

Parent Training

Eight Steps To Better Behavior

- Step 1: Learn to pay positive attention to your child.
- Step 2: Use your powerful attention to gain compliance.
- Step 3: Give more effective commands
- Step 4: Teach your child not to interrupt your activities.
- Step 5: Set up a home token system.
- Step 6: Learn to punish misbehavior constructively.
- Step 7: Expand your use of time-out.
- Step 8: Learn to manage your child in public places.

Nonverbal signs of approval

Hug

Pat on the head or shoulder

Affectionate rubbing of hair

Placing arm around the child

Smiling

A light kiss

Giving a thumbs up sign

A wink

Verbal signs of approval

I like it when you...

It's nice when you...

That was terrific the way you...

My, you sure act grown up when you...

You know, six months ago you couldn't do that as well as you can now – you're really growing up fast...

You did that all by yourself – way to go!

Just for behaving so well, you and I will...

I am very proud of you when you...

Hints

1. Always show your approval immediately. Don't wait!
2. Always be specific about what you like.
3. Never give a backhanded compliment.

Barkley, R.A. (2000). *Taking charge of attention deficit hyperactivity disorder: The complete authoritative guide for parents*. New York, NY: Guilford Publishing Company.

Teacher Strategies

	Hyperactivity	Impulsivity	Inattention/ Distractibility	Disorganization
Characteristics Of Child	<ol style="list-style-type: none"> 1. Fidgets with hands/feet 2. Squirms in seat 3. Shows preferences for gross motor activities 4. Shows frustration during fine motor tasks 	<ol style="list-style-type: none"> 1. Inability to delay responding. 2. Difficulty waiting turn in social and academic situations 3. Interrupts or intrudes on others 4. Emotional outbursts 5. Poor performance on tasks requiring planning (i.e. tests) 	<ol style="list-style-type: none"> 1. Difficulty filtering irrelevant sensory information 2. Attraction to novel environmental conditions 3. Initiation of sensation seeking activity when insufficiently stimulated 	<ol style="list-style-type: none"> 1. Misplaces or loses belongings 2. Difficulty handling materials with multiple pieces 3. Messy desk 4. Difficulty completing tasks 5. Overestimates time intervals 6. Haphazard, illegible penmanship
General Strategies	<ol style="list-style-type: none"> 1. Incorporation of gross motor activity into curriculum 2. Positive peer attention 3. General education teacher monitoring and feedback 	<ol style="list-style-type: none"> 1. Cognitive-behavior therapy and metacognitive self monitoring of impulses 2. Timeouts 3. Positive reinforcement using tangible or material rewards 4. Response cost/removal of reinforcers 	<ol style="list-style-type: none"> 1. Use of varied and interesting tasks 2. Use of novel qualities (i.e. color, size) to highlight important written task features 3. Moderate levels of noise (i.e. music, fan) during completion of repetitive, familiar and structured activities 	<ol style="list-style-type: none"> 1. Predictable location and labeling of classroom materials 2. Metacognitive self-talk to monitor organization 3. Use of alternate means of producing student responses
Structural Responses	<ol style="list-style-type: none"> 1. Traditional row seating 2. Placement of child in front of class and away from distractions 3. Placement of child in an area surrounded by attentive, well behaved peers 4. Cooperative learning tables for positive peer interaction 5. Quiet place in room to let off steam 6. Free seats available 	<ol style="list-style-type: none"> 1. Use of token economy system with clear display of token accumulation in the form of a progress chart 2. Charted displays of finable classroom behaviors and desired behaviors with their corresponding rewards/penalties 3. Group contingency token system progress charts 	<ol style="list-style-type: none"> 1. Movable furniture (i.e. unbolted desks/tables) to provide for classroom movement, space and transition to novel and active activities 2. Construction of classroom space for small group, whole class and center work 3. Overhead projector 4. Listening area (functions as an isolation booth) 	<ol style="list-style-type: none"> 1. Individual student mailboxes 2. Use of color coded bins for notebooks, texts and student work of the same content 3. Time clocks 4. Computers

Carbone, E. (2001). Arranging the classroom with an eye and ear to students with adhd. *Teaching Exceptional Children*, 73(1), 14-21.

The ADHD Classroom Kit: A Whole Classroom Approach for Managing Disruptive Behavior

Anhalt, K., McNeil, C., & Bahl, A. (1998). The adhd classroom kit: A whole-classroom approach for Managing disruptive behavior. *Psychology in the Schools*, 35(1), 1-10.

Labeled Praises

Component – specify behavior receiving attention

Rationale – the use of praise has been documented to increase on task and appropriate behavior in typical children and children who exhibit disruptive behaviors in classroom

Happy Faces

Component – happy faces are given to groups of children for individual and group behaviors that are compliant and prosocial

Rationale – because of their immediacy and frequency, happy faces in conjunction with labeled praises are likely to be powerful reinforcers for typical children and children with ADHD

Rewards Target Game (RTG)

Component – children earn the privilege of playing the RTG if their group has more happy faces than sad faces. RTG is played one to three times in the morning and one to three times in the afternoon. The game is intended to provide short breaks from academic tasks and stimulating rewards for appropriate behavior. A target is used when playing the game, such that children throw a ball at a number. Each number corresponds to a card that specifies a reward. Over 50% of the game cards provide activity awards that involve movement (e.g. freeze dancing), playing games (e.g. charades) and acting silly (e.g. act like favorite zoo animal). Cards also include tangible reinforcers, such as animal crackers, stickers and hand stamps. Thus, children who play the RTG do not know the type of reward they will receive and the game remains novel and stimulating.

