

Learning Disabilities – A.A. 2015-2016

INTERVENTION OF ADHD

SCHOOL INTERVENTION FOR ADHD

- ⚡ Context and Antecedent manipulation
 - + Emphasize rules
 - + Make more explicit the instructions
 - + Adapt the work load
 - + Give the possibility of choosing
 - + Favour peer tutoring and cooperative learning

SCHOOL INTERVENTION FOR ADHD (CONT.)

⚡ Manipulation of consequences

- + Token
- + Verbal reinforcements
- + Response cost
- + Time Out
- + Self-management

PARENT INVOLVEMENT: INTERACTION SCHOOL-FAMILY

EXAMPLE OF DAY REPORT

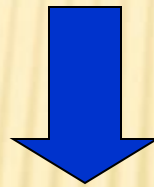
Lesson hours

Comportamento:	1	2	3	4	5	6	7
Partecipazione in classe							
Performance della classe							
Seguire le regole della classe							
Andar d'accordo con altri							
Qualità di compiti a casa							
Iniziali dell'insegnante							
Commenti di rimando							

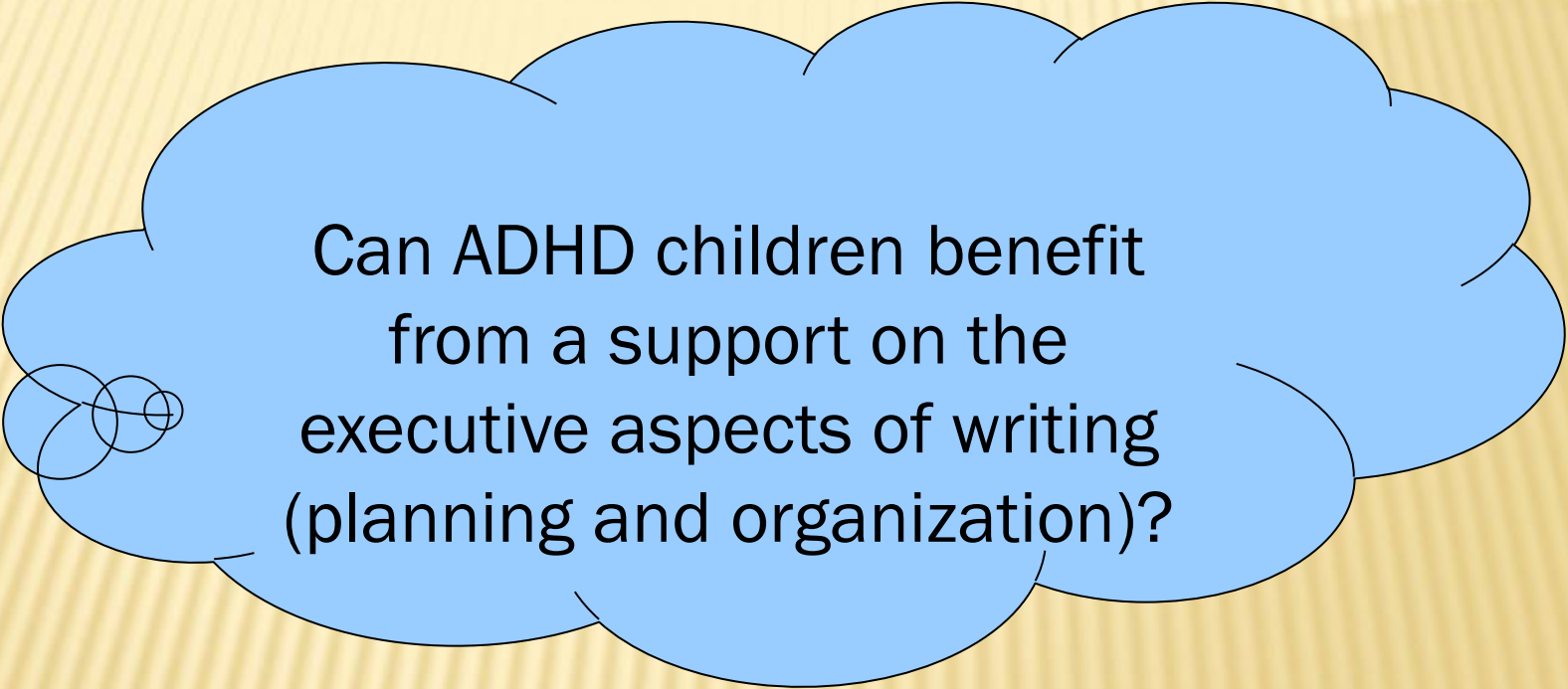
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- ✘ Parent training focused on educational strategies
 - ✘ Parent groups focused on parents psychological aspects

INTERVENTION ON ACADEMIC SKILLS: AN EXAMPLE ON WRITING

problems of ADHD children in writing skills could depend on their difficulties in planning, producing ideas, organization



A research that tried to help children in the planning-and- organization phase of writing in order to verify an eventual improvement of writing skills



Can ADHD children benefit
from a support on the
executive aspects of writing
(planning and organization)?

