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Self-management of classroom transitions for students with attention disorders

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SELF-MANAGEMENT OF CLASSROOM TRANSITIONS FOR STUDENTS WITH ATTENTION DISORDERS

by
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Dedication

I would like to dedicate this manuscript to my children, Aaron and Haley Johnson.

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I would like to express my deepest gratitude to Dr. Sharon Davis, Dr. Joan Finch, and Dr. Sydney Kuder for their guidance, support, and dedication to their students throughout this research.

Abstract

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The purpose of this study was to ascertain if students with ADHD in an inclusive classroom who display off-task behaviors, particularly during transitioning between instructional activities, can effectively utilize a self-monitoring plan to decrease these behaviors. In order for the rapidly growing number of special education students to integrate successfully and smoothly within the general education learning environment, certain inappropriate behaviors should be eliminated, if possible, or at least decreased through self-awareness and direct self-management. Punitive consequences are not always an effective means of eradicating certain types of behaviors. Three middle school students with ADHD participated in the study using self-monitoring charts with reinforcers to improve their off-task behaviors between the content transitioning times. Immediate quantitative results were observed. Along with these results improvements were shown in social acceptance and an increase in completed classwork. Self-management puts more responsibility on the student which means less dependence on the classroom teacher. Another valuable outcome that was shown during this research was that as peer relations grew with social acceptability, a higher degree of self-esteem transpired as well.

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Chapter 1

Introduction

Is self- management possible for students with ADHD who display off-task behaviors, particularly during transitioning between instructional activities?

The ongoing debate to incorporate inclusion students in the general education setting, while maintaining a rich learning environment for *all,* is one that concerns all schools within our nation. In order for the rapidly growing numbers of special education students to integrate successfully and smoothly within the general education learning environment, certain inappropriate behaviors should be eliminated if possible or at least decreased through self awareness and direct self-management. Punitive consequences are not always an effective means of eradicating certain types of behaviors. This assists in obtaining a more harmonious and industrious learning environment for all of those included in the diverse educational setting, as well as allowing the classroom to be more productive academically. Also, self-management puts more responsibility on the students and means less dependence on the classroom teacher. Furthermore, as peer relations grow with social acceptability, a higher degree of self-esteem transpires which will extend beyond the learning institution and improve other endeavors.

Students with attention deficit/hyperactivity disorders (ADHD) present particular problems to teachers in inclusive classrooms. Teaching and instructional time is habitually lost due to the off-task behaviors of these students, not only during the difficult instruction transition, but during the entire class as well. These students often are unorganized, unprepared, disruptive, noisy, impulsive, call out, have difficulty with time

management, don't wait their turn, and need directions repeated several times over. Not only are these actions counterproductive for maximizing the educational process, but hinder some socially. Due to these ADHD type characteristics self-management might be challenging for the students due to the fact that it involves attention to task and following directions. It may also draw unwanted peer attention to them by singling them out. However, the benefits to changing undesirable behaviors that already single them out, far out way the minimal amount of inconveniences.

Quite often other generalized hard to handle manners of being argumentative, extremely rigid and inflexible when confronted accompany this population, which only further hinders their success in an inclusive educational environment. Therefore, the implementation of a self-management program should aid with this obstacle for remediation.

The research question to be examined in this study is whether middle school students with attention deficit hyperactivity disorder (ADHD) can successfully utilize a behavior self-management program to improve their off-task behavior, primarily during classroom transitional times. Moreover, will self-monitoring during classroom transition time such as the beginning and ending of class, assist these difficult students both academically and socially in an inclusive setting?

Hypothesis 1: Self-monitoring strategies, which increase a student's self-awareness for specific undesirable transitioning behaviors will not only decrease these behaviors, but also improve peer relationships.

Hypothesis 2: Self-monitoring strategies will enhance the learning process for the entire class by lessening the distractions and therefore allowing more time on task.

This particular study is one which is focusing on the use of self-monitoring for self-management of time off-task, particularly during transitioning between content areas. This involves students recording their on-task behaviors, thus eliminating the transitioning off-task behaviors in between academic sessions. This will promote a more cohesive learning environment. Individuals will focus on academics and appropriate classroom social interjections.

This research is especially interesting to me as a special education in-class support (ICS) teacher due to the fact that the transitioning process wastes precious instructional time, singles out classified students, and frustrates teachers and students as well. After this study has been concluded, I would like to learn if different self-management programs assist this particular disability's mannerisms more effectively.

The amount of instruction needed in order to initiate a change and have the student become cognitively aware of the occurrence, and maintain the behavior change, will undoubtedly vary from one individual to the next. This creates the question of how much time should be allotted in order to produce observable changes.

Key Terms

Attention deficit/hyperactivity disorder (ADHD): The American Psychological Association, (APA, 2000) defines attention deficit/hyperactivity disorder (ADHD) as a behavioral disorder characterized by inattention, impulsivity, and hyperactivity.

Class wide/classroom interventions: Class wide interventions, in which the entire classroom participates with access to the modifications in the intervention.

Self-management: Self management involves a students' self-monitoring of a desired task or behavior and includes the recording of behavior(s) of a student's own evaluation of themselves, and is typically called an individualized intervention.

Peer-monitoring: Peer-monitoring involves training students to monitor one anothers behavior and to reinforce positive behavior (Harlacher, Roberts, & Merrell, 2006).

Inappropriate classroom behaviors: Off-task, inattention, lack of time management, in need of continuous monitoring, behavior seeking distractions, excessive interruptions, and impulsive calling out are some examples.

Inclusion: An educational setting which includes learning disabled students as well as the general education population. Two teachers are most often involved in the educational process on a daily basis.

In-class support (ICS): A classroom setting that includes learning disabled students, general education students, and a special education teacher to provide extra support and assistance to the classified, as well as the general population when necessary. This includes constructing, applying, administering, as well as ensuring that all of the accommodations and modifications that are specified within the IEP are given if needed.

Meta analysis: A method that combines the results of independent studies using the target research group that is desired for a qualitative or larger sampling, for a statistical analysis.

Chapter 2

Literature Review

Since the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) and the passing of Public Law 107-10, more commonly known as the No Child Left Behind Act (NCLB) of 2002, the number of students who are being included in the less restrictive learning setting, such as In-class Support (ICS) within the general education classroom has increased significantly. This has created a necessity for teachers and other school personnel to find academic and behavior interventions to accommodate their needs.

The No Child Left Behind Act states that its purpose is to close the achievement gap with accountability, flexibility, and choice, using sound reliable scientifically research-based methods and materials so that no child is left behind because they are uneducated or under educated. By using *standards-based education* where the individuals are not compared to other individuals and performances which is deemed the normal reference, achievement is based on a pre-determined requirement or standard. NCLB mandates these *content standards* also be accompanied by *achievement standards* as well. Three levels, or degrees, by which the learners should gain the required content information are called *achievement standards*. NCLB is very comprehensive in its coverage of subgroups, especially when combined with the Individuals with Disabilities Education Act (IDEA) of 1997, updated in 2004 and 2006. These safe guards are to be applied to both the general education population, those who are under special education classifications and 504 provisions, as well as Title I students, who are also included from the original Elementary and Secondary Education Act (ESEA) 1965. This is to be

accomplished by including, accommodating, and supporting those who are deemed to be in need of protection, or under-served due to socioeconomic status, ethnicity, a physical or mental disability, and also includes language barriers. These reforms are applied to those schools that receive public funding and may not be adhered to in the private sector where funding is not needed. Although IDEA required students with disabilities to be included in the educational process, it did not mandate that a specific amount of progress be made. However, coupled with NCLB, the law now states that the achievement gaps will be meet by 2014 with 95% participation of students with disabilities in state and district assessments. It also requires that these students will have a qualified special education teacher for instruction, and that they may only be removed from a regular setting if the disability makes it necessary to do so. Therefore, this encompasses a larger percentage of students to be included in the general education setting in order to meet these standards and a necessity to ensure that high standards are maintained.

