

ATTENTION DEFICIT DISORDERS INTERVENTION MANUAL

Second Edition

Stephen B. McCarney

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	Number	
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**Behavior
Number**

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**Behavior
Number**

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I. Introduction

The **Attention Deficit Disorders 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 Disorders 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 Disorders exhibited by students in school situations.

The concept of identifying the most common Attention-Deficit Disorders 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 Disorders needs, and the **Attention Deficit Disorders 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 interventions in Section IV address behaviors associated with Attention-Deficit Disorders and correspond with the goals and objectives in Section III. Section V consists of supplemental intervention strategies for teaching students with Attention-Deficit Disorders who may exhibit learning or behavior problems in addition to those which are characteristic of Attention-Deficit Disorders. 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, sex, 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 enhances 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.

In order 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 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 in order to provide a more general approach to Attention-Deficit Disorders. 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 (i.e., medication) are appropriate and often necessary for the management of Attention-Deficit Disorders. This manual was designed to assist those other treatment methods by providing teachers and

other care givers with intervention strategies which will prevent much Attention-Deficit behavior and facilitate the student's success by teaching the student to manage his/her own behavior.

The accompanying **Parent's Guide to Attention Deficit Disorders** 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 Disorders as the school version does in the educational environment.

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

S.B.M.

II. Using the *Attention Deficit Disorders Intervention Manual* in conjunction with the *Attention Deficit Disorders Evaluation Scale*

NOTE: If the **Attention Deficit Disorders Intervention Manual** is not being used in conjunction with the **Attention Deficit Disorders Evaluation Scale**, the following procedural steps need not be followed.

Step 1: The student is rated with the School Version of the **Attention Deficit Disorders Evaluation Scale**.

Step 2: Conversions of raw scores on the **Attention Deficit Disorders Evaluation Scale** are made, Sub-scale Standard Scores and Percentile Scores are determined, and the **Attention Deficit Disorders Evaluation Scale Profile** section is completed.

Step 3: Determine on which of the two characteristics (subscales) the student scores one or two standard deviations below the mean (subscale score below 7).

Step 4: Under each of those characteristics (subscales) on which the student scores one or two standard deviations 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 Disorders Intervention Manual** (Section titled: III. Goals and Objectives) which represent each behavior indicated as a primary concern on the **Attention Deficit Disorders Evaluation Scale**.

Step 6: Determine those interventions from the **Attention Deficit Disorders Intervention Manual** (section IV) which are most appropriate in facilitating the student's success and meeting the Goals and Objectives chosen in Step 5. Section V contains supplemental intervention strategies for learning and behavior problems other than those on the **Attention Deficit Disorders Evaluation Scale**.

Step 7: If there are any behaviors which are of concern on subscales other than those subscales with scores one or two standard deviations 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.

Step 9: Regular and special education teachers should implement those Intervention strategies selected to be most successful with the student. The student's progress should be monitored and regular consultation with parents and other educators should be conducted to evaluate the student's success.

A Reminder: It is not necessary to use the Goals and Objectives in this manual. Interventions may be implemented from ratings obtained from the **Attention Deficit Disorders Evaluation Scale** or from observations of the student's behavior.

IV. Interventions

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

1. Allow the student to perform schoolwork in a quiet place (e.g., study carrel, library, resource room, etc.) in order 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 in order 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 in order that the student can become more aware of the accuracy and quality of his/her work.

6. Provide the student with samples of work which may serve as models for acceptable levels of accuracy and 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 in order to achieve increased accuracy and quality.

8. Teach the student procedures for improving accuracy and quality of work (e.g., listen to directions, make certain 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 work, requiring the student to make necessary corrections before final grading.

11. Establish levels of expectations for accuracy and quality of performance and require the student to correct or repeat 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 certain that all educators who work with the student maintain consistent expectations of accuracy and quality.

14. Have the student question any directions, explanations, and instructions not understood.

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

16. Give shorter assignments, but give them more frequently. Increase the length of assignments as the student demonstrates success.

17. Structure the environment in such a way as to provide the student with increased opportunities for help or assistance on academic or homework tasks (e.g., peer tutors, seat the student near the teacher or aide, etc.).

18. Provide the student with clearly stated written directions for homework in order that someone at home may be able to provide assistance.

19. Teach the student study skills.

20. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or "office" space away from distractions, etc.). This is to be used as a means of reducing distracting stimuli and not as a form of punishment.