Intervention for Students with ADHD: Promoting School Success

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Agenda

- School challenges for adolescents & young adults with ADHD
- Intervention overview
- Strategies to promote academic performance
- Strategies to enhance behavior
- Guiding principles for intervention
Adolescents and Young Adults with ADHD

- Symptomatic behaviors are not “outgrown” but “form” does change (e.g., inattention = organizational skills difficulties)
- General improvement over time but still at a deficit relative to typically developing peers
- Risk for conduct and academic problems
- Risk for substance abuse and sexual activity
- Higher rate of school drop-out
- Lower rate of post-secondary education
- Continued risk for chronic ADHD throughout adulthood (e.g., Barkley et al., 2008)
Academic Problems Associated with ADHD

- Academic underachievement (i.e., performance rather than ability deficit)
- Specific learning disabilities (20 to 30%)
- Organization and study skills
- Completion of long-term assignments
- Higher risk for school drop-out
- Difficulties completing college
Most Common Interventions for Children & Adolescents with ADHD

- Psychotropic Medication (e.g., CNS stimulants such as methylphenidate)
- Home-based contingency management (behavioral parent training)
- School-based contingency management interventions (e.g., token reinforcement)
- Academic tutoring
- Daily report card or school-home notes
School-Based Interventions for ADHD

- Manipulating Antecedents (Proactive)
  - Providing Choices
  - Training in Organizational Skills
  - Note-Taking Instruction
  - Homework Management
  - Peer or Adult Coaching
School-Based Interventions for ADHD (cont.)

- Manipulating Consequences (Reactive)
  - Behavioral Contracting
  - Home-school communication program
  - Self-Monitoring
  - Self-Evaluation
Challenging Horizons Program (Evans, Axelrod, & Langberg, 2004)
http://www.oucirs.org

- School based treatment program for middle school youth with ADHD
  - After-school model
  - 3 days per week throughout school year

- Work with parents, teachers, community providers
  - Social skills
  - Study skills
  - Homework management
CHP: Academic Interventions
http://www.oucirs.org

- Homework Management Plan
- Organization skills
- Taking Notes
- Study Skills
- Written language
Homework, Organization, and Planning Skills (HOPS)

- Designed for implementation by school personnel directly with middle school students with ADHD
- 16 sessions focused on organization of materials, homework management, and home-based reward system
- 2 Parent meetings interspersed
- Manualized with extensive supporting materials and CD
- Promising initial outcome data

Langberg (2011)
Homework & Study Skills Intervention (Meyer & Kelley, 2007)

- N = 42 students (36 boys, 6 girls) in 6th to 8th grade all of whom had ADHD & homework problems
- Intervention included self-monitoring of HW completion and training in SQ4R method (for social studies rdg comprehension & test preparation)
  - Survey titles & headings prior to reading
  - Formulate Questions
  - Read to find answers to questions
  - Recite answers to questions in own words
  - Write answers to questions
  - Review text & question answers
- Training held over 1-2 sessions
Parents prompted teen to begin HW, organize materials, & complete monitoring checklists daily

Parents did not participate in completing checklist or critiquing accuracy; provided contingencies for completion of HW and monitoring checklists (80%)

Results indicated significant reduction in HW problems and improvements in classroom preparedness as reported by teachers relative to a wait-list control group

Improvements maintained at 4-wk follow-up

Parents and students reported high levels of satisfaction
<table>
<thead>
<tr>
<th>CHECKLIST BEHAVIORS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I turned in my homework today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I wrote down my HW assignments &amp; obtained teacher initials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I brought home materials needed to do HW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I completed all homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I checked my work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I began my HW within 30 min of arriving home</td>
<td></td>
<td></td>
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<tr>
<td>7. I completed my HW in my quiet area</td>
<td></td>
<td></td>
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<tr>
<td>8. I completed the steps in my SQ4R study strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I organized my book bag &amp; notebook so that I can find and turn in assignments tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I needed parent reminders to complete HW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I needed parent reminders complete checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I needed parent reminders to organize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I received my reward for completing form</td>
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<td></td>
</tr>
</tbody>
</table>

From Meyer & Kelley (2007)
Coaching Teens with ADHD (Guare & Dawson, 1995)

Phase I
- Identify long-term goals
- Determine goal criteria
- Delineate barriers to reaching goals

Phase II (Coaching sessions)
- Review
- Evaluate
- Anticipate
- Plan

Adult vs. peer coaching?

