairments (Reiber & McLaughlin, 2004). Interventions must be individualized based on the function of (a) grade level, (b) particular behavior, and (c) structural constraints of the classroom. Familiarity of these techniques has been shown to be beneficial in managing children with ADHD in the classroom.

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