

# Home and School Management

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## Sources:

Barkley, R. A. (2006) *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (3<sup>rd</sup> ed.). New York: Guilford.

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# Empirically Proven Treatments

- Parent Education About ADHD
- Parent Training in Child Management
  - Children (<11 yrs., 65-75% respond)
  - Adolescents (25-30% show reliable change)
- Family Therapy for Teens: Problem-Solving, Communication Training (30% show change)
  - Best to combine it with BMT to reduce drop outs



# Psychopharmacology

## ■ Stimulants

- Methylphenidate (Ritalin, Concerta, Focalin, Medadate, Daytrana)
- Amphetamine (Dexedrine, Adderall, Vyvanse)
- Pemoline (Cylert) (removed from US market)

## ■ Norepinephrine Reuptake Inhibitors

- Atomoxetine (Strattera)

## ■ Other Noradrenergic Medications

- Bupropion (Wellbutrin)

## ■ Tricyclic Anti-depressants (e.g., desipramine)

## ■ Anti-hypertensives (e.g., Catapres, Tenex)



# Empirically Proven Treatment

- Teacher Education About ADHD
- Teacher Training in Classroom Behavior Management
- Special Education Services (IDEA, 504)
- Regular Physical Exercise\*
- Residential Treatment (5-8%)
- Parent/Family Services (25+%)
- Parent/Client Support Groups (CHADD, ADDA, Independents)

\*Allison, D. B., Faith, M. S., & Franklin, R. D. (1995). Antecedent exercise in the treatment of disruptive behavior: A meta-analytic review. *Clinical Psychology: Science and Practice*, 2, 279-304.

# Experimental Psychosocial Treatments (in need of further research)

- Biofeedback (EEG) (Lubar, Univ. of Tennessee)\*
  - Numerous positive clinical studies but all suffer serious flaws in their methods
  - 2 randomized trials found no real benefits
- CogMed – cognitive training of working memory (Torkel Klingberg, Karolinska Institute, Stockholm)
- Time Management and Organization Training for School (Abikoff, NYU Medical School)
- After School Supplemental Training for Teens (Smith, Univ. of South Carolina)
- Group Cognitive Behavioral Training of Adults with ADHD (Safren, Harvard Medical School; Ramsay & Rothstein, Univ. of Pennsylvania)

\*Loo, S. & Barkley, R. A. (2005). Clinical utility of EEG in attention deficit hyperactivity disorder. *Applied Neuropsychology*, 12, 64-76.



# Unproved/Disproved Therapies

- Elimination Diets – removal of sugar, additives, etc. (Weak evidence)\*
- Megavitamins, Anti-oxidants, Minerals\*
  - (No compelling proof or disproved)
- Sensory Integration Training (disproved)\*\*
- Chiropractic Skull Manipulation (no proof)
- Play Therapy, Psycho-therapy (disproved)
- Self-Control (Cognitive) Training in children (disproved)
- Social Skills Therapies (in clinic)
  - Better for Inattentive (SCT) Type and Anxious Cases

\*Chann, E., Rappaport, L., & Kemper, K. J. (2003). Complementary and alternative therapies in childhood attention and hyperactivity problems. *Journal of Developmental and Behavioral Pediatrics*, 24, 4-8.

\*\*Vargas, S., & Camilli, G. (1999). A meta-analysis of research on sensory-integration treatment. *Journal of Occupational Therapy*, 53, 189-198.





# Why Use Psychosocial Treatment?

- Combination often results in greater effectiveness than single modality treatment
- Better prepares parents and teachers for managing the ADHD child when off medication or when non-ADHD behavioral problems exist
- Addresses comorbid disorders where medications may have little or no effects (LD, CD, MDD, anxiety disorders, etc.)
- Can result in lower doses of medications while achieving same level of effectiveness as do higher drug doses used alone
- May address specialty populations where parent or child skill deficits exist due to low socioeconomic status or educational inopportunity
- Enhances parent-teacher consumer acceptability of treatment



# Counseling Parents

- Review ADHD: Nature, Causes, Course, and Treatments (Proven and Unproved)
- Discuss ADHD as a Chronic Handicapping Condition (i.e. diabetes)
- Alert Them to Potential Grief Reaction
- Change Expectations (30% rule <24 yr)
- Modify Settings: Points of Performance
- Encourage Acceptance & Advocacy
- Encourage Routine Aerobic Exercising