STUDY A: A GUIDE IS NOT SUFFICIENT

Objective

Supporting ADHD children in the planning phase of writing with a **guide-scheme** in order to improve their performance in a writing task

Participants

2 groups (ADHD and Controls) of primary school (23 males and 10 females), matched for age, IQ, sex, social and cultural background, no children with ODD and CD or with reading or mathematical impairments

Tasks and procedure

Children had to write two letters to two French twins

Two conditions: with facilitation (with the guide-scheme)
without facilitation (without guide-scheme)

Conditions (with facilitation vs. without facilitation) and title of the letter were counterbalanced across participants

MAIN RESULTS

- ✘ Differently from what could be predicted on the basis of the traditional teaching procedure, a guide-scheme did not represent a facilitation for children
- ✘ The pattern of results was very similar for both groups of children, even if ADHD children had a general worse performance than controls
- ✘ Probably children had not ever used a similar facilitation, then they spent all their cognitive resources in understanding or following the guide-scheme, rather than in building a better essay

STUDY B

Objective

Supporting ADHD children in the planning and organization phase of writing with a **guide-scheme** improves their performance in a writing task, if preceded by a training

Participants

2 groups of 35 children of primary school (24 males e 11 females) matched for age, IQ, sex, social and cultural background, no children with ODD and CD. No children with reading or mathematical impairments

Tasks: the same two letters of Study 4

Procedure:

1. Condition without facilitation
2. Training
3. Condition with facilitation



DEPENDENT VARIABLES

Variables related to the quality of the text:

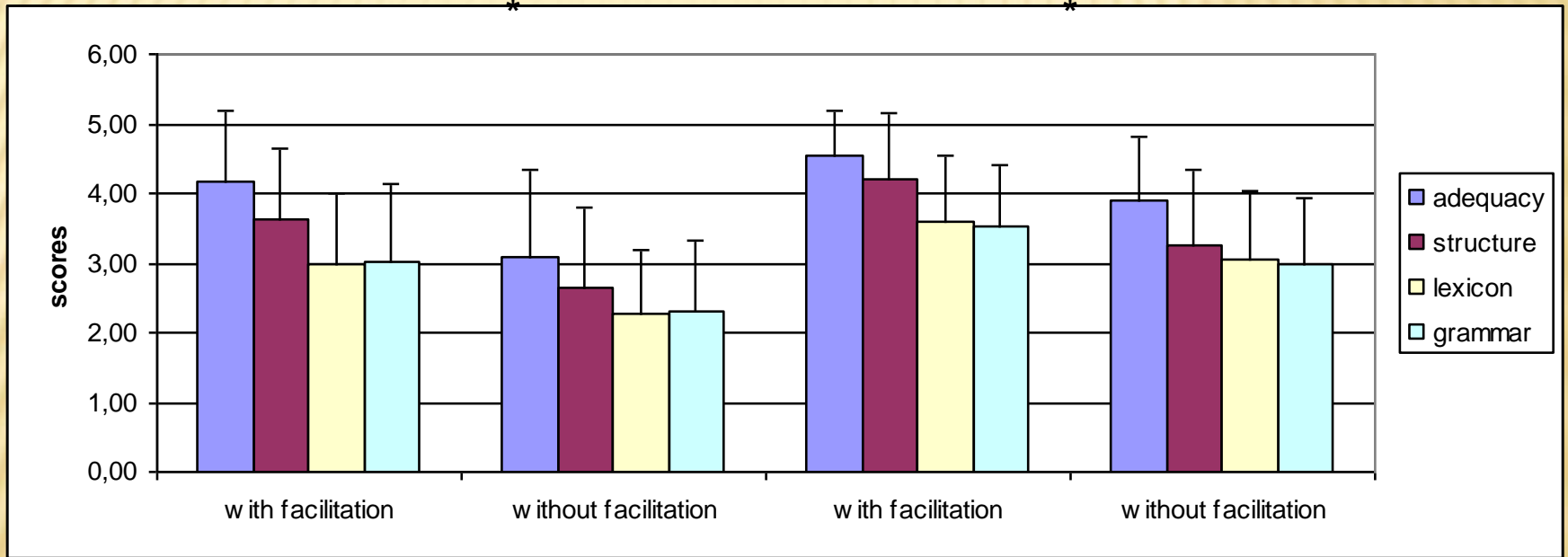
- ✘ Adequacy, Structure, Lexicon and Grammar
- ✘ **Richness of ideas**

