

**Functional Assessment of Behavior**  
**EDS 240**  
**Behavior Intervention for ADHD**  
**Increasing On-task Behavior**

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Stephen E. Brock, Ph.D., NCSP  
California State University, Sacramento



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**Fieldwork**

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- ✦ You should be beginning to work on your BIPs.
- ✦ We will begin staffing these plans in three weeks.

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**What is ADHD**

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- ✦ One of the most common childhood behavior disorders.
- ✦ Affects 3 to 7 percent of the general population.
- ✦ Primary symptoms are
  - ◆ Inattention
  - ◆ Hyperactivity/Impulsivity

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### General Behavior Interventions

- ✳ Behavioral intervention for the student with ADHD should employ functional assessment.
- ✳ Should not be focused on ADHD symptoms per se, but rather on the student's specific behavior problems
- ✳ There are, however, a set of empirically validated interventions for this group of students.
  - ◆ However, not all of these interventions will work for all ADHD students.

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### Behavior Interventions: Environmental Adjustments & Accommodations

- ✳ Setting the ADHD Child Up for Success
  - ◆ Task Duration
  - ◆ Direct Instruction
  - ◆ Peer Tutoring
  - ◆ Scheduling
  - ◆ Novelty
  - ◆ Structure and Organization
  - ◆ Rule Reminders
  - ◆ Auditory Cues
  - ◆ Pacing of Work
  - ◆ Instructions
  - ◆ Productive Physical Movement
  - ◆ Active vs. Passive Involvement
  - ◆ Distractions

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### Behavior Interventions: Setting the ADHD Child Up for Success

- ✳ Task Duration
  - ◆ Assignments should be brief
  - ◆ Break longer projects up into manageable parts. For example,

2+3 =	4+5 =	6+7 =	<b>Stop Here!</b> Have work checked
7+5 =	8+9 =	4+3 =	<b>Stop Here!</b> Have work checked
8+8 =	2+4 =	9+9 =	<b>Stop Here!</b> Have work checked
3+3 =	2+9 =	1+7 =	<b>Stop Here!</b> Have work checked

- ◆ Short time limits should be specified
- ◆ Time limits can be enforced with a timer

- ✳ Other examples?
- ✳ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✖ Direct Instruction
  - ◆ ADHD students tend to do better in teacher directed vs. independent seatwork activities.
- ✖ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✖ Structure and Organization
  - ◆ Doing so increases the benefits of direct instruction.
    - For example, provide lecture outlines.

Topic: The Discovery of America

Main Idea 1: Native Americans  
 Main Idea 2: Vikings  
 Main Idea 3: Columbus

• For example, provide a concept map.

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graph TD
  Topic[Topic] --> MI1[Main idea]
  Topic --> MI2[Main idea]
  Topic --> MI3[Main idea]
  Topic --> MI4[Main idea]
  
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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✖ Structure and Organization
- ✖ Other examples:
- ✖ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✦ Receiving Peer Tutoring
  - ◆ Facilitates both academic and behavioral gains among ADHD students.
  - ◆ Especially helpful when combined with teacher feedback.
  - ◆ As little as 20 minutes per day may increase time on-task
- ✦ Providing Peer Tutoring
  - ◆ Cross age tutoring
- ✦ Is receiving and/or providing tutoring relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✦ Scheduling
  - ◆ Provide academic instruction in areas of greatest concern early in the school day.
  - ◆ Reserve afternoon sessions for nonacademic, more active activities.
- ✦ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✦ Novelty
  - ◆ Increase stimulation of instructional materials
    - For example, use brightly colored paper.
  - ◆ Increase novelty of instruction.
    - For example, alter teaching style.
- ✦ Other examples?
- ✦ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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❖ Rule Reminders and Visual Cues

- ◆ Rules must be well defined and understood.
- ◆ Clear consequences.
- ◆ Do not rely on the student's memory of the rules.
- ◆ Rules must be frequently reinforced.
- ◆ Review rules after extended breaks/weekends.
- ◆ Use visual cues as reminders (use icons for pre-readers).
  - For example,

Begin work immediately	Work quietly	Remain seated	Follow directions	Complete assignments
√	√		√	
	√	√		
√	√	√	√	√

❖ Other examples?  
 ❖ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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❖ Pacing of Work

- ◆ Allow students to set their own pace.

