

Pay Attention: ADHD Through the Lifespan

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Week 11: Home and School Management of ADHD



Homework Review

Multi-modal Treatment Approach

- Education of patient, family, school personnel
- ***Behavior management strategies***
- ***School interventions***
- Medications
- Psychotherapy: cognitive behavioral, supportive-expressive, insight oriented
- Family, couple and group psychotherapy
- Social skills groups; social support groups
- Cognitive remediation

Evidence Based Psychosocial Interventions for ADHD in Children and Adolescents

- Parent / Family Focused Treatments, especially Parent Behavioral Training
- Classroom Behavioral Interventions
- Classroom Academic Interventions
- Child-Focused Cognitive Interventions
- Social Skills Interventions

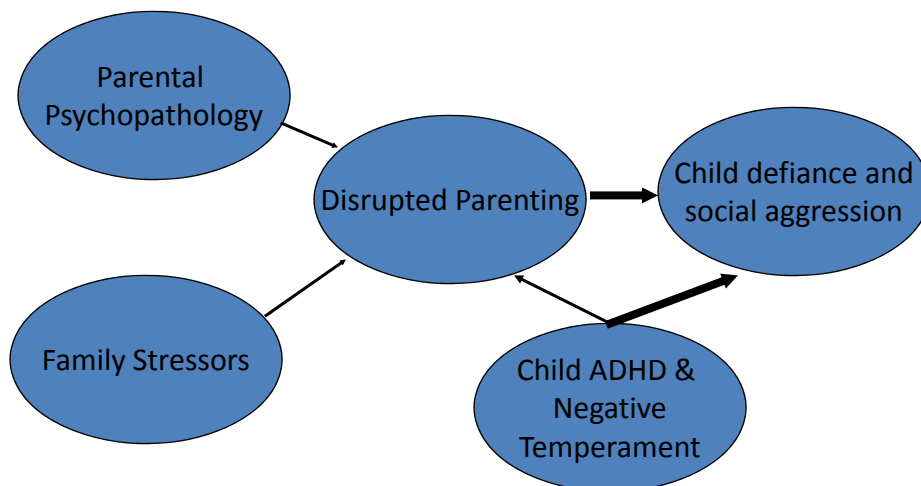
Parent-Focused Treatments

- Comprehensive Parent Behavioral Training (manuals)
 - Barkley: *Defiant Children*
 - Eyberg: *Parent-Child Interaction Therapy*
 - Greene & Ablom: *The Explosive Child; Collaborative Problem Solving*
 - Patterson & Reid: *Managing Child Behavior*
 - Phelan: *1-2-3 Magic*
 - Richfield: *Patent Coping Cards*
 - Webster-Stratton: *The Incredible Years*
- Community Parent Education (COPE) (Cunningham)
- Functional Family Therapy (Alexander)
- Multisystemic Therapy (Henggeler & Borduin)