Quantitative parameters:

- ✘ Number of words
- ✘ Number of errors (%)

Quality of the text: ADHD vs Controls

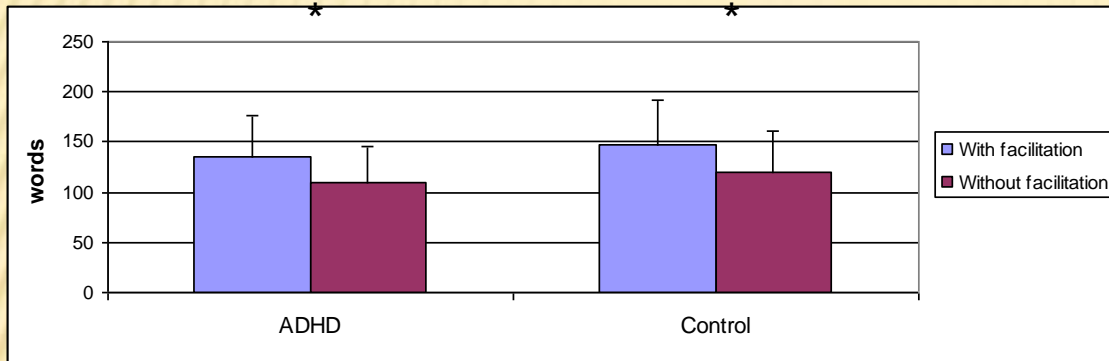
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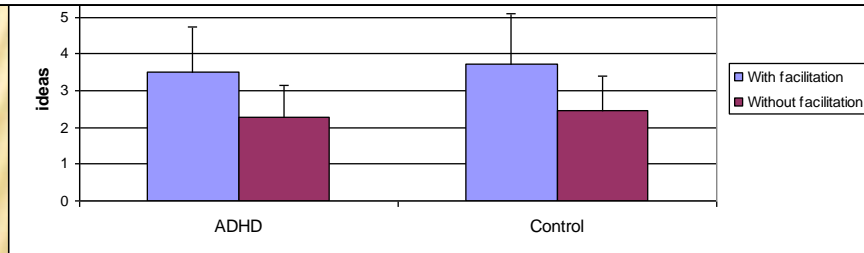
ADHD