# 18 Great Ideas for Management

- Parents are Shepherds, Not Engineers
- Reduce Delays, Externalize Time
- Externalize Important Information
- Externalize Motivation (Think win/win)
- Externalize Problem-Solving
- Use Immediate Feedback
- Increase Frequency of Consequences
- Increase Accountability to Others
- Use More Salient & Artificial Rewards



# More of the 18 Great Ideas

- Change Rewards Periodically
- Touch More, Talk Less
- Act, Don't Yak
- Keep Your Sense of Humor
- Use Rewards Before Punishment
- Anticipate Problem Settings
  - Make A Plan
- Keep A Sense of Priorities
- Maintain a Disability Perspective
- Practice Forgiveness
  - (Child, Self, Others)



# Parent Training

1. Review of ADHD
2. Explain the 4-factor model of ODD
3. Improve parental attending skills
4. Improve attending to compliance and command effectiveness
5. Decrease disruption, increase independent play (Shaping with frequent reinforcement)
6. Establish a Home Token System
7. Improve Punishment Tactics
  - Fines, time outs, and isolation to bedroom
8. Trouble-shooting Disciplinary Tactics
9. Managing Children in Public Places
  - Transition planning
10. Helping at School: Daily Behavior Cards
11. Review of Skills - Future Problems
12. 1-month Booster Session

Enhances routine clinical care that uses just medication and/or parent counseling.  
Reduces parent-child conflict and internalizing symptoms but not ADHD symptoms.

From Barkley, R. A. (1997). *Defiant Children: A Clinician's Manual for Parent Training*. New York: Guilford Publications.

Also: Barkley, R. & Benton, C. (1998). *Your Defiant Child*. New York: Guilford.



# Predictors of Positive Responding

- Family income: lower income families show less response
- Severity of child behavior: More severe cases do less well; children with high and stable callous-unemotional (CU-psychopathic) traits especially so\*
- Parental ADHD predicts low success
- Maternal Psychopathology: More impaired parents do less well
- Parent education: less educated parents do not respond as well
- Degree of prediction, however, is very weak for all but family income, parental ADHD, and child CU

\*Hawes, D. & Dadds, M. (2007). *Journal of Clinical Child and Adolescent Psychology*, 27(3), 347-355



# Problem Solving & Communication Training

- I. Problem-solving training – focus on 6 steps to resolving disputes
- II. Communication training – focus on increasing positive communication styles, reducing negative ones
- III. Changing Unreasonable Beliefs – identify and change irrational or extreme parent and teen beliefs

From Barkley, R., Edwards, G., & Robin, A. (1999). *Defiant Teens: A Clinician's Manual for Family Training*. New York: Guilford.

Also: Barkley, R., Robin, A., & Benton, C. (2008). *Your Defiant Teen*. New York: Guilford



# Classroom Management of ADHD





# Basic Considerations

- Have a school ADHD liaison for parent-teacher coordinated care
- Don't retain in grade!
- Sept is to establish behavioral control
- Decrease total workload, or
- Give smaller quotas of work at a time
- Use traditional desk arrangement
- Seat child close to teaching area



# More Basic Considerations

- Target productivity first, accuracy later
- Don't send home unfinished class work for parents to do - home is not the “point of performance” for class work
- Give weekly homework assignments in advance for better parent preparation
- Reduce/eliminate homework – grades 1-6
  - Overall correlation with achievement is just .15-.25 (just 2-6% of variance in achievement) across all grades and weaker in elementary grades\*
  - For high school, best amount was 1.5-2.5 hrs/night; more hours had no further benefits\*
- During homework: Some noise or music benefits work performance (but deteriorates it in normal kids)\*\*

\*Cooper, Robinson, & Patall (2006). *Review of Educational Research*, 76(1), 1-62.

\*\*Soderlund et al. (2007). *Journal of Child Psychology and Psychiatry*, 48, 840-847.

