INTRODUCTION

One in twelve children and adolescents in the United States is diagnosed with attention-deficit/hyperactivity disorder (ADHD; APA, 2000). Children with ADHD exhibit developmentally inappropriate levels of attention, impulse control, and activity modulation, and these behaviors result in significant academic and social difficulties. ADHD is estimated to affect over 4.4 million school-aged children in the United States (Chambers, Shkolnik, & Perez, 2003; DuPaul & Stoner, 2004; Kelley, 1990; O'Leary & Pelham, 1978; O'Leary, Pelham, Rosenbaum, & Price, 1976; Pelham, unpublished data; Pelham, Fabiano, & Massetti, 2007; Pelham et al., 2001). Pelham, Wheelock, & Chmielewski, 1998; U.S. Department of Education, 2004), and it is a co-occurrence disorder along with a long tradition of using contingency management with children with disruptive behavior in educational settings (e.g., Hopko & Witherell, 1988).

Participants

The study included 63 children diagnosed with ADHD who currently had IEPs in school. Children were between 6-12 in grades 1-6, and had IQ >70. Recruited via radio and newspaper advertisements, mailings, and notices distributed in schools.

Procedures

Participants were randomly assigned to: (1) IEP as usual; or (2) IEP + Behavioral Consultation as shown in the Figure 1 above. Observational data was analyzed using a repeated measures MANOVA, with group (IEP vs. IEP+BC) and time (baseline, endpoint) as the within subject variable.

Study outcomes

Thirty-six children were randomized into the study, and 60 participated, yielding a participation rate of 90%. 100% of IEP/IEP-BC group attained three parent sessions to establish home rules for the DRC and discuss and implement parenting strategies for homework time. Teachers completed the ITBE each day and sent a copy for each child to the researcher each week. In the IEP group, teachers sent the DRC home to provide the parent feedback, and the parent wrote in the received feedback and signed it each evening. The DRC was then sent back to the teacher, and a copy sent to the researcher each day. The DRC itself, and the parent record of progress, was used as a manipulation check for the DRC group.

Results

For each child, these observations were conducted by observers blind to study conditions and were assessed at baseline and in May 2003, the IEP+BC group yielded a significant average decrease in the number of rule violations compared to the Monitoring group. However, the IEP group showed no significant change.

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 treatments for the disorder.

References


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