Controls

TOTAL WORDS AND RICHNESS OF IDEAS: ADHD VS CONTROLS

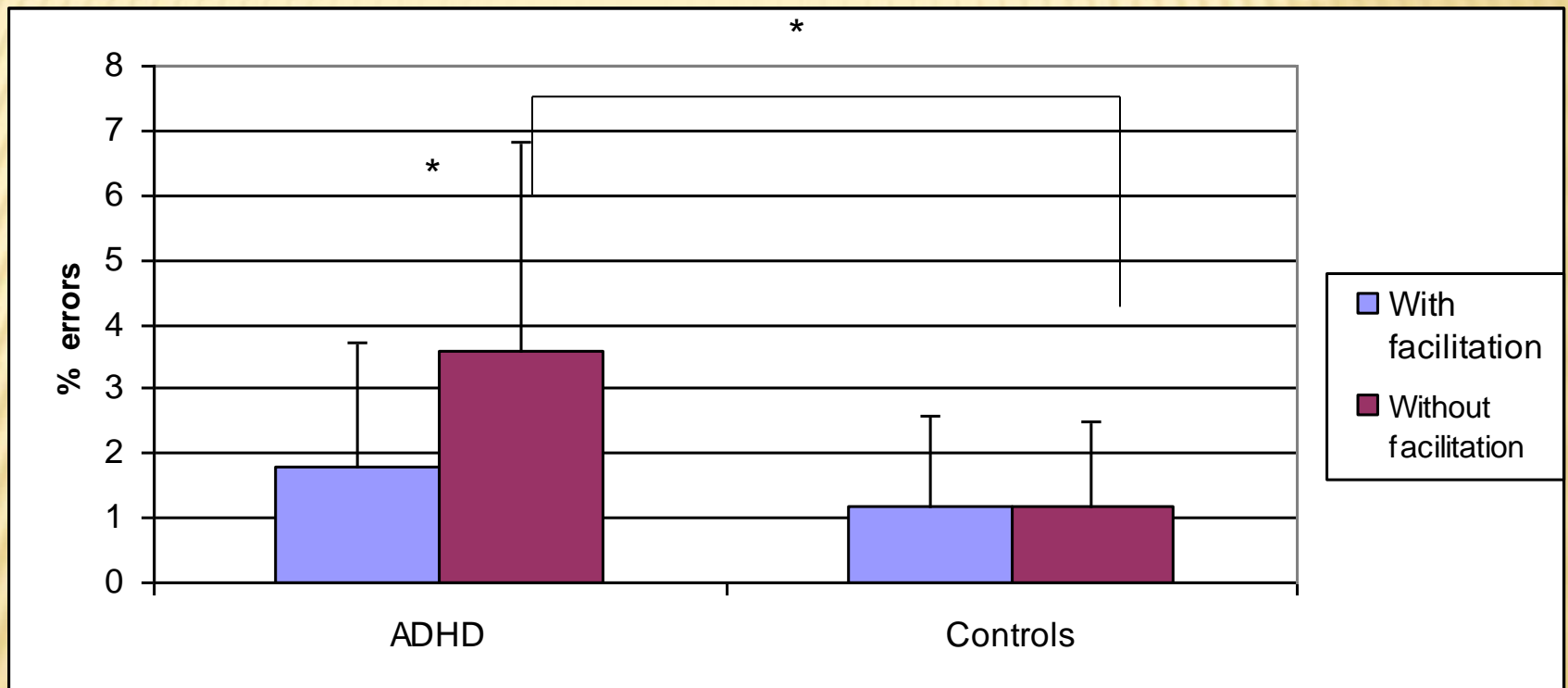


Total Number of Words



Richness of Ideas

PERCENTAGE OF ERRORS: ADHD VS CONTROL



CONCLUSION OF STUDY B

- ✘ In general children of both groups took advantage from the use of the guide-scheme
- ✘ Quality of essays of both groups was better with guide-scheme than without it, even if ADHD children made worse than controls
- ✘ With guide- scheme children wrote more and produced more ideas
- ✘ In the condition with facilitation ADHD children made less errors and we did not find any significant difference between groups

General Conclusion

First Part

Studies 1, 2, 3



ADHD children have **general** writing difficulties, in particular on:

- Organization of concepts
- Planning
- Production of ideas
- Richness of lexicon
- Orthographic and spelling errors

In addition, ADHD children:

- Write very short text
- Use few adjectives and subordinates
- Make many repetitions

All these problems seem to be independent of the type of essay and of the type of instructions

BEHAVIORAL INTERVENTION

BEHAVIORAL INTERVENTION

CLASSWIDE PEER TUTORING (DUPAUL)