# Peer Tutoring

- Create & distribute scripts (work sheets)
- Teach any new concepts and skills to class
- Provide initial instructions for work, then
- Break class into dyads
- Have one student tutor & quiz the other
- Circulate, supervise, and coach dyads
- Alternate tutor/student roles in dyad
- Re-organize into new dyads weekly
- Graph & post quiz results



# Classroom Management Tips:

- Allow some restlessness at work area
- Give frequent exercise breaks
- Get color-coded binders & organizing systems for classwork/homework
- Use participatory teaching methods
  - Child actively involved in teaching the lesson
- Practice skills drills on computers
- Try laminated work slates, not hands in air and fastest responder wins
- Assign a homework “study-buddy”
  - Peer tutoring at home for homework



# More Classroom Suggestions:

- Intersperse low with high appeal activities
- Be more animated and theatrical
- Touch when praising, reprimanding, or instructing
- Schedule the most difficult subjects in AM
- Use direct instruction, programmed learning, or highly structured materials
- Have child choose initial work goal
- Train keyboarding in early grades
- Give after-school help-sessions, tutoring, books on tape, videos, etc.
- Require continuous note-taking during lectures & while reading



# Increasing Incentives

- Increase praise, approval, appreciation
  - Be a 1-minute manager
- Use a token or point system to organize consequences
- Get parents to send in old games/toys
- Get a video game donated to the class
- Try team-based (group) rewards
  - (4-5 students work as a team on assignments)
- Try a tone-tape with self-rewards
  - Variable interval schedule of tones played during desk work periods
  - When tone sounds, child self-rewards points
  - Teachers monitor for cheating
- Allow access to rewards often each day
- Keep reward:punishment ratio 2:1+
- Consider a daily behavior report card





# A Daily Behavior Card

Each teacher rates each behavior at end of each class; 1=Excellent (+25), 2=Good (+15), 3=Fair (+5), 4=Poor (-15), 5=Terrible (-25)

<i>Subjects</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Class Participation</i>							
<i>Performs assigned classwork</i>							
<i>Follows class rules</i>							
<i>Gets along well with others</i>							
<i>Completes home-work assignments</i>							
<i>Teacher's Initials</i>							



# Externalizing Rules and Time

- Try transition planning
- Post rules on posters for each work period
- 3-sided stop sign for rules for young kids
  - red = lecture rules
  - yellow = desk work rules
  - green = play rules
- Laminated color-coded card sets placed on desk with a card of rules for each subject or class activity
- Child restates rules at start of each activity
- Use timers, watches, taped time signals, etc.



# The Punishment Hierarchy

- Mild, private, direct reprimands work – personalize it
- Swift justice is the key to discipline
- “Do A Task” (a variation on time out)
  - Desk at back of class with worksheets
  - Child told what they did wrong and given a number
  - Child does that number of worksheets while timed out
- Response Cost (loss of tokens)
- Moral essays – “Why I will not hit others”
- Establish a “chill out” location
- Formal time out in class or private room
  - Hallway time outs don’t work
- In-school suspension or go to BD class



# Tips for Teens

- As needed, use ADHD medications
- Find a “Coach” or “Mentor” (Just 15 min.)
  - The Coaches’ office is the student’s “locker”
  - Schedule in three 5-minute checkups across each day
  - Use behavior report card to monitor teen across classes
  - Use daily assignment sheets requiring teacher initials
  - Cross temporal accountability is the key to success
- Identify a parent-school ADHD liaison
  - Serves as intermediary on issues between parents & school
- Use a daily or weekly school behavior card for self-evaluation after 2+ good weeks
- Keep extra set of books at home
- Learn typing/keyboard skills
- Tape record important lectures



# More Tips for Teens

- “Bucks for Bs” system
  - grades on each assignment = \$ from parents
- Get week-at-a glance calendar with journal or other organizing notebook system
- Schedule hard classes in AM
- Alternate required with elective classes
- Extra time on timed tests (???) – no evidence it helps
  - Better to have distraction free test setting and breaks after shorter test periods (time off the clock)
- Permit music during homework
- Get written syllabus as handouts
- Require note-taking to pay attention



# Still More Tips for Teens

- Learn SQ4R for reading comprehension
  - Survey material, draft questions, then:
  - Read, recite, write, review
- Peer tutoring in class
- “Study-with-a-buddy” after school
- Find “fall-back” classmates (swap phone, e-mail, & fax numbers) for lost or missing assignment sheets
- Attend after-school help-sessions whenever given
- Schedule parent-teacher review meetings with teen every 6 weeks (not at 9 week grading period)