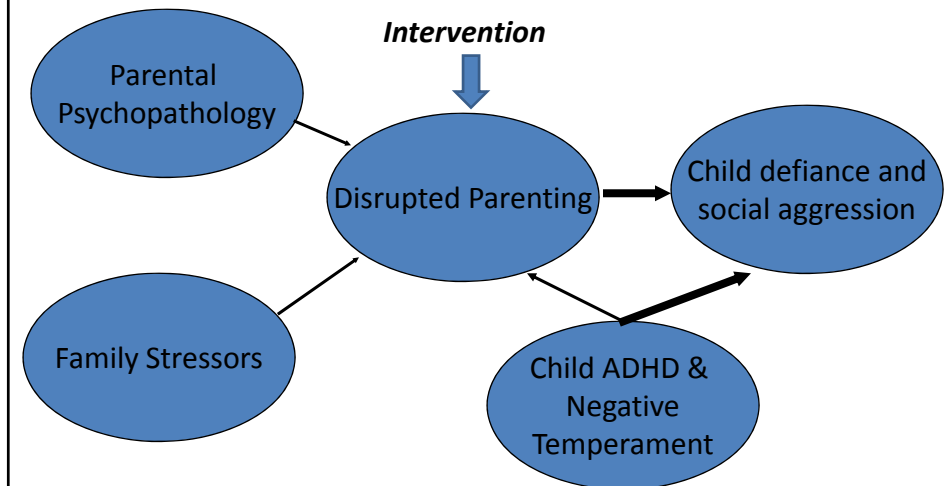
Parent Behavioral Training

- There are at least 30 published studies documenting the effectiveness of manualized Parent Behavioral Training
- Improvements seen in parent reports of child problem behaviors and in observed parent-child interactions
- Average effect size – 0.87 (highly significant)
- Many studies also showed reductions in parenting stress and in child social behavior and peer acceptance

4-Factor Model of Defiance



4-Factor Model of Defiance



Ingredients of Parent Behavioral Training

- Carefully delineating and measuring positive and negative behaviors
- Identifying key antecedents and contingencies that are reinforcing these behaviors
- Developing a plan for reinforcing positive behaviors and extinguishing negative behaviors
- Finding appropriate rewards and consequences for the child's behaviors (including token economy systems)
- Closely monitoring the child's responses to the plan

Components of Barkley's Parent Training Program

- *Step 1:* Program Orientation and Overview of ADHD
- *Step 2:* Understanding Parent-Child Relations
- *Step 3:* Improving Positive Attending Skills
- *Step 4:* Extending Positive Attending Skills and Improving Child Compliance
- *Step 5:* Establishing a Home Token/Point System
- *Step 6:* Adding Response Cost
- *Step 7:* Using Time Out
- *Step 8:* Managing Behavior in Public Places
- *Step 9:* School Issues and Preparing for Termination
- *Step 10:* Booster Session

Making Commands Effective

- Heavily Praise High Compliance Commands Initially
- Use Imperatives, Not Questions
- Go to Child, Touch, & Use Eye Contact
- Child Recites Request
- Make Complex Tasks Simpler Ones
- Make Chore Cards for Multi-Step Tasks
 - List all steps involved in task on 3x5 file card
 - Stipulate a time period on the card

Making Commands Effective

- Reduce Time Delays for Consequences
- Use Timers at Points of Performance
- Don't Assign Multiple Tasks at Once
- Praise the Initiation of Compliance
- Reward Throughout the Task
- Child Evaluates Performance at End

Transition Planning

- Before starting a new activity, STOP!
- Review 2-3 rules child needs to obey
 - Child repeats them back
- Establish an incentive or reward
- Establish the punishment to be used
- Have active behaviors for the child to do
- Start the new activity, then follow your plan
- Reward throughout the activity
- Evaluate the results with the child

Community Parent Education (COPE) (Cunningham)

- Large group sessions held in community settings (schools, churches, community centers, pediatric offices)
- Held as Parenting Skills Classes with leader taking active role in structuring parent-to-parent interactions on each topic
- Homework assigned between sessions to practice skills
- Videotapes used to demonstrate parenting errors in dealing with challenging behaviors
 - Small groups discuss errors seen in videotape
 - Large group reviews small group discussions
 - Small groups discuss alternative approaches
 - Large group generates solutions
- Dyads rehearse strategies

Components of Cunningham's COPE Workshop

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|---------------------------------------------------------------------------|--------------------------------------------------------------------|
| • <i>Session 1:</i> Information Night and Introduction to ADHD | • <i>Session 6:</i> Planning Ahead |
| • <i>Session 2:</i> Attending, Balanced Attending, Rewards Among Siblings | • <i>Session 7:</i> Token Incentive Systems Part 2 (Response Cost) |
| • <i>Session 3:</i> Planned Ignoring | • <i>Session 8:</i> Time Out From Positive Reinforcement 1 |
| • <i>Session 4:</i> Token Incentive Systems Part 1 | • <i>Session 9:</i> Time Out From Positive Reinforcement 2 |
| • <i>Session 5:</i> Transitional Warnings and "When-Then" | • <i>Session 10:</i> Closing Session |