Just how to best incorporate the array of diverse special education students into the general education setting, who may have behavioral concerns as well as academic needs, is a concern that affects everyone within the academic setting and is quite frequently one that is controversial. Often the task of keeping a balance within the inclusive classroom is bestowed upon the regular education teacher for the majority of the school day. This may seem impossible at times with the current emphasis that is being placed on raising the bar, operating research based strategies and practices, incorporating multi-tiered methods and materials, utilizing different learning styles, tapping into students interests, raising self-esteem, and displaying rigor. This is all to be accomplished while following each district's mandated pacing guides, which must be covered at a set

pace and on grade level, regardless of the functioning stages of the individuals within the classroom. Is this stretching the teacher's ability to multi-task too far for success to be achieved for *all* of the students? Should the inclusion students be isolated separately in the back of the classroom so as not to be as distracting? Will the classified students achieve, assimilate, and succeed more successfully if they are submersed with the general education population and held to the same behavior expectations? In particular, will extremely distractible ADHD classified students be able to be incorporated effectively in the general classroom? The issue of how best to include *all* students into the general education classroom is multi-faceted and draws attention to numerous varying aspects of how the outcome may ultimately be altered. Some of the most pertinent of these variables include the specific disabilities of the students and their IEP requirements, their emotional status, their social skill acquisition, maturity level, and their capability to recognize unwanted behaviors. Not only is the student bringing in an array of variables, but the instructor(s) effects the success within the inclusive setting with their individual educational practices, classroom management styles, and their acceptance and tolerance of change in their usual routine and attitudes towards those who are presenting the changes as well as the disruptions that occur. So therefore, the matter of choosing an appropriate behavior plan and creating a good fit for the students is one that requires the use of evidence based strategies that have been well researched and proven to be effective if inclusion is going to successful for *all* students.

Self-management

Dickerson & Creedon (1981) define self-management as the responses made by people in order to maintain or change their own behaviors. Browder and Shapiro (1985) later added information on the process used by people to control their own behaviors (Yucesoy Ozkan & Sonmez, 2011). Self-management methods are useful and resourceful techniques used to improve the abilities of students, involving antecedent cue regulation, self-instruction, self-monitoring, self-evaluation and self-reinforcement (Brooks, Todd, Tofflemoyer, & Horner, 2003; Kerr & Nelson, 1998; McLaughlin, 1984; Schloss & Smith, 1994; Yucesoy Ozkan & Sonmez, 2011). According to Yucesoy Ozkan and Sonmez, self-management strategies increase an individual's inner trust, or self reliance and fosters independence as well as responsibility (Lee et. al., 2007; Yucesoy Ozkan & Sonmez, 2011). Self-monitoring for off-task disruptive behaviors that escalate during transitioning between classes will not only aid these students in an inclusive setting academically but socially as well. As asserted by Jull (2009) self-monitoring not only scales down misconduct but promotes appropriate social performance.

Some students are unable to manage their own behavior or work independently to complete the rigorous requirements within the classroom setting. There is a constant need for prompting, redirection, and encouragement. These interruptions leave the classroom teacher(s) frustrated and often overwhelmed, since they are unable to continuously monitor and instruct all the students and address their unique needs when the majority of their time is spent on those students. Finding an intervention that allows for minimal disruption, promotes productivity, fosters organizational skills, encourages appropriate social behavior, and fosters student independence within the academic

environment is an extremely challenging and difficult task (Rafferty, 2010). Self-monitoring interventions that apply reinforcers, or rewards such as a special activity, peer lunches, or other student incentives are often effective for managing the problems and concerns involved with the inclusion of classified students in the regular educational setting.

Self-management strategies are valuable and supply constructive results for individuals with disabilities (Lee, Simpson, & Shogren, 2007; Lienerman & Reid, 2006; Sutherland & Synder, 2007). Some stronger features of self-management approaches include reducing the reliance of individuals on other people and increasing their responsibilities, permitting them to build up self-trust (Lee et al., 2007), enhancing their value of life (Wehmeyer, Agran, & Hughes, 2003), contributing to the generalization of what is learned naturally (Koegel, Koegel, Harrower, & Carter, 1999), and amplifying the time presented for learning (McDougal & Brady, 1998; Ozkan & Sonmez, 2011). Self-management tactics can be successfully used in the classroom, commonly after being taught to students only once, they are easy to apply, and require minimal teacher effort and time (McLaughlin, Krappman, & Welsh, 1985). A requirement that is not needed is the suspension of school operations, which is non-intrusive to the daily routine (Blick & Test, 1987; McLaughlin, 1984; Prater, 1994; Yucesoy Ozkan & Sonmez, 2011). It is suggested in many studies that these strategies are effective methods and provide positive results for people with disabilities (Lee et al., 2007; Lienerman & Reid, 2006; Sutherland & Synder, 2007; Yucesoy Ozkan & Sonmez, 2011).

The off-task, or task-avoidance behaviors displayed in the classroom are frequently deemed as socially unsuitable as well since they are generally disruptive to the

other students within the educational environment. As asserted by Frostad & Pij (2007), in order to create and maintain positive age-group appropriate peer relationships, suitable social skills must be applied. These actions are usually learned by imitating others during recreational activities, in academic settings, social events, and other areas where peer socializing occurs. Those who have not acquired proficiency in this area may become isolated, experience rejection, and lack in an overall sense of belonging across multiple settings. They may not gain acceptance into peer groups, social clubs, and extracurricular activities. The label, known as 'homophily' was created when a research study on students' social relationships was conducted, concluding that the students would prefer to associate with similar peers (McPherson *et al.,* 2001; Frostad & Pij, 2007). Due to their self-selected social groups they may lack the opportunities to emulate common acceptable behavior norms and ultimately they may lack self-confidence, motivation, self-image, and academic performance in general (Asher & Coie, 1990; Frostad & Pijl, 2007). This is particularly true of students who may be coming from a more inclusive setting and who may have been immersed and assimilated with augmented behavior issues. Besides not being involved in a large repertoire of settings to learn from, they may not have the physical attributes, communication abilities such as; hearing and speech impairments, emotional maturity, or the aptitude to compete with their age-group peers. This therefore further contributes to a disconnect within the academic group. When students are actively engaged in their academic procedures and spend more time on-task they are spending less time embedding negative attention seeking, or task-avoidance behaviors.

As adolescents emerge from childhood their brains are developing to incorporate more abstract reasoning skills. They are now starting to think about their thinking process. The progression of problem solving abilities, reasoning, generalizing, and making educated decisions based on prior knowledge are now materializing. In support, Jull (2009) claims that self-monitoring is favorable for the students due to its meta-cognitive compatibility. Along with these cognitive advances comes the growth of the internal controls of empathy, monitoring impulses and delaying gratification. Self-monitoring of performance and behaviors will more than likely be something that can be done simultaneously while still engaging in the academic process within the classroom.

Self-monitoring

In order to promote more time on task for learning and achievement the transitioning time must be minimized or it will trickle down and negatively affect all of the academic contents. It is paramount that students, especially the inclusion students, are prepared for the initial opening of each lesson so that they do not lag behind or become confused due to missing the initial instructions and objectives that are presented at the onset. It is also known that these challenged students, however hard they may appear to be working, loose valuable classroom time attempting to catch up with their peers and complete assignments in a timely manner without teacher led assistance and immediate feedback (Paris & Newman, 1990; Reid & Harris, 1993; Joseph, 2011). In general, research has found that self-monitoring has been effective in producing academic achievement with regards to utilizing it across contents (DiGangi et al., 1991; Joseph, 2011). Self-monitoring during reading is particularly important for successful comprehension to occur which effects all areas of the educational process. Mitchem and

Young have suggested that self-monitoring could even be considered as part of a student's grade, which could be used across contents as well (2001). It has also been determined and widely publicized that the vast majority of learning disabled students has extreme difficulties with reading, and equally important, in engaging and monitoring their own success (Shaywitz, 2003; Joseph, 2011). It has long been known, prior to being formerly established by the National Reading Panel (2000), the major role that good reading skills contribute to an individual's overall academic achievements. Comprehension is a crucial reading component for academic success. This necessary process is extended to all other domains due to comprehension connection across contents.

