

## Self-Management of Classroom Preparedness and Homework: Effects on school Functioning of Adolescents with ADHD

**Description:** This intervention was designed to enhance classroom preparation skills and homework completion behaviors of middle school students with attention deficit hyperactivity disorder. Six male students with attention deficit hyperactivity disorder enrolled in a public middle school received training in self-management procedures that focused on the improvement of classroom preparation skills and homework completion behaviors. The percentage of classroom preparation skills and homework behaviors increased as a function of self-monitoring for all participants.

### Materials:

- Student log
- Self-monitoring checklist

### Definition:

- **Classroom Preparation Behavior**
  - Teachers completed a brief checklist of four classroom preparation behaviors (student seated when bell rang, student made eye contact with teacher when instruction began, student had pen or pencil on desk, and student had relevant instructional materials open when the lesson began) by indicating whether each behavior was present or absent (i.e., yes-no response format).
  - Thus, the percentage completion of these four behaviors was calculated on a daily basis. These specific classroom preparation behaviors were selected because
    - (a) teachers indicated that these were critical aspects of being prepared for classroom instruction
    - (b) these behaviors were sensitive to self-management intervention effects in a previous study
- **Homework Behavior**
  - Parents completed a brief checklist indicating the presence or absence of four behaviors (student wrote homework assignment in notebook, student wrote down items he would need to complete the assignment, student brought homework assignment book home, and student brought materials necessary to complete the assignment).
  - Teachers used a similar checklist to indicate the presence or absence of three behaviors (student completed homework assignment as requested, student brought completed assignment to class when it was due, student turned in assignment when requested).
  - The overall percentage completion of these seven behaviors was calculated on a daily basis

### Steps:

- The self-management intervention incorporated self-monitoring and self-evaluation components. There were two primary steps taken to implement this intervention, including (a) student training of self-management skills and (b) monitoring the students' use of those skills. Students were instructed in these skills during the training phase and implemented by the participants during the monitoring, fading, and maintenance phases of the intervention.

### Training Phase:

1. Participants met individually with a school psychologist (first author) for 15-min sessions in the afternoon after completion of the school day for 3 consecutive days.

2. During the first day of training, the school psychologist presented each student an explanation and rationale for self-management.
  - a. In addition, students were informed of their current classroom functioning in regard to class preparation and homework behavior based on baseline data collection.
3. The self-management procedures were taught to students to be used in their targeted academic classroom and with their homework routine.
4. On the second day, students were instructed to begin self-managing their class preparation and homework behaviors.
5. Participants were provided with two forms of the self-management plan:
  - a. (a) the student log
  - b. (b) the self-monitoring checklists.
6. During this training session, the students were taught to self-monitor and record their behavior by checking off the behaviors on the classroom preparation behaviors checklist and homework behavior checklist.
7. Modeling and practice exercises were also conducted on the third day of training. Students were provided with feedback based on their performance during these exercises.
8. The student log served the purpose of self-evaluation.
  - a. Self-evaluation required students to calculate the number of behaviors they had adhered to on the self-monitoring forms.
9. The students also were required to log the behaviors that aided in accomplishing or compromising their goals, and what could be done more effectively.
  - a. This helped the students both to recognize problematic areas and problem solve how to correct and improve upon these areas
10. A Likert-type scale (ranging from 0 [no effort/ total dissatisfaction] to 5 [best effort/total satisfaction]) was used for the students to evaluate the satisfaction they had with their effort.

**Monitoring Phase:**

11. The school psychologist met with each student daily to monitor and assess the implementation of his skills.
  - a. These sessions required students to critique their self-monitoring forms and write a brief self-evaluation in their student logs.
12. After students completed writing in their logs, the school psychologist provided feedback regarding compliance with goals and assisted students in areas in which they did not meet goals.
  - a. Each week students established new goals when meeting with the school psychologist.
13. The monitoring phase continued individually with each participant until students demonstrated 100% of the behaviors on the preparation and homework checklists for 4 out of 5 consecutive days in their target classrooms.

**Maintenance Phase:**

14. Students engaged in self-management
  - a. However, they only met with the school psychologist once per week.
15. After students engaged in 100% of classroom preparation and homework behaviors as indicated on the checklist for at least 4 out of 5 consecutive school days, they were given the choice to cease the written portion of the self-management plan (i.e., checklists and log).

**Reference:**

Gureassko, DuPaul, & White. (2007). Self-Management of Classroom Preparedness and Homework: Effects on School Functioning of Adolescents With Attention Deficit Hyperactivity Disorder. *School Psychology Review*, Vol. 36, Issue 4