Rationale for novel and stimulating rewards – many academic tasks may become repetitive and tedious for children with ADHD. One method for increasing motivation to focus on academic work is for rewards to be new and interesting.

Rationale for frequent breaks – purpose of the breaks is to provide an alternative to the monotonous nature of many academic tasks.

Renewed Opportunity to Play the RTG

Component – once children transition into playing the RTG, a new period of earning happy and sad faces begins. Hence, all children have an equal opportunity to participate in the RTG the next time it is played.

Rationale – an intervention that allows a child many opportunities during the day to obtain rewards increases the likelihood that the child will exhibit compliant and appropriate behavior in the future. In contrast, a reward program that involves lengthy delays between expected behavior and reinforcer is likely to be a poor motivator for students with ADHD. As children have difficulties settling into schoolwork, they are given consequences thereby eliminating any motivation to try harder in afternoon. By starting with a clean slate while the RTG is being played, students with ADHD can regain

interest in following classroom rules because the opportunity to earn a stimulating reward is renewed. Few interventions based solely on positive reinforcement are effective in reducing off task, noncompliant and disruptive behavior in children with ADHD. Some mild aversive consequences appear to be important in order to establish and maintain the compliant and prosocial behavior of children with ADHD.

Sad Face Warning Signal

Component – individual or groups of children are given a warning signal if they behave in a disruptive manner or do not follow the rules of the class. The warning signal, called the sad face warning signal, consists of the teacher calling the child's name, holding up 2 fingers and giving a 2 choice statement. The 2 choice statement means you can either improve your behavior or your group will receive a sad face. The child's name is called using a matter-of-fact, monotonous voice, and the warning signal is given with minimal attention. Before program is initiated, children are taught the meaning of the signal and the 2 choice statement.

Rationale – the warning signal in the kit was incorporated to reduce the likelihood that teacher attempts to redirect noncompliant and disruptive behavior could become reinforcing through negative attention. Any intervention that involves the use of negative attention (e.g. scolding) may be counterproductive for children with ADHD. Often, negative attention is a reinforcer for students with ADHD whose needs for stimulation are greater than those of typical peers. Thus, the warning signal serves the function of prompting children to modify their behavior without providing unnecessary negative attention.

Sad Faces

Component – following the administration of a warning signal, students who continue behaving inappropriately will receive a sad face. Sad faces are given in a matter-of-fact voice to minimize attention given to children for negative consequences. An appropriate way to provide a sad face, for example, would be to say “the kangaroos just earned a sad face”, using a neutral tone of voice with minimal negative expression.

Rationale – mild punishment procedures in token economies have resulted in increases of on task behavior and decreases in disruptive behaviors of children with ADHD. Sad faces in the kit serve as conditioned aversive stimuli because they are paired with decreasing opportunities to play the RTG. Therefore, sad faces are expected to decrease disruptive behavior. An advantage of using sad face warning signal and sad faces is that these consequences can be provided numerous times throughout the day to manage the many disruptive behaviors of ADHD children. In this manner, teachers can avoid the common trap of not providing consequences for misbehavior. When consequences are not in place for inappropriate behavior, the outcome is often a major consequence given to the child, such as removal from the room, loss of recess or suspension.

Losing the Privilege of Playing the RTG

Component – groups that have earned the privilege of playing the RTG are moved to a special area in the class. Children who do not earn the privilege of playing the game are told to remain seated. These students can watch the game being played, but are not permitted to participate. The ‘clean slate’ approach in which the teacher erases all happy

and sad faces prior to the next round of play helps to prevent and manage disruptive behavior by students who are not permitted to play the game. Nonparticipating students who are disruptive during the RTG will receive sad faces for the next round of play.

Rationale – loss of privileges is an effective method of increasing target behaviors, especially when used in conjunction with reinforcement based procedures. The loss of opportunity to play the RTG is expected to decrease the frequency of noncompliant and disruptive behaviors.

Group Leaders

Component – each group has a different leader everyday. The leader is responsible for motivating the group in following the rules. The leader can also use the warning signal when a member of the group is acting in a disruptive or noncompliant manner. Group leaders are monitored by the teacher to ensure that redirecting is appropriate. Positive redirection is reinforced with happy faces. Inappropriate redirection or criticism of another student on the part of group leader results in group receiving a sad face.

Rationale – peer monitoring of student behavior has resulted in increases in prosocial behavior and decreases in disruptive behavior on the part of the targeted student. In addition, the leader's opportunity to provide feedback and redirection to another student could possibly impact the leader's social functioning and self esteem.

Group Based Rewards

Component – a group should contain a mix of students that misbehave often and children that exhibit exemplary behavior at school

Rationale – it is expected that children will exhibit their best academic and social behavior because the provision of positive consequences (happy faces and playing the RTG) to a group of children is contingent on each member's behavior. Students will also benefit from the modeling provided by their group leaders and other group members who exhibit high rates of prosocial behavior.