Parent Training Strategies



<http://www.dundalkincredibleyears.ie/parents/parents-training-programme/>

Mid-Lecture Questions

Classroom Behavioral Interventions

- Behaviorally based classroom interventions improve both classroom deportment and academic performance
- Most studied interventions include
 - Clarifying rules and expectations in behavioral terms
 - Providing daily report cards
 - Utilizing contingency management strategies
- Effect sizes are in the range of 1.44 (better for behavior than for academic grades)

Classroom Management Strategies

- Allow some restlessness at work area
- Give frequent exercise breaks
- Use color-coded binders & organizing systems for classwork/homework
- Use participatory teaching methods
 - Child actively involved in teaching the lesson
- Practice skills drills on computers
- Assign a homework “study-buddy”
 - Peer tutoring at home for homework

Classroom Management Strategies

- Increase praise, approval, appreciation
 - Be a 1-minute manager
- Use a token or point system to organize consequences – to increase available rewards:
 - Get parents to send in old games/toys
 - Get a video game donated to the class
- Try team-based (group) rewards
 - (4-5 students work as a team on assignments)
- Allow access to rewards often each day
- Keep reward:punishment ratio 2:1+
- Consider a daily behavior report card

Daily Behavior Report Card

Each teacher rates each behavior at end of each class; 1=Excellent (+25), 2=Good (+15), 3=Fair (+5), 4=Poor (-15), 5=Terrible (-25)

<i>Subjects</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Class Participation</i>							
<i>Performs assigned classwork</i>							
<i>Follows class rules</i>							
<i>Gets along well with others</i>							
<i>Completes home-work assignments</i>							
<i>Teacher's Initials</i>							

Classroom Academic Interventions

- Less studied than other interventions but most seem to have moderate beneficial effects and are generally acceptable to teachers, parents and students with ADHD
- Most studied interventions include
 - Task and instructional modification
 - Homework assistance
 - Peer tutoring
 - Computer-assisted instruction
 - Strategy training
- Need more studies to determine effect sizes of these interventions

Classroom Strategies

- Make goals available in the environment
- Break down independent work into clear steps
- Teach strategies for self-help
 - Sketching out steps
 - Asking questions
- Temporally link Events-Responses-Outcomes (E-R-O)

Classroom Strategies

- Use appealing stimuli
 - Color differentiation
 - Salient visuals
 - Formatted assignments
 - Novel ways of starting lessons...
- Affix materials to the student's desk
- Provide organizational devices in the classroom
- Have the student repeat instructions back to the teacher
- Provide check in points during the lesson