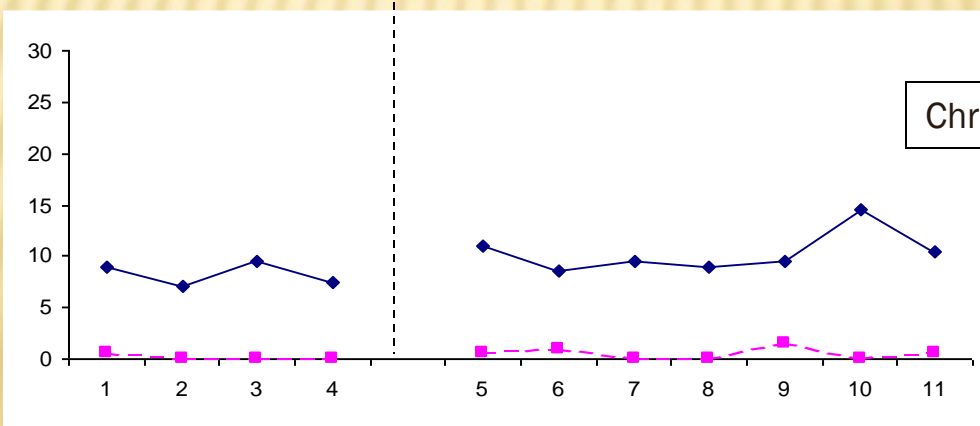
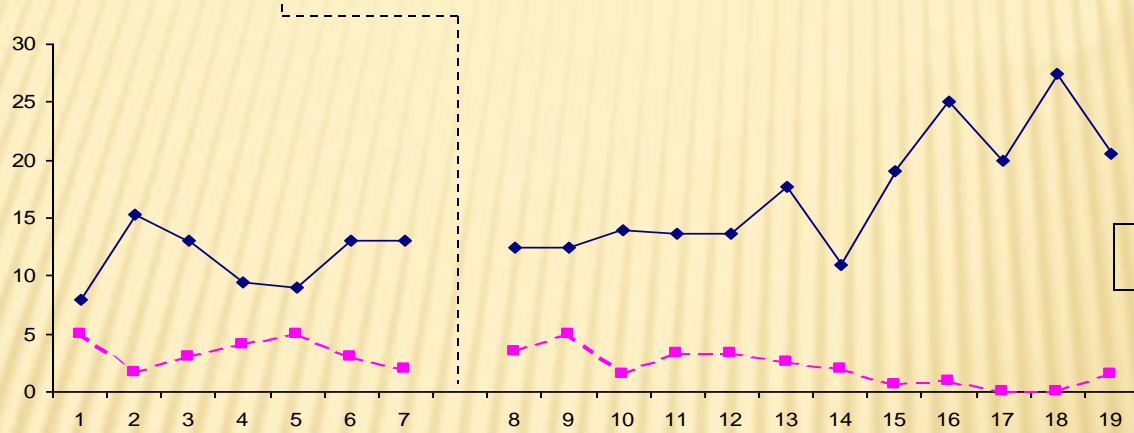
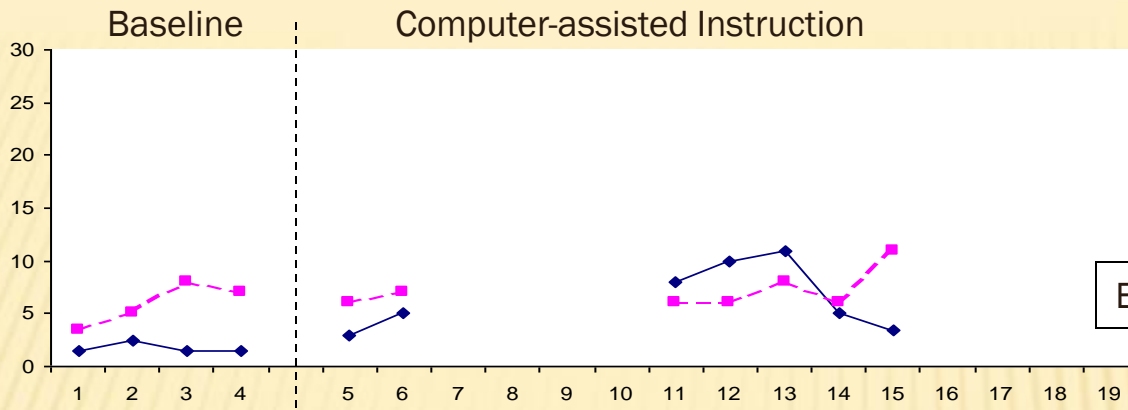
- ⌘ Divide the class in pairs
- ⌘ Give school tasks
- ⌘ Alternate tutoring
- ⌘ Give immediate feedbacks
- ⌘ Monitor the progresses and give reinforcements
- ⌘ Change every week the pairs

EFFECTS OF CWPT IN ADHD (DUPAUL ET AL., 1998)

- ✘ 18 children of different grades with ADHD
- ✘ CWPT increases effort and reduces behaviors off-task
- ✘ 50% of ADHD children improve achievement
- ✘ High satisfaction of children and teachers

CAI (MAUTONE, DUPAUL, & JITENDRA, 2005)

- ✘ 3 students with ADHD between grades 2 and 4
- ✘ CAI = Math Blaster software 15 min X 3 days per week