Outcomes systematically evaluated
STUDENT CONTRACT

- Specify several short-term objectives
- Identify possible contingencies
  - Positive for reaching goal
  - Aversive for rule violations
- Determine time period for meeting goals
- Include both short and long-term payoffs
- Agreement by both student and teacher (counselor) to follow through
- Periodic revisions of contract as necessary
COMPONENTS OF EFFECTIVE HOME-SCHOOL COMMUNICATION PROGRAM

- Daily/weekly goals specified in a positive manner
- Both academic and behavioral goals included
- Small number of goals at a time
- Quantitative feedback about performance
- Feedback provided by subject or class period
- Communication is made on a regular basis (either daily or weekly)
- Home-based contingencies tied to performance (both short-term and long-term)
### Daily Report Card Example

#### Class Periods/Subjects

<table>
<thead>
<tr>
<th>Behaviors to be rated:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classwork performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows class rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets along well w/others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of HW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments on back</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Barkley & Murphy (2006)
HOME-SCHOOL PROGRAM (cont.)

- Parental cooperation solicited prior to implementation
  - Student input into goals and contingencies
- Goals/procedures modified as necessary
- DRC associated with reduction in rule violations and greater academic productivity

More information:
http://ccf.buffalo.edu/pdf/school_daily_report_card.pdf
http://www.directbehaviorratings.com
Self-monitoring of organizational skills

- Adolescents with ADHD typically have difficulties in class prep. and HW
- For some students, problems related to poor attention to detail and low motivation to complete mundane tasks
- Possible students can be trained to monitor own behaviors (e.g., being ready for class)
Self-monitoring of org. skills: Controlled case study (Gureasko-Moore, DuPaul, & White, 2006)

- Three 7th grade students with ADHD
- All had significant problems being prepared for class
- Checklist of preparatory behaviors developed with teachers (% steps)
- Training in self-monitoring (4 days)
- Self-monitoring followed by fading
- Gains in organizational skills maintained without treatment
- Replicated and extended to homework completion & unmedicated students (Gureasko-Moore et al., 2007)
Self-Regulation Strategies

- Initially use teacher and student evaluations but works toward complete self-monitoring and evaluation
- Teacher and student independently “grade” student performance regarding behavior and academics for specified work period
  - Established performance criteria
  - Points earned for performance
  - Bonus points for “matching” ratings
  - No points for “inflated” ratings
  - Points turned in for school-based or home-based privileges (preferred activities)
Sample Self-Regulation Criteria

 usando

 5 = Excellent
  - Followed all rules for entire interval; Work 100% correct

 4 = Very Good
  - Minor infraction of rules; Work at least 90% correct

 3 = Average
  - No serious rule offenses; Work at least 80% correct

 2 = Below Average
  - Broke rules to some degree: Work 60 to 80% correct

 1 = Poor
  - Broke rules almost entire period; Work 0 to 60% correct

 0 = Unacceptable
  - Broke rules entire period; No work completed

Rhode, Morgan, & Young (1983)
Self-Regulation Strategies (cont.)

- Gradual fading of teacher ratings
  - Longer work periods to be rated
  - Periodic, random “matching” challenges
  - Eventual reliance on self-ratings only

- Factors to consider:
  - “Drift” of student ratings
  - Prepare student using token reinforcement or behavior contract
  - May take weeks or months to reach self-regulation only

- Effective in improving attention and reducing disruptive behavior especially for students with milder ADHD symptoms
Interventions to Promote Behavior Improvement: Guiding Principles

- Intervene at “point of performance”
- Make expectations for positive behavior clear
- Target desired outcomes (completion of work) rather than absence of disruptive behavior
- Reward positive behavior frequently
- Think ahead and try to prevent behavior from occurring rather than waiting for behavior to happen
- Typically need to use more than one intervention strategy with multiple mediators
- Collect data periodically to aid in decision-making
Interventions to Promote Academic Improvement: Guiding Principles

- Make sure students are receiving instruction at their ability level
- Increase stimulation level of academic material to capture student attention
- Break assignments down into smaller units and allow students to work at their pace
- Provide frequent, immediate feedback about performance
- Collect data to see if intervention is improving academic performance; make changes to intervention when necessary
- Positive focus on gradual improvement over time; “Small Wins, Gradual Change”