Harris, Friedlander, Saddler, Frizzelle, and Graham (2005) point out that the research for self-monitoring with the ADHD population has been very minimal in contrast to other disabilities when researching the effects of self-monitoring. They reason that the scarcity may be due to a long held popular belief, yet misconception, and an early review by Abikoff (1985), who concluded that cognitive-behavioral interventions with a focus on self-management have not been particularly successful for students with ADHD. His studies were reviewed by other researchers and found not to be as ineffective as originally reported (Robinson, Smith, Miller, & Brownell, 1999, Harris et al., 2005). He further argues that the setting outside the classroom environment affects the outcome. Also, the type of task that is performed should be similar in nature to the type of task used within the classroom. Earlier studies, as well as more recent ones, have revealed that self- monitoring is vital for academic success and behavior issues alike (Harris 1986; Harris, Graham, Reid, McElroy, & Hamby, 1994; Shapiro et al., 2002, Harris, et al.,

2005). An earlier study was done by Harris (1986) with four learning disabled students to examine the effects of self-monitoring response to attention and enhanced spelling performance, but in a self-contained setting. Harris et al.(1994) continued his research and conducted two more studies involving learning disabled students producing favorable outcomes. This entailed the observation and recording of six subjects who ranged from third through the fifth-grade with ADHD. The students were five males and one female, and they were all being administered some type of medication for their disability. The process involved six steps given on a chart; looking at the word, spelling the word out loud with eyes closed, studying it again, covering the word, writing it three times, and checking for accuracy. The students were all inclusive to the regular education class and did not receive external reinforcers as rewards. Dependent Variables were 1. *On-task behavior* was described as a student focusing their eyes on the spelling list, the practice paper, or self-monitoring tally sheet, participating in any step of the study procedure, and asking for assistance. 2. Academic *Performance* was identified as the total numbers of words written correctly from the weekly list.

In review, their research indicates that self-monitoring is an advantageous and worthwhile program for improving academic performance, as well as attention to task. Positive and constructive improvements were shown in the results. Also, a point that they still contend, as they did prior to their present research, is that there is far more current research that has been done on academic performance among children with LD than with children who have ADHD. Again, with the belief that there is still an old stereotype attached to ADHD students not being capable of self-monitoring themselves, this hinders valuable progressive research. Much of the research involving self-monitoring among

students with ADHD has included external reinforcement as a component (Reid et al., in press); and states that the usage of external reinforcement should be a consideration in future research.

A meta analysis of single subject studies of self-management on individuals with disabilities was conducted and summarized by Yucesoy Ozkan & Sonmez, 2011. Numerous self-management strategies have been developed to assist individuals with disabilities to manage their own behaviors. These strategies provide maintenance and generalization and are easily applied for use by those with disabilities (Baer, Fowler, & Smith, 1984; McDougal & Brady, 1998; Yucesoy Ozkan, 2009; Yucesoy Ozkan & Sonmez, 2011). However, (Ozkan & Sonmez, 2011) contend that increasing desirable behaviors render more favorable results than that of those that were intended to be decreased**.** Another meta-analysis conducted by Ma (2006) observed the efficiency of self-management techniques by assessing 61 articles consisting of individuals showing normal development and others with disabilities. In conclusion of the evaluation, self-management systems can be regarded as successful (Yucesoy Ozkan & Sonmez, 2011).

Types of Self-Management Interventions

Self-management interventions can be used with almost any type of cognitive or behavioral disability, age level, grade level, and setting. Individual self-management can be accomplished by differentiating strategies to meet the learners needs. They are less invasive than teacher-managed strategies (Fantuzzo, Polite, Cook, & Quinn, 1988). They may be more effective than teacher-regulated interventions (DuPaul & Stoner, 2002). Self-management also promotes motivation and self-efficiency which follows the individual learner throughout their continuing academic placements and other academic

and career achievements. Perhaps the most appealing aspect of self-management strategies are that they can often be readily used after a minimal amount of instruction on the part of the teacher and can be extremely easy to utilize effectively (McLaughlin, Krappman, & Welsh, 1985: Ozkan& Sonmez, 2011). Also, a favorable consideration is the accessibility of resources that are commonly used. Most materials such as; tape recorders, headphones, timers, posters, and recording sheets are readily available within the school setting (Mitchem & Young, 2001).

Reid, Trout, and Schartz (2005) conducted a meta-analysis review for self-regulation interventions with children who have attention deficit/hyperactivity disorder (ADHD) and concluded that there are four primary types of self-regulation strategies; self-monitoring with reinforcement, self-monitoring without reinforcement, self-management, and self-reinforcement. Their findings also provided information that confirms the appropriateness of self-regulation for students with ADHD. Since these students have complications involving academics and social scenarios, they are often in punitive conflicts with teachers and disciplinary administrators. It has long been believed that medication is a standard form of treatment in order to allow ADHD students to productively participate in the academic setting. However, Reid et al. (2005) declares that the current best form of treatment involves combining medication along with counseling, accommodations, and a behavior modification program. Also noted is that using self-regulation neg,ative occurrences, as well as positive ones can be altered (Kern, Ringdahl, Hilt, & Sterling Turner, 2001; Reid et al. 2005) and success can be achieved with the learning disabled population as well (Graham & Harris, 2003; Reid, 1996; Reid et al. 2005). As with the previous research findings by numerous others, it is essential

that the student is able to understand what the targeted behavior is like, so that a change can occur. Equally important is that the student receive feedback. The four types of self-regulation strategies as listed below, are considered to be the most often used and are deemed to be common knowledge. (Reid et al. 2005).

> *Self-monitoring* involves recording an observable behavior by identifying it, followed by recording the desired response. Generally self-monitoring is used to track attention and/or performance. Often a cue, or reminder, is issued to assist the individual.
>
> *Self-monitoring with reinforcement* allows the individual to assess and record, but also adds an external reinforcer for motivation, especially for ADHD students.
>
> *Self-Reinforcement* has the individual assess and record, but instead of the monitor providing the reinforcer the individual determines his/her achievement and records this information on a running record.
>
> *Self-management* or self-evaluation is that in which the accuracy is the primary objective after a student assesses and records the task his accuracy is compared to that of the monitor.

Class Wide Self-Management

The major advantage to *class wide self-management intervention* program is that it can be implemented with minimal loss of precious instructional time. However, if the instructors don't buy into the program and accept its usefulness they are less likely to utilize the plan. Considerations that sway an instructor's behavioral plan implementation are primarily the same as with any other classroom instruction and material decision. Is it

worth the time and effort to implement and incorporate it into the daily plans? In order to sell a behavioral intervention plan in an educational setting the necessary time required for accurate usage of the program for both students and teachers alike should not be so domineering as to cause setbacks in other areas of instruction which may be shortened due to time constraints. Instructional procedures and proper training ought to be uncomplicated and easily understood by all involved. The program should be practical and sound in nature and therefore perceived as a socially acceptable plan for behavior management which would not be suspect of either emotional or academic harm causation. Self-management or self monitoring may be combined with teacher assistance, depending on the setting, time constraints, types of students, ages, and other variables. Some other notable types of interventions are also used within the classroom successfully and offer assistance for educators with a range of situations. A *contingency management program* states clear and direct expectations and includes reinforcers and negative outcomes as well. Group contingences can be used to assist in reducing unwanted behaviors. They may be applied to the whole group, part of the group, or even one individual amongst the group in order to change certain behaviors. One notable group contingency called *The Good Behavior Game* involves teams and ongoing posted results where a final winning team will be recognized (Lannie & McCurdy, 2007; Sayeski & Brown,2011). As asserted by Babyak, Gale, and Kamps (2000) *The Good Behavior Game* is an intervention that was designed with the intention to assist elementary level students stay on-task. Unlike its predecessor *The Good Behavior Game*, it requires the students to use self-monitoring techniques.

Another type is *peer monitoring*, which is similar to self-monitoring, but elicits the assistance of other peers who redirect the inappropriate behaviors and use positive verbal praise as well. This procedure does involve training the peer(s) to recognize the inappropriate activities. It may be used in conjunction with self-monitoring and group contingency as well (Harlacher, Robert, & Merrell, 2006).

