

Attention Deficit Disorder Intervention Manual Revised

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Printed in the
United States of America.

04/21



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Behavior

Number

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I. Introduction

The *Attention Deficit Disorder Intervention Manual* (School Version) was developed after repeated requests from educators for a “strategies guide” to better meet the needs of students with Attention-Deficit/Hyperactivity Disorder in our schools today. The manual is the culmination of extensive efforts to provide classroom intervention strategies for the most common characteristics of Attention-Deficit/Hyperactivity Disorder exhibited by students in school situations.

The concept of identifying the most common Attention-Deficit/Hyperactivity Disorder intervention strategies grew out of years of staffings and in-service presentations where teachers earnestly asked the question over and over again, “What do you do with a student who . . .?” It is obvious that our educators genuinely want to provide an appropriate behavioral support program for those students with Attention-Deficit/Hyperactivity Disorder, and the *Attention Deficit Disorder Intervention Manual* is designed to provide the necessary intervention strategies.

The goals and objectives in this manual were developed to serve as samples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

The goals, objectives and interventions in Section III address behaviors associated with Attention-Deficit/Hyperactivity Disorder. The interventions should serve as a guide for program development or change for any student in need of improvement. Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. Professional judgment should dictate the choice of interventions for any particular student. The student’s age, gender, and grade level are all to be considered in selecting appropriate intervention procedures. The interventions have been found

appropriate for special education as well as regular education classroom environments.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions by all teachers in all settings greatly facilitates the likelihood of student success in the educational environment. These interventions, appropriate for all educational environments, lend themselves particularly well to creating continuity across all the classes and educational settings in which the student functions.

To respond to the broad spectrum of implications related to behavior problems, the interventions contained in this manual are designed to represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables which may stimulate problem behavior. Such variables would be the amount of noise, movement, or another student who may prove particularly stimulating. Reactive interventions “teach” the student more appropriate ways to deal with his/her Attention-Deficit/Hyperactivity Disorder. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be considered first to provide a more general approach to Attention-Deficit/Hyperactivity Disorder. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the specific problem the student exhibits.

For any behavior problem exhibited by students, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groupings and seating arrangements, are often examples of factors which are inherent in the institutional structure and often contribute to problem behavior.

As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful or inappropriate behavior.

We understand that additional forms of intervention (e.g., medication) are appropriate and often necessary for the management of Attention-Deficit/Hyperactivity Disorder. This manual was designed to assist those other treatment methods by providing teachers and other caregivers with intervention strategies which will prevent much Attention-Deficit/Hyperactivity behavior and facilitate

the student's success by teaching the student to manage his/her own behavior.

The companion *Parent's Guide to Attention Deficit Disorder* was developed using the same format as this manual to be used by parents in meeting the behavioral needs of their child in the home. We hope the parent's manual will meet the same need in the homes of our children with Attention-Deficit/Hyperactivity Disorder as the school version does in the educational environment.

To all the people who have contributed to the development of the *Attention Deficit Disorder Intervention Manual*, I extend my thanks for another job well done.

S.B.M.

II. Using the *Attention Deficit Disorder Intervention Manual* in conjunction with the companion evaluation scale

NOTE: If the *Attention Deficit Disorder Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The student is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores and percentile scores are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the two characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the student scored one standard deviations or more below the mean, determine which behaviors constitute primary concern in the educational environment (the behaviors with the highest raw scores).
- Step 5: Find goals and objectives from the *Attention Deficit Disorder Intervention Manual* which represent each behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Determine those interventions from the *Attention Deficit Disorder Intervention Manual* which are most appropriate in facilitating the student's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those behaviors as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

III. Goals, Objectives, and Interventions

1 Rushes through assignments with little or no regard for accuracy or quality of work

Goals:

1. The student will improve the accuracy of school assignments.
2. The student will improve the quality of school assignments.

Objectives:

1. The student will perform school assignments with _____% accuracy.
2. The student will check school assignments to correct errors on _____ out of _____ trials.
3. The student will turn in school assignments for the teacher to proofread and provide feedback for corrections and improvement on _____ out of _____ trials.
4. The student will re-do corrected school assignments with _____% accuracy.
5. The student will have a peer check his/her school assignments and correct errors found on _____ out of _____ trials.

Interventions:

1. Allow the student to perform schoolwork in a quiet place (e.g., study carrel, library, resource room, etc.) to reduce distractions.

2. Assign the student shorter tasks while increasing accuracy and quality expectations.

3. Supervise the student while he/she is performing schoolwork to monitor accuracy and quality.

4. Provide the student with clearly stated criteria for acceptable work.

5. Have the student read/go over schoolwork with the teacher so the student can become more aware of the accuracy and quality of his/her work.

6. Provide the student with samples of work as models for acceptable levels of quality (e.g., the student is to match the quality of the sample before turning in the assignment).

7. Provide the student with additional time to perform schoolwork to achieve increased accuracy and quality.

8. Teach the student procedures for improving his/her quality of work (e.g., listen to directions, make sure directions are understood, work at an acceptable pace, check for errors, correct for neatness, copy the work over, etc.).

9. Recognize accuracy and quality (e.g., display student's work, congratulate the student, etc.).

10. Conduct a preliminary evaluation of the neatness of the student's assignment. Require him/her to make necessary changes before final grading.

11. Establish levels of expectations for accuracy and quality of assignments. Require the student to correct or redo assignments until the expectations are met.

12. Provide the student with quality materials to perform the assignment (e.g., pencil with eraser, paper, dictionary, handwriting sample, etc.).

13. Make sure that all educators who work with the student maintain consistent expectations of accuracy and quality.

14. Have the student ask questions about directions, explanations, or instructions not understood.

15. Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations, etc.).