



Self-Regulation Interventions for Children with ADHD

Stasi Renz
University of Pittsburgh

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Glossary

- **Attention Deficit Hyperactivity Disorder (ADHD)** – Difficulty focusing and maintaining attention, controlling motor impulses, and organizing/finishing tasks.
- **On-task behavior** – Attending or participating in activities or assignments during classroom engagements.
- **PBIS** – Positive Behavior Intervention Supports
- **Self-regulation** – ability to process and control thoughts, feelings, impulses, and behaviors.
- **Target behavior** – behavior that is in need of change and can be measured or observed.

What is self regulation?

- A natural ability that allows a person to be in control of thoughts, feelings, impulses, and behaviors.
- Allows a person to adapt and alter their responses and behaviors to cater to specific life settings.

Why implement self regulation interventions for children with ADHD?

- Children with ADHD have much difficulty with self regulation. They struggle to monitor and maintain their behaviors and academics during daily routines.
- Research has shown that implementing self regulation interventions help with on task and academic performance for children with ADHD.

Test Your Knowledge!

What are the four types of self regulation interventions discussed within this presentation?

1. _____

3. _____

2. _____

4. _____

Case Study: Before Intervention

Matt was recently diagnosed with ADHD. Every morning in Matt's second grade classroom after the morning routine of the flag salute and announcements, the children are required to complete independent seat work. The teacher consistently notices Matt cannot complete the assignments in the allotted time like his fellow classmates.

Case Study: After Intervention

- Because Matt is having difficulties with his academic performance (morning assignments) the teacher decides to introduce a self-monitoring intervention with him.
- She discusses the intervention with Matt and allows him to choose how he wants to monitor his performance.
- Matt chooses to monitor the accuracy of his academic task completion everyday after morning work time.
- The teacher provides him with a weekly checklist so he is able to visually monitor his work and offers him guidance and praise whenever it may be needed.
- With this intervention in place, along with time and practice, Matt will be able to effectively self-monitor his academic performance. Furthermore, he has now become consciously aware of how often he is able to complete his work during the allotted morning assignment time period.

Test Your Knowledge!

The case study described above discusses a child named Matt who is struggling completing morning tasks in school due to his ADHD. I have presented one of the self-regulation to integrate into this case and how to implement it. On the lines provided below (use reverse side if needed), use another self-regulation intervention described in this presentation and how you would apply it to this case.

FAQ's

- Q: How common is ADHD in classroom settings?

A: ADHD has a prevalence rate of anywhere between 3 to 7% within a classroom setting (Harlacher et al., 2006)

- Q: Can self-regulation interventions benefit all children, or only children with ADHD?

A: Interventions related to self-regulation can be beneficial to implement with any child who is struggling with their self-regulating ability. These interventions can also be implemented within a classroom setting as a classwide intervention so the target children can remain anonymous to their peers (Harlacher et al., 2006).

- Q: Are the four interventions presented in this presentation the only known types of self-regulation interventions?

A: No, but these are the four forms of self regulation interventions most commonly implemented and researched (Reid et al., 2005).

Annotated Bibliography

Barry, L. M., & Haraway, D. L. (2005). Self-management and ADHD: A literature review. *Behavior Analyst Today*, 6(1), 48-64. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=16801391&site=ehost-live>

This article is a literature review that looks at self-management as a treatment for ADHD. It reviews an ADHD theoretical model, the best practices in ADHD treatment, self-management treatment. The review breaks self-management into two separate categories, cognitive-behavioral self-management and behavioral self-management. Cognitive-behavioral consists of concepts such as self-talk, self-instruction, and problem solving interventions. Behavioral self-management can include concepts of reinforcement, response cost, management of behavior for self-monitoring, behavioral goals, self-assessments, and data recording. The article also discusses directions for future research and practice implications.