Fluency
In Calculation

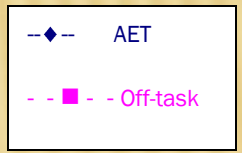
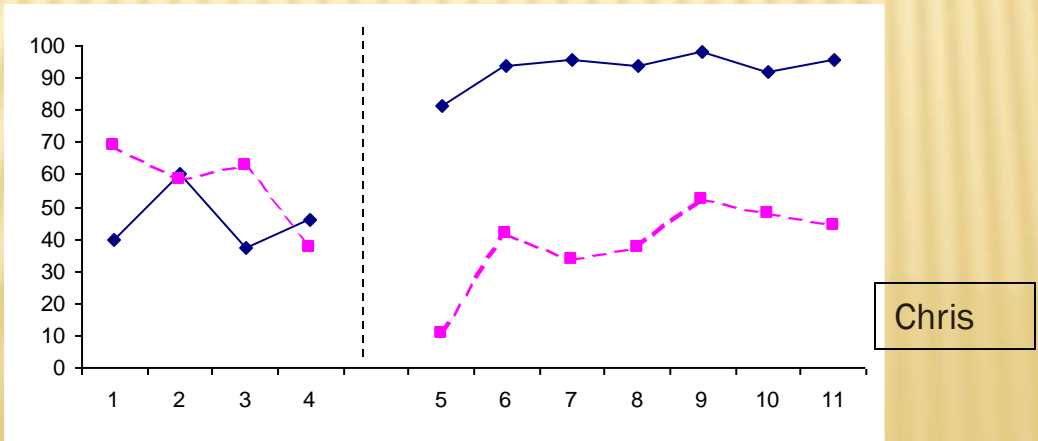
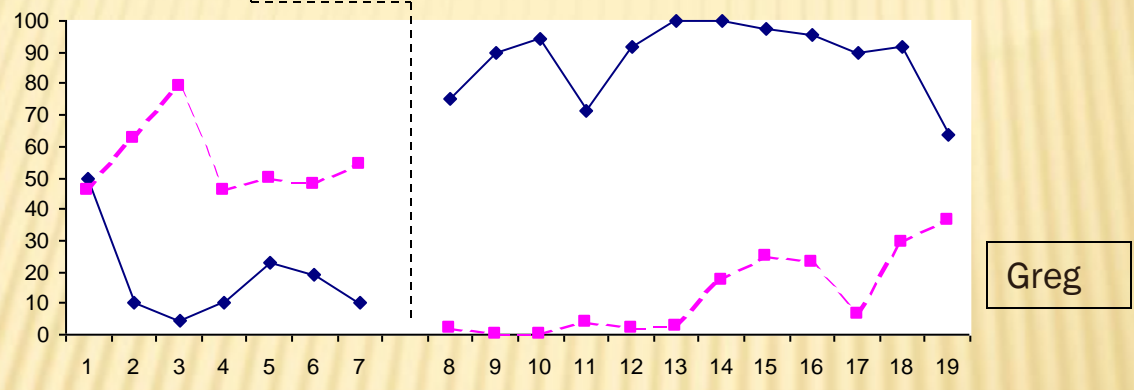
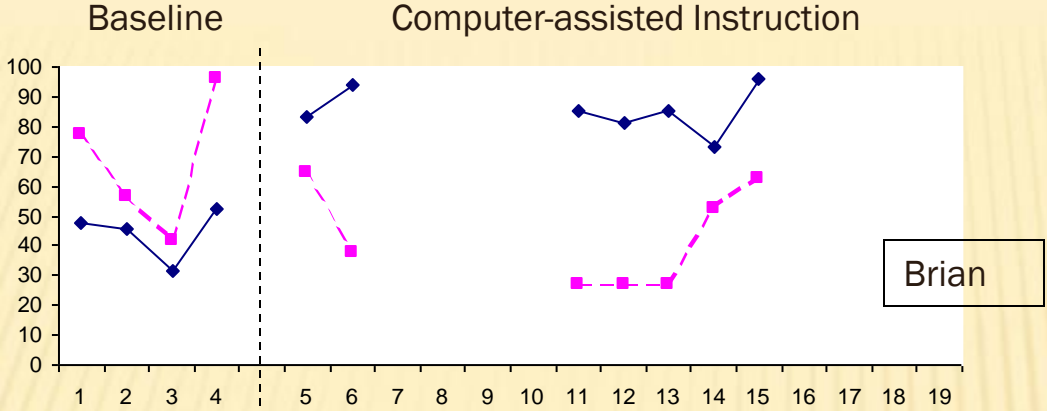
Brian

Greg

Chris



Dati Osservativi



SELF-MEDIATED STRATEGIES

SELF-MONITORING IN ADOLESCENTS (GUREASKO, DUPAUL, & WHITE, 2006)

NEUROPSYCHOLOGICAL INTERVENTION