RTI as a behavior intervention

An evidence-based tiered approach as a classroom management plan was implemented in a sixth grade inclusion classroom in order to assist with increasingly challenging behaviors that were occurring and not manageable with the routine classroom consequences. Problems arose while transitioning between lessons, negative comments during instruction, and overall noise level escalation within the classroom. Response-to-intervention (RTI) refers to educational practices that use multileveled, or tiered prevention and intervention (National Center on Response to Intervention, 2010; Sayeski & Brown, 2011). RTI is a three-tiered support plan that assesses data, monitors progress, uses evidence-based identification, continues monitoring during implementation of interventions and makes adjustments based on the responses. The model for RTI was used successfully to assist both general education teachers and special education teachers alike that consists of evaluating the current expectations for general behaviors, for high expectations, engaging instruction, and clearly defined procedures. The following is a brief overview:

Tier 1 consists of student support as a prevention method for future difficulties.

Tier 2 encompasses specific group support with evidence–based practices and monitoring.

Tier 3 is defined by individual assessment and supports.

According to Sayeski & Brown (2011), a Tier 1 behavior plan is defined by the classroom behavior expectations. They have been known to be more effective when they are clear and precise since students tend to respond better when they are clear about the routine practices and expectations. Another factor that assists student achievement with their behavior is when the instructor creates a climate within the learning environment that portrays a good quality of student and teacher positive interactions. Finally, it has been proven that consistency in reinforcing the rules in a calm, yet confident manner which demonstrates emotional control, is preferred over leniency.

As soon as inappropriate behaviors materialize a plan of action should be utilized for support and assistance with the student. Tier 2 Strategies for assisting and changing the unwanted behaviors include positive reinforcement, tokens, and checklists. General standard types of behavior management are used at the onset. Relatively low key, nonverbal and non intrusive technique may alleviate the situation. Some generic procedures are: ignoring, proximity, individual attention, humor, regrouping, reminders, and creating errands. Also, behavioral contracts, which create a written agreement that states the desired behavior and the desired reinforce for the student upon completion, are suggested.

For those students that did not show success using Tier 1 or Tier 2, more supports with individualized procedures are implemented with Tier 3 in order to assist with their challenging behaviors. Initially a Functional Behavioral Analysis (FBA) is done, as mandated under the Individuals with Disabilities Education Act (IDEA), for classified students with behavior issues. After getting together to discuss the findings a

determination is made of the best strategies to use for assistance. Continuous monitoring of these strategies and modifications occurs for improvement and to make necessary adjustments if needed. This stage of intervention requires a bit more teacher planning for monitoring and implementation. As well as with the use of reinforcement as a means of an intervention, two other strategies in particular have been identified as producing highly favorable replacement results, self-monitoring and social skills instruction. It is believed that behaviors are learned and therefore appropriate ones can be learned to replace the inappropriate ones (Sayeski & Brown 2011). It has also been established that self-monitoring is a versatile system that can be altered to fulfill individual students needs with a minimal amount of lost time on training and up keep.

It's in the Cards

Murphy and Korinek created a class wide management system; *It's in the Cards*, using cards that were produced by resources using word processing only. A sequence of management cards, which prompt students to exhibit preferred behaviors, help the teacher to observe skills essential for academic success. The reasoning of the cards is allowing a well-organized daily tracking of assignment achievement, on-task behavior, class preparedness, and suitable classroom exchanges. An appropriate sized card that could fit inside a library card pocket would be approximately 3 by 5 inches. Color-coding the cards allows for quick discrimination of necessary tasks and resourceful for record keeping by the teacher. A card display board was fashioned for each class and posted on the chalkboard or wall directly inside the classroom door. To protect each students confidentiality, all record keeping on the card was obscured by the numbered or named card pocket.

The management and monitoring methods objectives were (a) reduction in behavioral tribulations, (b) enhanced responsible behaviors that confidently impact academic performance, and (c) increased instructional and educational time (Murphy & Korinek, 2009). Greatest practices for supporting encouraging behavior recognized in the study and writing were included into the management system, consisting of (a) noticeably distinct expectations with instruction, feedback, and reinforcement to support students in meeting those expectations (Brigham, Morroco, Clay, & Zigmond, 2006; Lewis & Sugai, 1999; Oliver & Reschley, 2007; Sugai & Horner, 2006); (b) comprehensible guidelines and task-analyzed information with regular assessment (Kehle, Bray, Theodore, Jenson, & Clark, 2000; Reid, 1996, 1999; Vaughn, Gersten, & Chard, 2000); and (c) reliable reactions to and consequences for classroom behaviors (Reid, 1999; Sugai et al., 2004). This approach presented the teacher a proficient way to observe development toward academic sovereignty, as well as providing students with occasions to expand and express growing individual responsibility (Murphy & Korinek, 2009).

The implementation of their successful class wide management system was officially introduced to students using the display board located inside the door of the classroom. A class discussion which focused on behaviors that contributes to academic success was facilitated by the teacher. While the teacher serves as a moderator, the discussion was mainly student-generated. To guarantee that all targeted behaviors and expectations were addressed, the teacher would interpolate comments or ask guiding questions when fitting. Management cards were then distributed to students following the class conversation and discussed. Color-coded cards would be discussed with the

entire class the first time they were mandatory. Both the students and teachers would be responsible for the recording of behaviors (Murphy & Korinek, 2009). Recording transpired at numerous key points during each class session to improve the instructional process and manageability. To provide guided practice, instructed recording was given to the students for the first week. Reminders and cues were gradually removed and then given only as needed thereafter. Students were instructed to immediately record the items indicating if they were on time and had a writing utensil, notebook, paper, and completed homework. As soon as students started the practice problems or examples from the prior lesson that would be displayed on the front board, the next item would be recorded.

Instruction was divided into short segments followed by a certain amount of time of guided practice to maximize student attention and time on task. About a 90-minute block class would follow instruction and practice, students then recorded their next items on their management cards. The teacher then confirmed the students' responses while circulating the room prior to the end of class. If there were any inconsistencies between the teachers and students, assessments were discussed at once; however the final decision, if there was a difference of opinion, was made by the teacher. At the end of class, the management cards were returned to the display board before leaving.

Scoring student performance was based on the criteria for behaviors the teacher established. The teacher would then calculate points at the end of each week. Students received a daily score computed according to the criteria by adding the points earned. Homework completion was recorded as a separate daily grade. These grades served as motivation to persevere for students who demonstrated effort in class but would have

difficulty with tests and quizzes. Percentages of the total number of possible points for the targeted behaviors for the week were represented for students' weekly scores. Based on a student's typical level of behavior, self-control, and assignment completion, the expectations varied. Students would receive the previous week's card for review on the first day of each week. To discuss performance and expectations privately, an individual conference would either be initiated by the teacher or the student. A requirement was homework and assessment completion.

A teacher, who implemented the card management system with their high school Algebra I classes noted several benefits of the approach. She described it with "instructional time increased noticeably with the management system". When compared with the previous semester in the same teacher's classroom in the same subject without the card management system, all students, as well as those with disabilities, either maintained or enhanced their semester grades. While some students primary reactions to the management system was somewhat unconstructive (i.e. feeling it's too "elementary school" to record their behavior), most students promptly took pride and ownership in the process. It has also been reported that a sense of classroom community, that was not previously present, while the card management system was not in use. Increasing cooperation followed the implementing of cards as well. Encouragement and feedback was frequently offered by students, peer tutoring was provided without being prompted, and reminders to one another of the behaviors expected. The card system is not only resourceful for the students, but the parents also, making communicating more informational and efficient due to the data on students' behavior, participation, and performance being easily accessible.

The management cards presented a precise, yet inconspicuous, means to guide students behavior and promote active involvement in learning. Additional structure and support for student success, record keeping, and data collection has been provided by this class wide management system. Teacher supervising of student progress and feedback concerning behavior, which was built into the system, permitted for regular, non-threatening discussion between teacher and students. The layout of the management cards reminded students on a weekly basis of both missing assignments and performance trends. Class wide accomplishment eradicated the singling out of students who required more rigorous monitoring, as well as tailoring targeted behaviors and expectations of specific students, levels, and teacher preferences. A significant factor of achievement for most students is a dependable demonstration of classroom expectations. This class wide management system encouraged students to exhibit targeted behaviors vital to their academic success and provided their teacher a convenient tool to support the delivery of successful teaching.

Steps for Self-Monitoring in the Inclusive Classroom

Identify the Target Behavior(s) is the first step to implementing an intervention program. Positive, rather than negative terms are encouraged whenever the behavior is encountered. For example, increasing a student's behavior from off-task to on-task, the teacher identifies with the on-task behavior as the target behavior, opposed to identifying off-task behavior.

