


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

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Fieldwork

- ✘ BIP should be close to being done.
- ✘ We will begin staffing these plans next week.

What is ADHD

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

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.

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

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 =	Stop Here! Have work checked
7+5 =	8+9 =	4+3 =	Stop Here! Have work checked
8+8 =	2+4 =	9+9 =	Stop Here! Have work checked
3+3 =	2+9 =	1+7 =	Stop Here! 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ Direct Instruction

- ADHD students tend to do better in teacher directed vs. independent seatwork activities.

✦ Is this relevant to any of your BIPs?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ 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]
      MI1 --- MI1a[ ]
      MI1 --- MI1b[ ]
      MI2 --- MI2a[ ]
      MI2 --- MI2b[ ]
      MI3 --- MI3a[ ]
      MI3 --- MI3b[ ]
      MI4 --- MI4a[ ]
      MI4 --- MI4b[ ]
  
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Behavior Interventions:
Setting the ADHD Child Up for Success

✦ Structure and Organization

✦ Other examples:

✦ Is this relevant to any of your BIPs?

Behavior Interventions:
Setting the ADHD Child Up for Success

- ✦ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

- ✦ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

- ✦ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ Pacing of Work

- Allow students to set their own pace.

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

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✂ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✂ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✂ 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?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ Distractions

- Complete elimination of distraction stimuli is not effective.
- Remove attractive competing alternatives

✦ Is this relevant to any of your BIPs?

Behavior Interventions:
Setting the ADHD Child Up for Success

✦ 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?

Behavior Interventions:
Contingency Management for the Student with ADHD

✦ Powerful external reinforcement

✦ Self Monitoring

✦ Token Economy Systems

✦ Response-Cost Programs

✦ Time-out

Behavior Interventions:
Contingency Management for the Student with ADHD

✦ 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?

Behavior Interventions:
Contingency Management for the Student with ADHD

✦ 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?

Behavior Interventions:
Contingency Management for the Student with ADHD

✦ 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?

Behavior Interventions:
Contingency Management for the Student with ADHD

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

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

- * 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.

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.

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.

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.

Chart for Use During Mini-Conference

Daily Tally Sheet

Work Period	Begin work immediately	Work quietly	Remain seated	Ask good questions	Work carefully	Follow instructions	Complete Assignments	Total
My daily total								<input type="text"/>
My daily total goal for this week								<input type="text"/>

Mini-Conferences

- ✦ During the mini-conference the teacher gives verbal praise for each on-task behavior demonstrated during the just completed period.
- ✦ Making use of an on-task tally sheet, the teacher would place a mark or sticker on the sheet to further reinforce on-task behavior.
- ✦ Also during the mini-conference, encouragement and instruction regarding on-task behaviors *not* displayed should be offered.
 - In addition to providing reinforcement, mini-conference focus should be on finding solutions to the off-task behavior problems.

Daily Rewards

- ✦ Before implementing the program, the teacher and student should set a daily goal.
- ✦ This goal should be written on the on-task tally sheet.
- ✦ As appropriate, the student should be encouraged to set his or her own on-task behavior goals.
- ✦ During the initial stages of the program the daily goal should be set low and at a level that ensures success and rewards relatively small approximations of the desired behavior.
 - Expectations should be gradually increased until rewards are only given for the completion of the entire assignment.

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.

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

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.

Weekly Reward Chart

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 _____

Concluding Comments

- ✦ 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.

Next Week

- ✦ Topics
 - ◆ Writing the BIP
 - ◆ Case Staffings
- ✦ Assignments
 - ◆ Read: O'Neill et al., Chapter 4
 - ◆ Read: Browning-Wright & Cafferata, Section 11
 - ◆ Read: Repp & Horner, Chapter (recommended)