Teaching Strategies

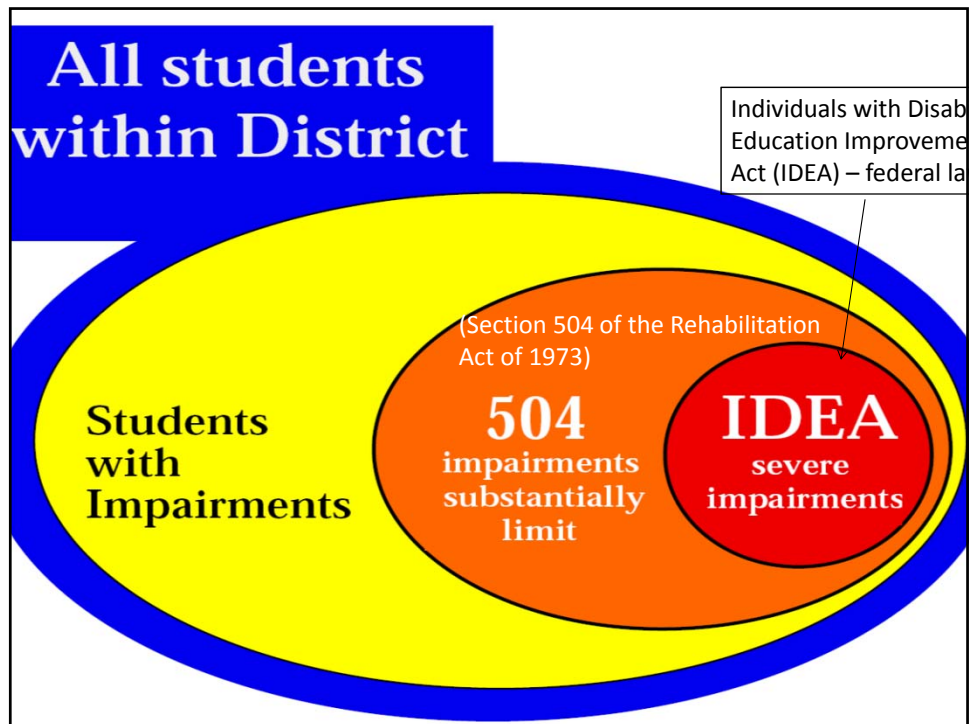
- Decrease total workload, or
- Give smaller quotas of work at a time ("chunking")
- Use traditional desk arrangement (group seating tends to add to distractions)
- Seat child close to teaching area (improves focusing)
- Target *productivity* first, accuracy later

Teaching Strategies

- Don't send home unfinished class work for parents to do - home is not the "point of performance" for class work
- Give weekly homework assignments in advance for better parent preparation
- Reduce/eliminate homework – grades 1-6
- During homework: Some noise or music benefits work performance (but deteriorates it in normal kids)

ADHD School Accommodations

- Public school students who meet criteria to receive special education are covered by the IDEA and are entitled to receive an IEP – individualized education plan.
- Students who need help (have substantial impairments) but don't qualify for special education services are covered by Section 504 of the Rehabilitation Act of 1973 and may receive school accommodations including extra time to complete assignments, homework reduction, preferential seating, etc.
- Accommodations must be based on the *specific needs* of the student and must be clearly delineated so that teachers and parents understand their purpose.



Accommodations vs. Modifications

- **Accommodations** may change **how, where,** and **when** a student accesses information.
- **Modifications** change **what** the student is expected to learn and what rubric/criteria will be used to evaluate performance.
- ADHD students often need accommodations and they may also need modifications in order to succeed at school.

Accommodations vs. Modifications

Accommodations

- Scheduling
- Seating
- Assistive Technology or Adapted Materials
- Presentation
- Response (with the same performance requirements)

Modifications

- Same activity with different performance requirements / materials
- Same activity with a focus on embedded skills
- Different activity with different materials
- Same, only less

Mid-Lecture Questions

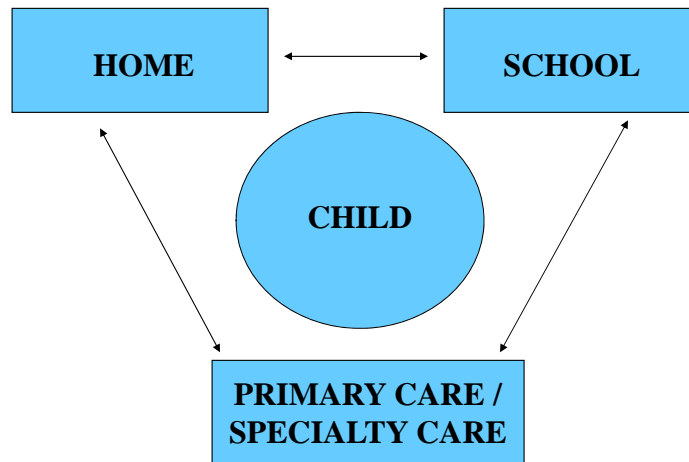
Importance of Family Involvement

- Family involvement can improve teacher-student relationships, self-regulation, and school performance
- Types of family involvement
 - Home-based emphasis on learning (literacy activities, limiting TV and video game use)
 - Family-school collaboration (home-school notes, parent conferences)
 - Involvement in school activities (PTA, classroom aide)