Define the Behavior after identifying the target behavior. The teacher must operationally define it using a detailed description of what the behavior looks like by observing the student. Because each person may not define on-task

behaviors the same in each environment, a teacher would operationally define on-task behavior of a certain atmosphere and/or activity in their context. *Baseline Data* should be collected once the teacher operationally defines the target behavior. It is recommended that the teacher collect at least three to five pieces of baseline data in order to make an educated decision about the need to remediate the target behavior or the intervention to use. If it decided that remediation is appropriate, this data will provide the teacher with preintervention information. This information can be used to analyze the students' progress once you have implemented the intervention. Two commonly used techniques are frequency count and time sampling procedures, although there are various ways that teachers can collect data.

Frequency count procedures are used to count the number of times a behavior occurs. Frequency counts often measure discrete behaviors. When a permanent product is evaluated, this method is the easiest to use. For instance, if "academic productivity" is the target behavior, and the teacher wants the student to independently finish more math problems, the teacher would monitor the progress of the students' worksheet each day to evaluate the number of math problems completed.

Time sampling procedures is estimating the course of time the target behavior is engaged by the student. When the target behavior is high-rate, measuring cannot be done using a permanent product. Using the data collection method is ideal for high-rate behavior(s). For example, a students on-task behavior can be measured by time sampling procedures. It is often impractical for

a teacher to incessantly watch a sole students behavior for any extended period of time, even though time sampling procedures only provide an estimate of the behavior in which the student engages. Therefore, teachers use this method, allowing them to engage in various teaching activities while occasionally collecting data. Occurrence or nonoccurrence of the target behavior can be observed and recorded at fixed intervals.

Determine if it is an appropriate behavior to remediate. The teacher now acquires enough information to determine whether or not the target behavior is an appropriate behavior to remediate by teaching the student self-monitoring. Before the verdict is made to produce and execute a self-monitoring program the following criteria should be assessed.

Designing the procedures and materials needs to be done after the teacher determines that the target behavior can be appropriately remediated using self-monitoring techniques. A decision needs to be made by the teacher whether the student will self-monitor for the period of the activity, after the activity, or part of the activity. The teacher needs to generate a self-monitoring card where the student will record his or her observations when indicated, if a student is to supervise his or her behavior during an activity. *Recording choices* should be considered to fit the ability level of the student and to optimize time management. The most common procedures used are checklists which require a simple yes or no response, or a check for completion of a task or behavior. The students may also give a number value to represent the degree to which the task/behavior was completed, use hash marks, graphs, coloring icons, or collecting stickers. Another

consideration is that of cues, or prompts to assist the student. The may be verbal, nonverbal, or mechanical devices. Some commonly found prompting devices such as counters, or timers could be readily found within the classroom. These have to be decided upon by considering factors such as the intrusiveness for the instructional environment, the cost of the items, and the students attitude toward such procedures. Store bought tools that have been effectively utilized include chimes, vibrators, and also a specific apparatus called a Motiv Aider is available.

Teaching the student how to self-monitor, monitoring their progress, and adjusting as necessary are crucial to success. After designing the procedures and materials, the teacher should guide the student to self-monitor using the following steps (Hallahan et al., 1979; Harris, 1986). A conversation of the significance of the target behavior and the suggestion of self-monitoring should be held between the teacher and student. This step is incredibly important, because without student participation most interventions are not likely to work (Rankin & Reid, 1995). The student should be educated to distinguish between engaging and not engaging in the target behavior. It's helpful to share the prepared definition of the behavior with the student and to model examples and nonexamples of the behavior. The teacher should demonstrate to the student how to monitor his or her behavior at designated times. Then, the student should be taught how to record their behavior on the self-monitoring card (if applicable). Conveying the total number for the day to the graph is the next step, the teacher must display how, as well as representing the steps in their entirety. The teacher should then have the student practice the steps and offer guided practice when necessary. This

step should be repeated as many times as required. The student should be ready to self-monitor once he or she is able to independently practice the steps without any supervision at least two or three times consecutively. The teacher should continue to *monitor the student's progress* as the student begins to independently use the self-monitoring intervention. Educated instructional assessments should be made from the information. For instance, the teacher might evaluate whether or not the student is able to independently monitor his or her behavior over time. If not, retraining should be enforced. In another example, the teacher might assess if the student's behavior is altering without the use of additional reinforcers. If not, the teacher can help the student create an objective and identify a reward that the student would receive upon achieving the goal. The teacher can observe the students behavior less regularly as the student becomes more knowledgeable using the intervention. Ultimately, the use of the self-monitoring materials should be lessened, or *faded*. The goal is to eventually help the student monitor his or her behavior without the intervention. The point is to help the student internalize the process, while still maintaining proper levels of engagement in the target behavior. Internalizing the behavior can be done by having the student steadily study and record his or her behavior less often. Throughout this process, the teacher should continue to monitor the students progress. It is possible that the student is not ready to self-monitor without assistance when the students employment in the target behavior falls outside the acceptable range, if this should happen, the intervention should be faded at a later time.

In conclusion, not only is the process of self-monitoring during transitioning an effective means of teaching students to self-monitor, but a great deal of research has been done that supports the efficiency of continuation of implementation during the entire content instruction.

Chapter 3

Methodology

Subjects

This study examined the effectiveness of self-monitoring for off-task behaviors during content instruction, particularly during the transition between, with sixth grade students with a variety of disabilities. Since all classroom behaviors have specific expectations, a plan that most effectively ensures that these expectations are met successfully is needed to assist particular students.

Three students participated in this study. The students came from a sixth grade inclusion classroom consisting of 29 students in all, with seven of these students having a variety of classifications. Three students were chosen to participate in the program because two were classified as having ADHD, and another who frequently off-task student who displayed ADHD characteristics. They were selected by their target behavior needs as well as teacher accessibility. The classroom is part of a middle school that houses students in grades sixth through eight. The school contains 977 students, with 10% of those receiving special education services. Due to incomes, unemployment rates, educational levels achieved, socioeconomic rating has been given of a "CD" within an increasing "A" through "J" rating scale. This rating is not only used for testing student performance, but also for financial aid qualifications.

The classroom includes two teachers; a special education teacher, who was in the classroom all day for in class support, and a general education teacher to co-teach the class. The two teachers shared the responsibilities of instructional procedures and

behavioral implementations equally throughout the school day. The students remained within the primary classroom except for lunch and one specials class each day.

Student A is classified as being "Other Health Impaired". He is usually pleasant and very chatty, but often off task. He has difficulty with his organizational skills, and is highly distractible. He needs several reminders to get his materials out for content, even when the rest of the group has started instruction. His comprehension is close to grade level, however his focus wanders and is frequently drawing or doodling and misses directions and important instructional information which lowers his grades. He also distracts those around him since he talks during instruction as well as wandering around the room looking for pencils, tissues, and paper, which are already in his desk.

Student B is functioning at grade level, however he often "shuts down" and prefers to draw, or sleep as opposed to attend to the educational tasks that are presented, particularly those that require writing of any kind. When he becomes bored he makes noises that are problematic for those around him during instructional time. He procrastinates taking his seat when he enters the classroom until he is directed to do so. His disability classification is "Specific Learning Disability".

Student C is a general education student who performs at an average range within the classroom. He needs constant validation in order to complete his assignments and does not wait for his turn very well. Since he is a drummer in the band he will immediately start to tap out a tune on his desk if he is not addressed right away. If his pencils that he taps with have been removed due to numerous requests to discontinue the tapping he will make noises with his mouth, or start talking out loud to no one in particular. When he is given the directions, or information pertaining to the assignment

an additional time he may still chant “I don’t get it”, or” I need help”, in order to obtain one on one instruction. He also stalls getting into his seat when entering the classroom.

Target Behavior

The specific target goal being applied is to have the students prepared for class at the onset of instruction to avoid loss of instructional time and confusion. This will not only assist students by keeping the negative consequences at a minimum, but also increase social acceptance with their peers. The four criteria that needed to be achieved by each student as the class begins in order to demonstrate preparedness and receive their rewards are: being seated, opening the text, displaying completed homework, and not talking.

