School Management of ADHD and Other EF Disorders

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Sources:

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General Considerations

- Have a school ADHD liaison for parent-teacher coordinated care
- Don’t retain in grade!
  - Harmful to children – don’t delay treatment
- Use Sept to establish behavioral control
- Use traditional desk arrangement
- Seat child close to teaching area
  - Use this opportunity to provide more frequent feedback to child
  - Touch child on shoulder while teaching if child seems restless or inattentive
Ideas for Desk Work

- Target productivity first, accuracy later
- Decrease total workload, or
- Give smaller quotas of work at a time
- Allow child to choose the initial quota
- Use participatory teaching methods
  - Child actively involved in teaching the lesson
- Practice skills drills on computers
- Allow some restlessness at work area
  - Consider having child sit on balance ball
- Give frequent exercise breaks
About Homework

- Reduce/eliminate homework – grades 1-6
  - Overall correlation with achievement is just .15-.25 (just 2-6% of variance in achievement) across all grades and weaker in elementary grades*
  - For high school, best amount was 1.5-2.5 hrs/night; more hours had no further benefits*

- Don’t send home unfinished class work for parents to do - home is not the “point of performance” for class work

- Give weekly homework assignments in advance for better parent preparation

- During homework: Some noise or music benefits work performance (but deteriorates it in normal kids)**


Peer Tutoring

- Create & distribute scripts (work sheets)
- Teach any new concepts and skills to class
- Provide initial instructions for work, then
- Break class into dyads
- Have one student tutor & quiz the other
- Circulate, supervise, and coach dyads
- Alternate tutor/student roles in dyad
- Re-organize into new dyads weekly
- Graph & post quiz results
- Allow peer tutoring for homework – find child a “study-buddy” in their neighborhood
**Instructional Tips:**
- Be more animated and theatrical
- Personalize praise, reprimands, or instructions
  - Make eye contact, touch child on shoulder or arm, have child repeat back any instructions
- Consider the “Turtle Technique” for early elementary grades
- Try laminated work slates for writing down and displaying answer, not hands in air and fastest responder wins
- Schedule most difficult subjects in AM
- Intersperse low with high appeal activities
More Classroom Suggestions:

- Require continuous note-taking during lectures & while reading
- Use the SQ4R system for improving reading comprehension
  - Survey, questions, read, recite, write, review
- Get color-coded binders & other organizing systems for classwork
- Give after-school help-sessions, tutoring, books on tape, videos, etc.
- Train keyboarding in early grades
- Establish “behavioral contracts”
Components of Behavioral Contracts

- Sets forth academic work and behavioral goals explicitly and clearly
  - I agree to complete all of my written math and language arts work with at least 80% accuracy
  - I will remain quiet, follow directions, and listen

- Specifies rewards to be earned explicitly
  - 15 extra minutes of playtime at end of school day
  - Access to special “reserved” toys or play activities
  - Use class computer for play or work for 15 extra minutes
  - Receive 10 points for every task completed accurately
  - Help my teacher by completing some errands or in-class jobs
  - If I have a successful week, I will earn a special activity with my parents

- Specifies punishment explicitly
  - Loss of 10 points or tokens for each task not completed
  - 5 Sheets of “do a task” in time out
Increasing Incentives

- Increase praise, approval, appreciation
  - Be a 1-minute manager
- Use a token or point system to organize consequences – to increase available rewards:
  - Get parents to send in old games/toys
  - Get a video game donated to the class
- Allow access to rewards often each day
- Keep reward - punishment ratio 2:1+
  - Remember – it’s an incentive program
More on Incentives

Try team-based (group) rewards
- 4-5 students work as a team on assignments and to earn rewards
- Be careful to change team composition every day or two and rotate ADHD child frequently to different teams

Try a tone-tape with self-rewards
- Variable interval schedule of tones played during desk work periods
- When tone sounds, child self-rewards points on record sheet
- Teachers monitor for cheating
- Increase intervals between tones each week
- Eliminate after 3-4 weeks – replace with standard point system
Attention Training System

Gordon Systems, gsi.com
Watch Minder
WatchMinder.com
Using School-Home Reports with Home-Based Consequences

- Daily goals stated in positive manner
- Specifies behavioral and academic goals
- Targets a small number of goals
- Teacher provides quantitative feedback
- Feedback provided at end of each class
- Regular communication with parents (daily)
- Consequences at home are tied to school behavior and performance (short & long-term)
- Solicit parental cooperation before starting
- Student input into goals is solicited for older children and teens
- Review weekly for modifications
A Daily Behavior Card
Each teacher rates each behavior at end of each class; 1=Excellent (+25), 2=Good (+15), 3=Fair (+5), 4=Poor (-15), 5=Terrible (-25)

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<th>Subjects</th>
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<td>Class Participation</td>
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<td>Gets along well with others</td>
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<td>Completes homework assignments</td>
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<td>Teacher’s Initials</td>
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School-Home Notes

- Name_______________________  Date________
- Subject____________   Teacher___________________

- Was prepared for class   Yes  No  NA
- Used time well           Yes  No  NA
- Handed in homework       Yes  No  NA
- Followed class rules     Yes  No  NA
- Homework or Test Grade (circle one): _______________
- Teacher’s Initials_______
- Homework Assignment:

- Comments:

Problem Transitions? Make a Plan

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

- Post rules on posters for each work period
- 3-sided stop sign for rules for young kids
  - red = lecture rules
  - yellow = desk work rules
  - green = play rules
- Laminated color-coded card sets placed on desk with a card of rules for each subject or class activity
- Child restates rules at start of each activity
- Use timers, watches, taped time signals, etc.
The Large Time Timer is designed to be wall hung for classroom and group activities. It’s large size (12 inches square) and bold dial numerals make this timer easier to read for visually impaired users, as well. **How it works:**

To set the Large Time Timer, move the red disc counterclockwise to the desired time interval. The disc diminishes as time elapses until no red is visible on the timer face. The disc may be moved clockwise or counterclockwise without harming the mechanism, however gentle handling will prolong the life of the timer.
The Motivaider & Invisible Clock
Habitchange.com               addwarehouse.com
Disciplinary Tactics

- Incentives for appropriate behavior must be present for punishment (loss of reward access) to be effective.

- But all-reward programs do not last long with ADHD children unless accompanied with punishment tactics.

- Swift justice is the key to discipline.

- Mild, private, direct reprimands work – personalize it.

- Response Cost (loss of tokens).

- “Do A Task” (a variation on time out):
  - Desk at back of class with worksheets.
  - Child told what they did wrong and given a number.
  - Child does that number of worksheets while timed out.
More Punishment Tactics

- Threaten to use your smart phone to record outbursts or tantrums that will be emailed to parent
- Moral essays – “Why I will not hit others”
- Establish a “chill out” location – for recovering self-control
- Formal time out in class or private room
  - Hallway time outs don’t work
- In-school suspension
Keys to Effective Time Outs

- Implemented only when there is a reinforcing environment to be removed from
- Used when function of child’s behavior is attention-getting
- Employed swiftly upon rule infraction (10 sec.)
- Uses smallest amount of time out
  - 1-min./year of age
- Location is to be visible to teacher

Terminate when:
- Time out interval has been served
- Child is quiet for brief period of time
- Child agrees to obey rule that was broken
“Challenging Horizons”
After-school program for teens

- 2 days per week for 2 hours each at school
- Uses groups and 1:1 delivery
  - Therapists are paraprofessionals – M.A. level

Program includes:
- Academic tutoring & homework assistance
- Organizational, study and self-monitoring skills
- Social skills training
- Recreational skills and deportment
  - Encouraged generalization of social skills
- Group level token system for behavior control
- Consult with teachers on behavior management methods
- Parent education and training
  - 3 sessions/2 hrs. each
Challenging Horizons

- Treatment precludes worsening of adjustment over time evident in untreated students
  - Treatment reduces & forestalls failure events
- Reduces ADHD symptoms at school
- Improves academic performance
- Improves internalizing symptoms
  - But not delinquent or conduct disorder behavior
- Boosts medication effects
- High parent/teacher acceptability and satisfaction
- Less costly than clinic-based services
- Greater teen participation in treatment

Molina, B. S. et al. (2008). *Journal of Attention Disorders, 12*(3), 207-217. molinab@upmc.edu

Other Tips for Teens

- As needed, use ADHD medications
- Find a “Coach” or “Mentor” (Just 15 min.)
  - The Coaches’ office is the student’s “locker”
  - Schedule in three 5-minute checkups across each day
  - Use behavior report card to monitor teen across classes
  - Use daily assignment sheets requiring teacher initials
  - Cross temporal accountability is the key to success
- Keep extra set of books at home
- Tape record important lectures – check out the Smart Pen that digitally records lectures or other conversations at livescribe.com
The SmartPen
Livescribe.com

A computer in a pen that helps you **never miss a word**™. Pulse™ records everything you hear, say and write, and links your audio recordings to your notes. Find the most important information from your meetings or lectures just by tapping on what you wrote.

2GB of memory can hold over 200 hours of audio. Actual recording time varies by audio quality setting.
More Tips for Teens

- Get a Week-at-a Glance calendar, a journal, or other organizing notebook
- Extra time on timed tests ???
  - No evidence it preferentially benefits disabled students – at most 20-30 minutes maximum
  - Better to have distraction free test setting and breaks after short testing periods (time off the clock)
- Get written syllabus as handouts
- Require continuous note-taking to pay attention to lectures or during reading assignments
Still More Tips for Teens

- Use SQ4R for reading comprehension
- Find “fall-back” classmates (swap phone, e-mail, & fax numbers) for lost or missing assignment sheets
- Require teen to attend after-school help-sessions
- “Bucks for Bs” system – parents pay money for grades on assignments
- Schedule parent-teacher-teen review meetings every 6 weeks (not at 9 week grading period)
Conclusions

The school is the setting most impaired for children and teens with ADHD.

ADHD symptoms can be effectively managed in school using numerous behavior modification methods and classroom accommodations.

These can result in significant improvements in the child’s academic performance, behavior, and peer interactions.

The keys to success include teacher attitude toward and knowledge of ADHD and the willingness to implement and sustain these interventions.