Developing Family-School Partnerships

- Meetings at school including caregiver(s), teacher(s), school support staff and clinician
- Conjoint Behavioral Consultation model (Sheridan & Kratochwill, 2008)
 - Problem solving model to address child educational needs
 - Affirm teacher efforts to support the child
 - Identify behavioral/academic needs in the classroom
 - Develop a plan to address needs
 - Home-school daily report cards

Collaboration between family, school, health system



Family-School Success (FSS)

(Mautone JA, Lefler EK & Power TJ, 2010)

- Focus on connecting family and school
 - Promoting family involvement in education
 - Strengthening parent-teacher relationships
- Main components
 - Conjoint (family-school) consultation
 - Daily report cards
 - Systematic homework intervention
 - Parent training



ADHD Adolescents – Areas of Concern

- Self efficacy
- Family conflicts
- School issues
 - Engagement
 - Achievement
- Peer relationships
- Medical treatment
- Comorbid disorders
- Legal issues

Common Sources of Family Conflict with ADHD Adolescents

Not doing homework	Excessive displays of anger / hostility
Staying up too late	Problematic friendships
Morning hassles / battles	Romantic involvements
Leaving a mess	Risk taking: sex, smoking, drinking,
Spending too much time on telephone / email	illicit drugs

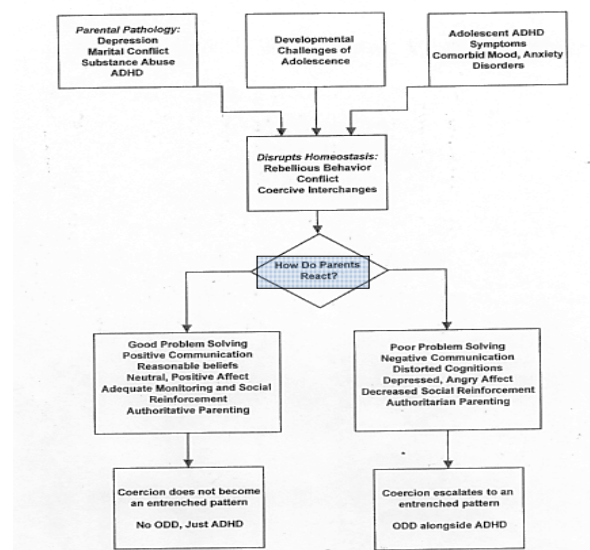
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"ADOLESCENT AUTONOMY BATTLES" IN THE CONTEXT OF DIMINISHED EXECUTIVE FUNCTION => INTENSE POWER STRUGGLES

Integrative Model of ADHD and Family Interaction

Robins A: *ADHD and Adolescents*; Guilford Press, 1998



Multidimensional Family Systems Therapy

- Cognitive Rehabilitation – to address skill deficits of ADHD adolescent
- Family Systems Therapy – to address relationship disturbances (communication and conflict resolution) in family
- CBT – to reduce cognitive distortions and negative thought-feeling-behaving patterns

Cognitive Interventions: Children and Adolescents

- Teach the child/adolescent organizational and study skills:
 - approaching school tasks in a systematic fashion (e.g. read instructions carefully)
 - keeping track of school work, instructional materials, homework, etc
 - time tracking and task-orienting techniques
- Teach the child/adolescent alternative responses to typically stress-inducing situations:
 - being directed to comply with instructions from an authority figure
 - being told “No” to a request or demand
 - not having wishes/desired gratifies immediately (i.e being frustrated)
 - having to share toys or activity space with peers and siblings

Additional Interventions for ADHD

- Problem Skills (“Life Skills”) Training
- Summer Camp Programs

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- Social Skills Training Groups (+/-)
 - Occupational Therapy (+/-)

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- Biofeedback (?)
 - Cognitive Remediation (?)

Quiz Questions