Assessment

The experimental design used for this study was a single subject, repeated measures design, which demonstrates a cause-and-effect relationship upon variables. In this situation, by using an independent variable (extrinsic reward), and a dependent variable (off-task behavior) to analyze the effects of one variable upon another, an effective self-monitoring intervention plan was conceptualized.

The general education teacher and the special education teacher within the classroom environment collaborated in order to:

1. Identify the students who were in need of an intervention plan.
2. Identify the behaviors that were most in need of remediation.
3. Record the frequency of the off-task behaviors.
4. Discourage off-task behaviors at the onset of instruction.

All three of the participants were assessed as having four primary skill deficits which were negatively effecting their participation in the inclusive classroom.

Collecting Data

In the baseline phase data was collected using direct observations within the classroom using a frequency count to measure the number of occurrences of the off-task behaviors for all three of the chosen participants. The recording process started at the onset of the students entering the classroom for each content instructional period and ended when the three minute late bell rang. The three minute bell allows the students to get from one class to another among seven classrooms located in each pod. Tally marks were applied to the individual's names that were not prepared and were impeding the instructional process. The instructor would then initiate a verbal reminder of standard classroom procedures in order to begin.

During the baseline phase it was determined that the delay of the instructional time with disruptive behaviors was partly due to weak organizational skills of being prepared to begin, such as; having a pencil sharpened, finding the appropriate text from within the desk, and producing a notebook, or other type of paper for note taking. It was determined that most of the time the students involved in the study chose to exhibit the off-task behaviors of; not being seated, engaging in prolonged social conversations, using loud vocalizations, and other task avoidance behaviors.

After assessing that the student's knew how to perform the target skills, but did not always use them consistently during class, a research based intervention plan was created to offer support to the students for a successful learning endeavor. This included supplying cues for the students as reminders, with alternate behaviors on how to best

succeed in the classroom, and motivational incentives in the form of tangible rewards as well. The self-management plan was set up to be implemented and recorded primarily by the special education teacher, with verbal and nonverbal reminders, or cues, given by both instructors.

The baseline data collection took place for two weeks in October, 2011. Upon completion of gathering the baseline data the self-management plan was put into effect on the following Monday.

Prior to the implementation two modifications were made within the environment. The first one was that the seating arrangement was changed in order to optimize success by removing other distracting students from the participants. The second was that both instructors intentionally ignored answers that were given without being called upon, as well as giving verbal praise for improved behaviors.

Procedure

First, a conference was held with each of the students where and the self-monitoring procedures were explained. It was promoted as a positive and fun way to change some negative behaviors that were blocking their success as well as an opportunity to earn rewards. Simple directions were reviewed ensuring them of an uncomplicated procedure for easy implementation, as well as by being inspired by being shown a variety of rewards for them to earn. Each of the three was given a weekly chart to record their progress by means of placing check marks under the appropriate headings were indicated. The five day blocks were apportioned accordingly on an eight and 8 ½ by 11 chart, which was enclosed in a clear cover for protection and cumulative storage. The charts were permanently displayed on the top left corner of their desks.

Each day's progress was substantiated by the instructor's initials at the bottom of each day's graph along with the total number of check marks earned. On Friday's during the last period of the day the student's presented their recordings for finalization of cumulative totals and picked their prizes from the reward basket if an average of 20 points per day were acquired.

The procedure was sustained by Monday morning "pep talks" and quick "sneak peaks" at new items brought in that could be earned. Verbal cues, or reminders were and non verbal cues were used throughout each day as needed. Verbal cues were casual suggestions made to get their books or homework out, or sharpen their pencils. Non-verbal cues were in the form of a glance, a nod, or pointing towards the chart, walking by and touching the chart, or placing and removing check marks.

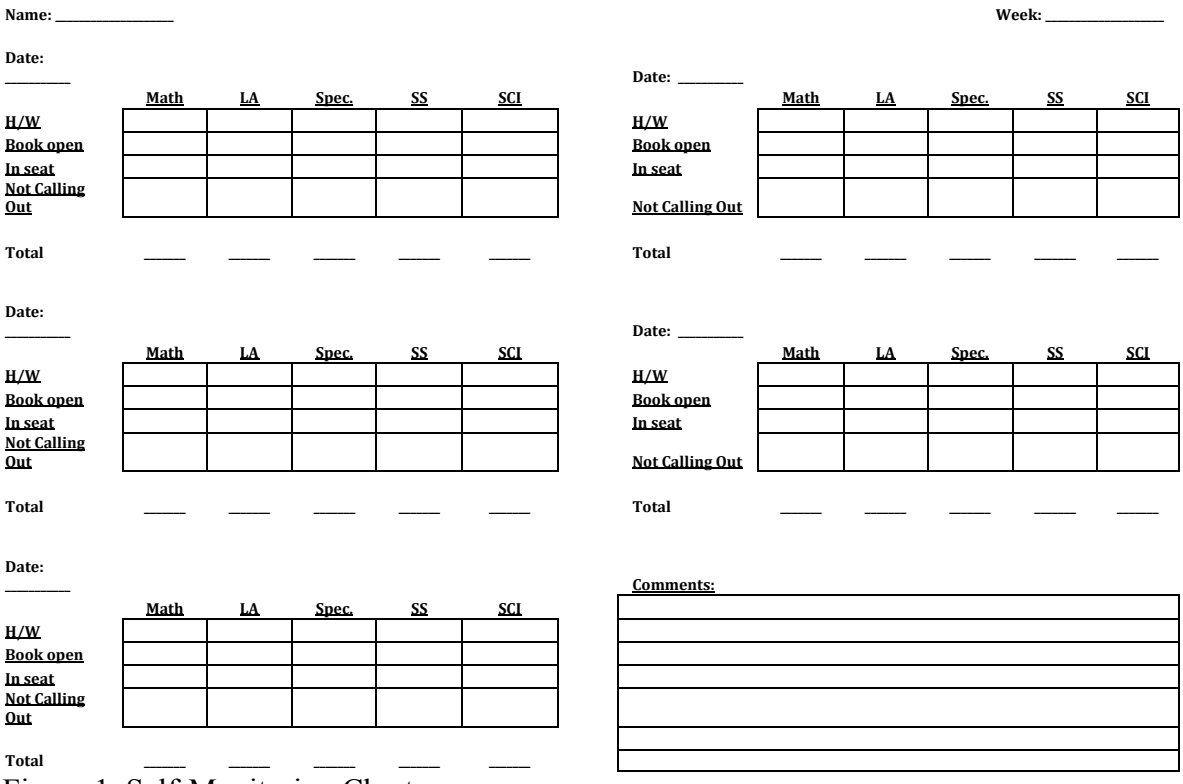

Figure 1. Self-Monitoring Chart

One unforeseen problem that occurred was that when the students realized they had not fulfilled their requirements for one session they gave up for the day. In turn, these students frequently regressed with intentional misconduct out of frustration and disappointment. A verbal discussion was then necessary to remind them that they had not ruined their chances for a reward since the total check marks were cumulative for daily requirements, not individual sessions.

Chapter 4

Results

Summary

The purpose of this single subject repeated measures experimental design study was to ascertain the feasibility of using self-monitoring for attention deficit hyperactivity disorders (ADHD). The research question that was proposed was:

> Can middle school students with ADHD successfully utilize a behavior self-management program to improve their off-task behavior, primarily during classroom transitional times?

Initial informal observations were made by the regular education teacher and the special education teacher to determine which behaviors were most in need of remediation. The four behaviors that all three shared in common consisted of; being seated, opening the text, displaying completed homework, and not talking.

For this study, baseline data was collected for ten full days for the three minutes in between three of the content area classes. During the two week baseline collection period the total number of occurrences were tallied for each class period and presented using bar graphs for each student. In order to ensure reliability, all three participants used the same self-monitoring chart, in the same settings, at the same time, and the samples were obtained for the same duration. The data that was collected for both the baseline and the intervention will be displayed together by a line graph as an overall visual representation of the data.

Results

During the baseline collection each of the three content area transition times were analyzed to determine if either a particular content area, or a time of day were causing an escalation in off-task disruptive behaviors. The results for each student are displayed below with possible reasons for observable escalations and fluctuations.