❖ Is this relevant to any of your BIPs?  
 ❖ Other examples?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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❖ Instructions

- ◆ Should be short and direct.
- ◆ Ask students to rephrase directions.
- ◆ Be prepared to repeat directions.

❖ Other examples?  
 ❖ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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✦ Choice

- ◆ Allow students to choose the activity to be completed.
  - For example, give students a “to do” list and let them decide which to do first, second, etc. Students are required to switch activities every 15 minutes.
  - Effective when combined with other behavioral interventions
- ◆ Other examples?
- ◆ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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✦ Productive Physical Movement

- ◆ Structure lessons to include movement.
  - For example,
    - ◆ Provide stretch breaks.
    - ◆ Ask the student to run errands.
    - ◆ Ask the student to perform classroom chores
    - ◆ Include out of seat activities (e.g., math worksheets that have the student get up and have work checked).
    - ◆ Create an “office” and allow movement within it.
- ◆ Other examples?
- ◆ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
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✦ Active vs. Passive Involvement

- ◆ Create active learning conditions.
  - For example,
    - ◆ Allow the student to hold instructional materials.
    - ◆ Allow the student to help with audio-visual aids.
    - ◆ Ask the student to write important points on the chalk board.
- ◆ Other examples?
- ◆ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✘ Distractions
  - ◆ Complete elimination of distraction stimuli is not effective.
  - ◆ Remove attractive competing alternatives
- ✘ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Setting the ADHD Child Up for Success**

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- ✘ Anticipation
  - ◆ Recognize those situation that require sustained attention and/or remaining seating for long periods.
    - These may be especially challenging.
  - ◆ Make adjustments accordingly.
- ✘ Other examples?
- ✘ Is this relevant to any of your BIPs?

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**Behavior Interventions:**  
**Contingency Management for the Student with ADHD**

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- ✘ Powerful external reinforcement
- ✘ Self Monitoring
- ✘ Token Economy Systems
- ✘ Response-Cost Programs
- ✘ Time-out

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**Behavior Interventions:**  
**Contingency Management for the Student with ADHD**

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- ❖ Powerful external reinforcement (and punishment?)
  - ◆ Need to be of a higher magnitude
    - Punishment may be needed
  - ◆ Is this issue relevant to any of your BIPs?

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**Behavior Interventions:**  
**Contingency Management for the Student with ADHD**

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- ❖ Self-Monitoring
  - ◆ Provide auditory cues to prompt behavior.
    - For example, "When the tone plays place a check (✓) if you are on-task."

	Tone 1	Tone 2	Tone 3	Tone 4	Tone 5
My Rating					
Teacher Rating					
Teacher on-task rating	=				
My on-task rating	=				
Agreement	=				

- ◆ Other examples?
- ◆ Might this be used in any of your BIPs?

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**Behavior Interventions:**  
**Contingency Management for the Student with ADHD**

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- ❖ Token Economy Systems
- ❖ Response Cost Systems
  - ◆ Keep in mind ADHD students are easily frustrated.
    - If "cost" occurs too often it may be counterproductive
  - ◆ Must include an opportunity to earn points back.
- ❖ Might this be used in any of your BIPs?

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**Behavior Interventions:**  
**Contingency Management for the Student with ADHD**

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- ✦ Time Out
  - ◆ Use least restrictive form
  - ◆ Time out from attention

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**A Specific Contingency Management Plan**  
**Example: Increasing On-task Behavior**

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Brock, S. E., Christo, C., & Cummings, C. (2004). Time on task: Classroom strategies to increase learning time. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S3: 159-162). Bethesda, MD: National Association of School Psychologists.

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**A Specific Contingency Management Plan**  
**Example: Increasing On-task Behavior**

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- ✦ A token economy program for increasing on-task behavior that can be used during seatwork and other learning situations.
- ✦ Primary components of this program include immediate reinforcers, several daily mini-conferences with the teacher, and daily and weekly rewards.
- ✦ Some have criticized token economies because of their reliance on extrinsic reinforcers.
- ✦ Others have suggested that the use extrinsic reinforcers do not negatively impact the intrinsic motivation of students as it relates to classroom tasks.

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### Beginning the Program

- ✦ Ensure that students understand program expectations and procedures.
- ✦ Behaviors to be rewarded should be operationally defined and understood by both student and teacher.
  - ◆ Specific on-task target behaviors may include *begin work immediately, work quietly, remain seated, ask good questions, complete work and follow instructions.*
  - ◆ A teacher may choose to target some or all of these behaviors.
  - ◆ Regardless, the behaviors should be framed in positive language, focusing on desired student behaviors.