DuPaul, G. J., & Weyandt, L. L. (2006). School-based intervention for children with attention deficit hyperactivity disorder: Effects on academic, social, and behavioural functioning. *International Journal of Disability, Development & Education*, 53(2), 161-176. doi:10.1080/10349120600716141

Children with ADHD have been shown to struggle significantly within many school setting aspects, such as behavioral, academic, and social relations. Therefore, intervention strategies within each of these settings have been researched. Behavioral interventions include antecedent-based strategies, consequent-based strategies, self-management strategies, and functional assessment data. Academic interventions include modifying instruction, direct instruction, peer tutoring, and computer-assisted instruction. Social relationship interventions are designed to address peer relations. The article also discusses

directions for future research and practice implications. It suggests that practitioners need to understand school-based interventions for students who suffer from ADHD. In addition, the authors discuss that ADHD is a chronic disorder that requires multiple treatments and long term commitments. It suggests that in order for ADHD treatments to be effective, practitioners should take their time when designing specific treatment plans for each child who suffers from ADHD. Finally, the article suggests that these interventions need to extend to other aspects of a child's life, not just within school settings.

Harlacher, J. E., Roberts, N. E., & Merrell, K. W. (2006). Classwide interventions for students with ADHD. *Teaching Exceptional Children, 39*(2), 6-12. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=22970334&site=ehost-live>

ADHD has a classroom prevalence rate of 3 to 5% therefore classroom wide interventions can be a great tool for teachers to understand and utilize. These interventions can consist of either behavioral or academic based. Each intervention presented discusses key features, pros, cons, and associated outcomes of each. The behavioral interventions discussed are contingency management, therapy balls, self-monitoring, peer monitoring, and instructional choice. The academic interventions discussed are class wide peer tutoring, instructional modification, and computer-assisted instruction. Classroom wide intervention supports fall under the ideas of Positive Behavior Supports (PBS) which is a three-tiered approach that has different levels of supports for students to manage and prevent academic and behavioral needs of students. If student fall into a tier of PBS that requires additional supports, a Functional Behavioral Assessment (FBA) is conducted which determines the best interventions the match the student's behavioral and academic needs. Although individualized interventions are recommended for children with ADHD, applying these interventions in a classroom wide setting can help improve the effectiveness of the interventions for teachers and the students suffering from ADHD during everyday classroom interactions.

Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with attention Deficit/Hyperactivity disorder. *Exceptional Children, 71*(4), 361-377. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=17403801&site=ehost-live>

Review of literature on four self-regulation interventions used for treating ADHD. These self-regulation interventions are: self-monitoring, self-monitoring plus reinforcement, self-management, and self reinforcement. These types of self directed interventions reviewed in this article allow for students with ADHD to be apart of the intervention process first hand. They are able to implement an intervention, with the guidance of their teacher, to help improve their self control with academic and behavioral difficulties. The research conducted within this article investigates these four self-regulation interventions and the data that was collected from 51 participants. This research suggests that interventions of self-regulation can provide meaningful growth in attentiveness and academics with students with ADHD. The article also discusses directions for future research and practice implications.

Stahr, B., Cushing, D., Lane, K., & Fox, J. (2006). Efficacy of a function-based intervention in decreasing off-task behavior exhibited by a student with ADHD. *Journal of Positive*

Behavior Interventions, 8(4), 201-211. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=22421823&site=ehost-live>

Children with ADHD have much difficulty in classroom settings, therefore it is important to have intervention strategies in place in order for the student to receive a sufficient educational experience. One way to investigate how to manage a student's behavioral deficits and excesses is to use a functional behavior assessment (FBA). This article discusses a research study that was conducted to investigate the use of function based interventions with a nine year old student named Shawn. Shawn exhibited academic problems in language as well as issues with ADHD. The student was receiving special education services in a classroom for children with emotional and behavioral disorders as well as medication treatment for his ADHD. During observations, Shawn's off-task behavior was exhibited in higher rates during language and math classes. Shawn's on-task behavior was first observed before any interventions took place. A FBA took place and was created and after the FBA was conducted and reviewed, interventions were developed and implemented. These interventions included requesting help and contingent praise, self-monitoring, and planned ignoring. Once intervention plans were implemented, Shawn's on and off task behaviors significantly improved. However, there were some limitations due to sample size and treatment data collected.

Additional Resources

- <http://www.sbbh.pitt.edu/>
- <http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/complete-index.shtml>
- <http://www.healing-arts.org/children/ADHD/educational.htm>
- http://helpguide.org/mental/adhd_add_parenting_strategies.htm