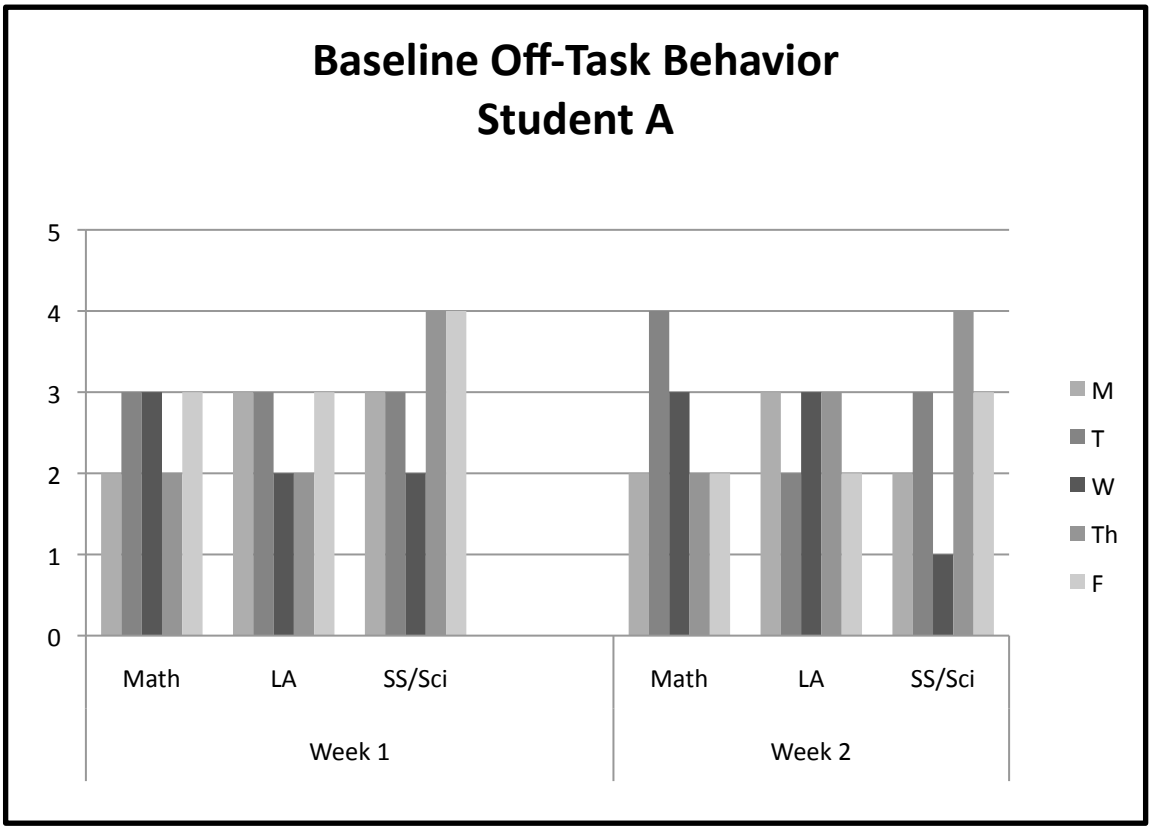

Figure 2. Student A Baseline Off -Task Behavior

Student A showed no significant pattern to formulate a correlation between content areas or time of day escalations. Due to the fact that SS/SCI begins just after gym, as well as the end of the day, the minor increase in off-task behaviors are somewhat expected.

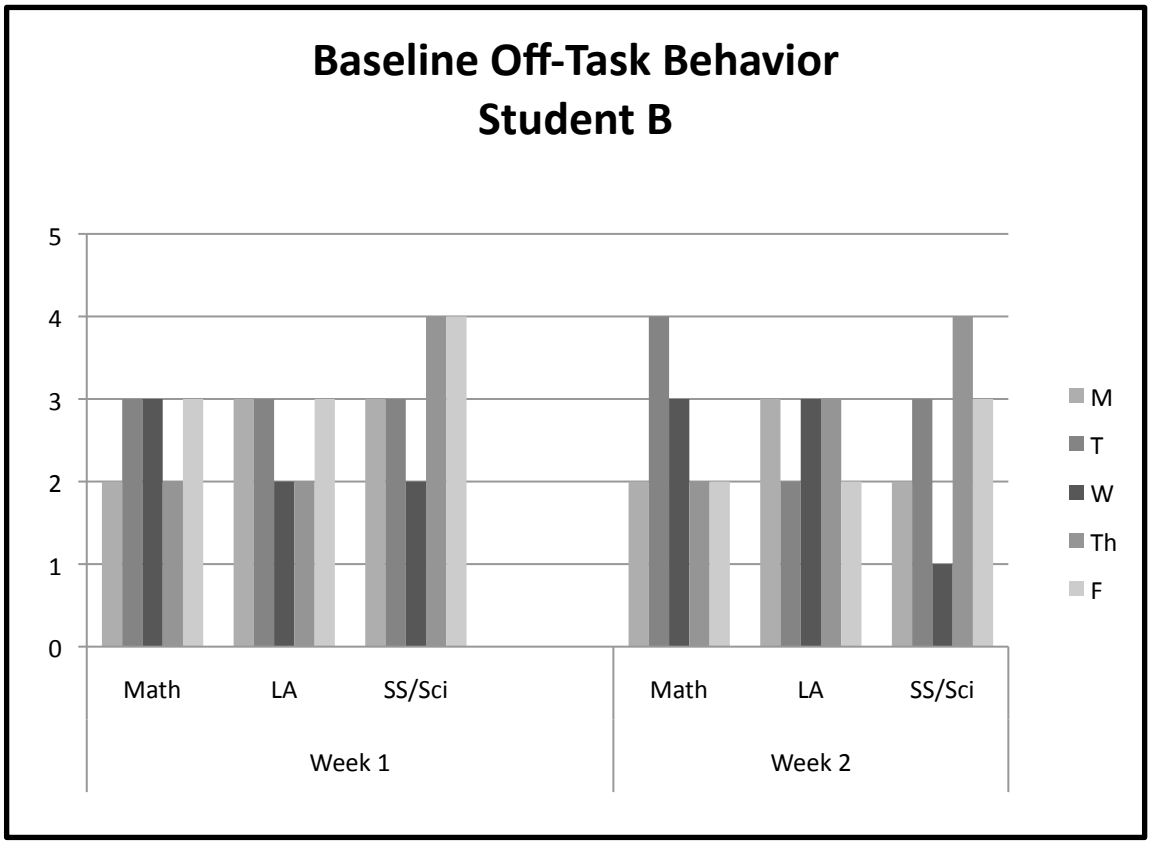

Figure 3. Student B Baseline Off -Task Behavior

An observable increase in off-task behavior was noticed in student B at the onset of math instruction. After making inquiries into the student's sleeping habits as well as reviewing previous school records, it was apparent that he was coming into school without an adequate amount of sleep. He openly stated that he did not feel like working because he was tired. He often tried to lay his head down on his desk and go to sleep. It was primarily attributed to his late hours playing hand held video games under the covers. His mother was notified and intervened by removing the game before bed time and also getting him some natural sleep aides.