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### Immediate Reinforcers

- ✦ As frequently as possible the student should be given immediate behavior-specific verbal praise
  - ◆ Comments such as “Good” or “Nice” should be expanded to include a statement specifying the desired behavior for which the student is being praised.
  - ◆ Such behavior specific verbal praise is most effective when given immediately following display of appropriate behavior(s).
  - ◆ Particular attention should also be given to increasing the amount of praise relative to the amount of negative comments.

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### Mini-Conferences

- ✦ At several times during the day the teacher has a one to two minute mini-conferences with the student.
  - ◆ The number of mini-conferences held is a decision made by the teacher. As a general rule, the more conferences held the better.
  - ◆ However, it is essential that it be feasible for the teacher to consistently provide all scheduled conferences.
  - ◆ A natural time for these conferences to be held is just before each recess and lunch period, and just before the end of each school day.

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### Daily Rewards

- ❖ If the student reaches the on-task behavior goal, one or more daily rewards, specified in a previously written behavior contract, would be given.
  - ◆ One reward possibility, that would also facilitate home-school communication, is to send home a positive note to the student's parent(s).
  - ◆ It is critical that the agreed upon reward be meaningful to the specific student.
  - ◆ If a variety of desirable rewards can be identified, an effective method for delivering reinforcement is to make each reward be a surprise.

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### Daily Reward Option

SUPER WORKER REPORT

Date: \_\_\_\_\_

Dear \_\_\_\_\_

Your child met the on-task behavior goal today. It would be appropriate for you to do something special for your child tonight to reinforce this good work.

Sincerely,

Classroom teacher

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### Weekly Rewards

- ❖ An optional component of this program involves setting a weekly goal and reward.
  - ◆ An example of such a reward might be lunch with the teacher, or a special in class activity.
- ❖ During each mini-conference, the teacher may also want to graph each week's goal attainment.
- ❖ It is important to note that especially among younger children, these long-term rewards are less effective and should not replace immediate and daily rewards and tracking of progress for any student.

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## Weekly Reward Chart

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WEEKLY CONTRACT

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Total					

My weekly total goal is

This week's total

If I meet my weekly goal, I will earn \_\_\_\_\_

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## Concluding Comments

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- ✘ When engaging in efforts to increase on-task behavior, it is important to keep in mind findings indicating that simply improving on-task behavior does not always lead to improvement in achievement.
  - Therefore, it is important to select specific behaviors that are judged to be critical to the individual student's learning.
- ✘ Finally, it is important to mention that rewards should be given only when they are clearly deserved.
- ✘ As the student's time on-task behavior increases external reward systems should be withdrawn.
  - It is important to move the student from the extrinsic motivation provided by the token economy to intrinsic motivation provided by task completion as soon as possible.

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## Coming up next

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October 26	<b>Behavioral Intervention</b> <ul style="list-style-type: none"> <li>• Behavior Support Plans</li> <li>• Schoolwide Positive Behavioral Supports</li> </ul>	<b>Required Readings</b> <ul style="list-style-type: none"> <li>• Skiba &amp; Spangor (2008, September)</li> <li>• U.S. Department of Education (2015)</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• Stoege &amp; Watson (2009), Chapter 9</li> <li>• U.S. Department of Education, Office of Special Education Programs (2010)</li> </ul> <b>Recommended video</b> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=dRrossl8arTdt=10">https://www.youtube.com/watch?v=dRrossl8arTdt=10</a></li> </ul>
November 2	<b>Behavioral Intervention:</b> <ul style="list-style-type: none"> <li>• Emergency Interventions</li> </ul>	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• Browning-Wright &amp; Cafferata (2007), Secs. 12, 13, 14</li> </ul>
November 9	<b>Behavioral Interventions:</b> <ul style="list-style-type: none"> <li>• Writing the BIP</li> <li>• Case Conferences</li> </ul>	<b>Required Readings</b> <ul style="list-style-type: none"> <li>• Browning-Wright &amp; Cafferata (2007), Section 11</li> <li>• O'Neill et al. (2015), Chapter 5</li> </ul> <b>Recommended Readings</b> <ul style="list-style-type: none"> <li>• Chandler &amp; Dalquist (2015), Chapter 11</li> <li>• Dixon et al. (2009)</li> <li>• Stoege &amp; Watson (2009), Chapter 12</li> </ul>

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