Enhancing the Individualized Education Programs of Children with ADHD Using a Daily Report Card Procedure

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INTRODUCTION

- Approximately one in twenty elementary school-aged children are diagnosed with attention-deficit/hyperactivity disorder (ADHD) (APA, 2010).
- Children with ADHD exhibit developmentally inappropriate levels of attention, impulsivity, and activity, and these behaviors result in significant academic and social impairments in school settings, including poor academic productivity and achievement, disruptive classroom functioning, and negative social interactions with teachers, other school staff, and peers.

DAILY REPORT CARDS FOR CHILDREN WITH ADHD

- The treatment of ADHD in school settings is notable in that there are explicit psychosocial interventions that are evidence-based for schools. Foremost amongst these is the daily report card (DRC; DuPaul & Eckert, 1997). Fabiano et al. (under review; Pelham & Fabiano, under review; Pelham, Whalen, & Chronis, 1996). The DRC is an operationalized list of a child's target behaviors and includes specific criteria for meeting each behavior goal.

STUDY DESIGN CHARACTERISTICS

- The study will include 48 children diagnosed with ADHD who currently had IEPs in school (i.e., 30 participants per cohort). Children are between 6-12, in grades 1-6, and boys vs. girls). The DRC was initiated with the teacher each day and used as a measure of weekly functioning. The ITBE will not be sent home to the child's parents. Teachers in the IEP alone group will be prompted to work with the child the same way they would with any other child who has an IEP or 504 Plan.

MEASURES

<table>
<thead>
<tr>
<th>Domain</th>
<th>Source</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral</td>
<td>Blind Observer</td>
<td>Classroom observational IRS SSRS</td>
</tr>
<tr>
<td>Parent</td>
<td>Iowa Conners Parent IO WA</td>
<td>Conners</td>
</tr>
<tr>
<td>Teacher</td>
<td>Iowa Conners Teacher IO WA</td>
<td>Conners</td>
</tr>
<tr>
<td>Unobtrusive Behavioral</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

DISCUSSION

- This study is one of the first to investigate the development of an intervention specifically for children with ADHD in special education placements. The study is currently investigating the efficacy of an enhancement to special education services for children with ADHD based on evidence-based interventions for the disorder.

Please email Greg Fabiano (fabiano@buffalo.edu) if you are interested in obtaining a copy of this presentation or downloading it from the Center for Children and Families website.

http://cfc.buffalo.edu

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