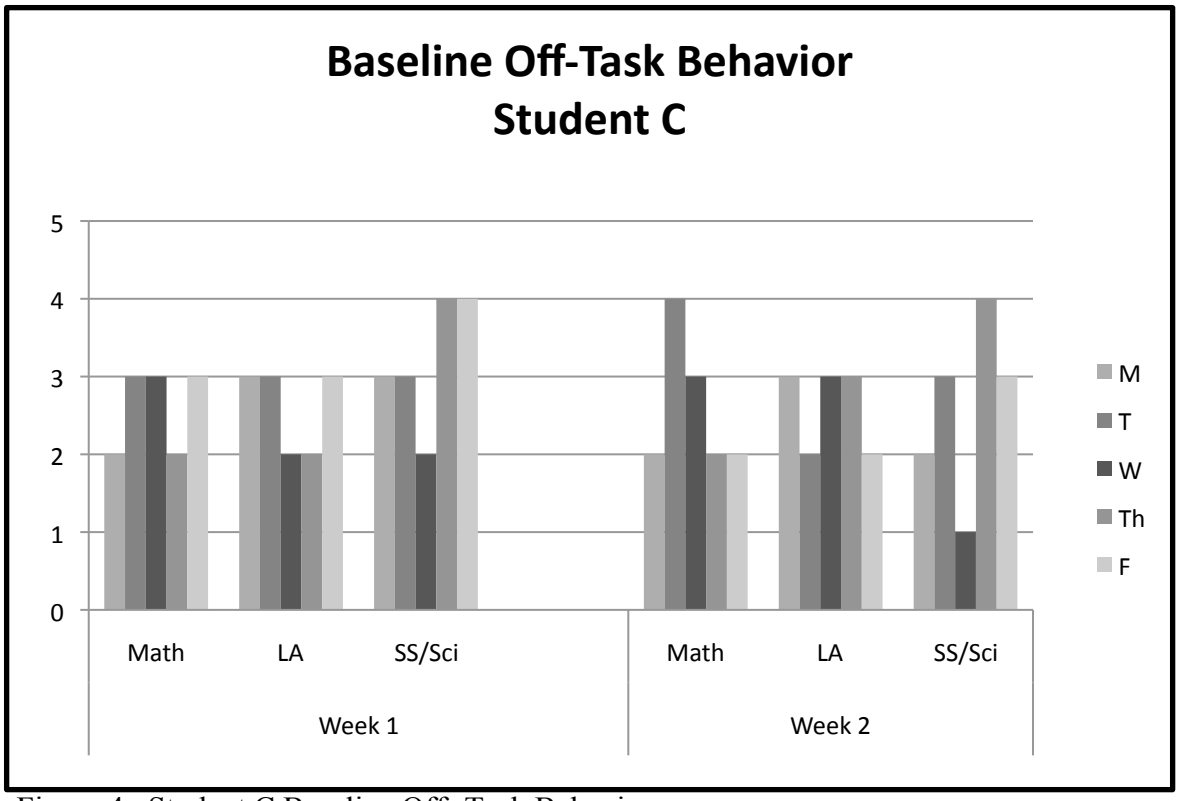

Figure 4. Student C Baseline Off -Task Behavior

Student C presented a distinct increase in off-task behaviors during the transitioning time just prior to SS/SCI. Upon entering the classroom after gym class he was noticeably over active and accessibly talkative. The subject itself did not seem to be the catalyst since he stated that he really liked science class and was performing well on the graded material. A plan was derived to remind him upon entering the room what the expectations were and what the reward would be for compliance.

The students' self-monitoring charts were set-up to allow for the teacher to mark occurrences along with the student, a green pen was used when the teacher marked on the student's record form in order to differentiate between the two recordings.

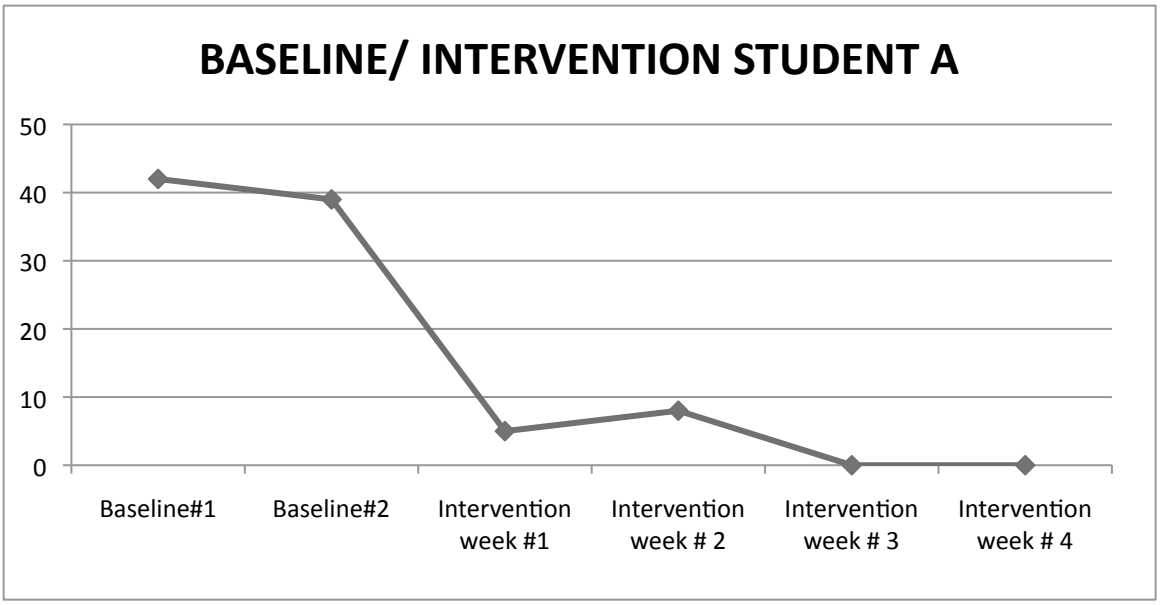

Figure 5. Baseline/Intervention Recordings

Throughout the baseline collection Student A demonstrated the four targeted off-task behaviors 42 times in the first week and 39 during the second, averaging 8.1 occurrences per day. The intervention data collected by the student revealed a considerable decrease in off–task occurrences in week number one, with five being recorded and in week number two with eight being recorded. He required ongoing individual reminders to bring his chart back out of his desk, which he placed inside often and would just mark an entire period after the fact.

However, his clutter of books, magazines, markers, and lose drawings would still remain until they were placed inside his desk for him. This observation along with questioning the student concludes that he did not want the other students to see his self-monitoring chart. Even with reminders, pep talks, and two rewards given, student A dropped out in the middle of week three.

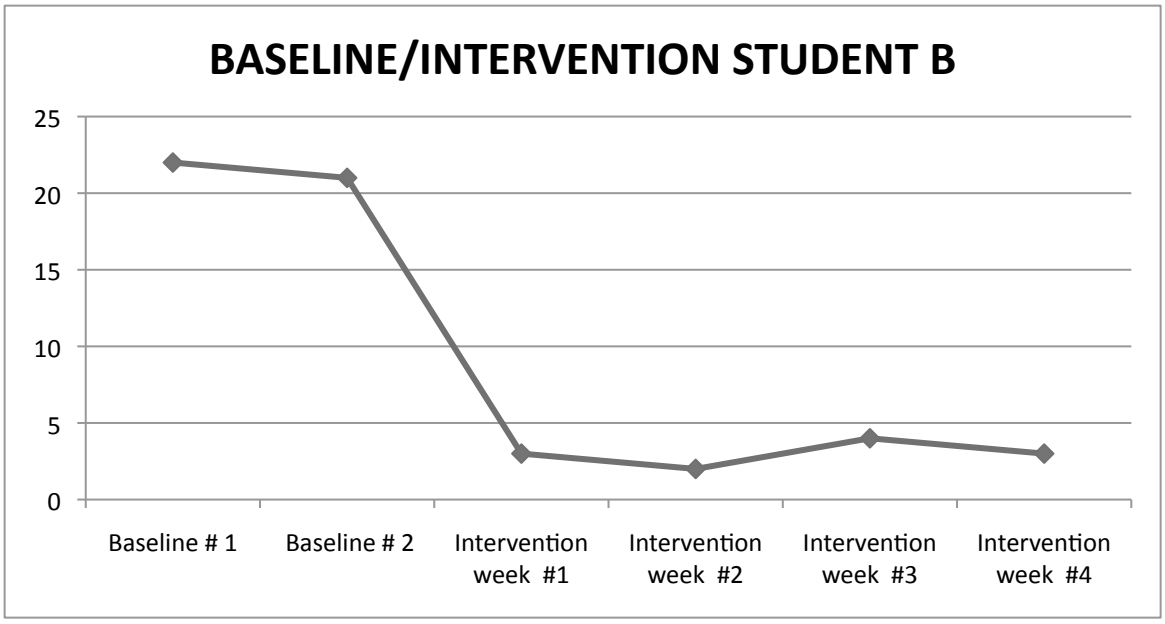

Figure 6. Baseline/Intervention Recordings

During the baseline collection Student B demonstrated the four targeted off-task behaviors 22 times in the first week and 21 times during the second week with an average of 4.3 occurances per day. As with the previos student's self recording, his off-task self-monitoring scores were lower than the combined teacher and student scores. The teacher's and student's combined talies for week number one produced a score of three, week two portrayed two occurances, week three's results were four instances, and week four showed three occurances.

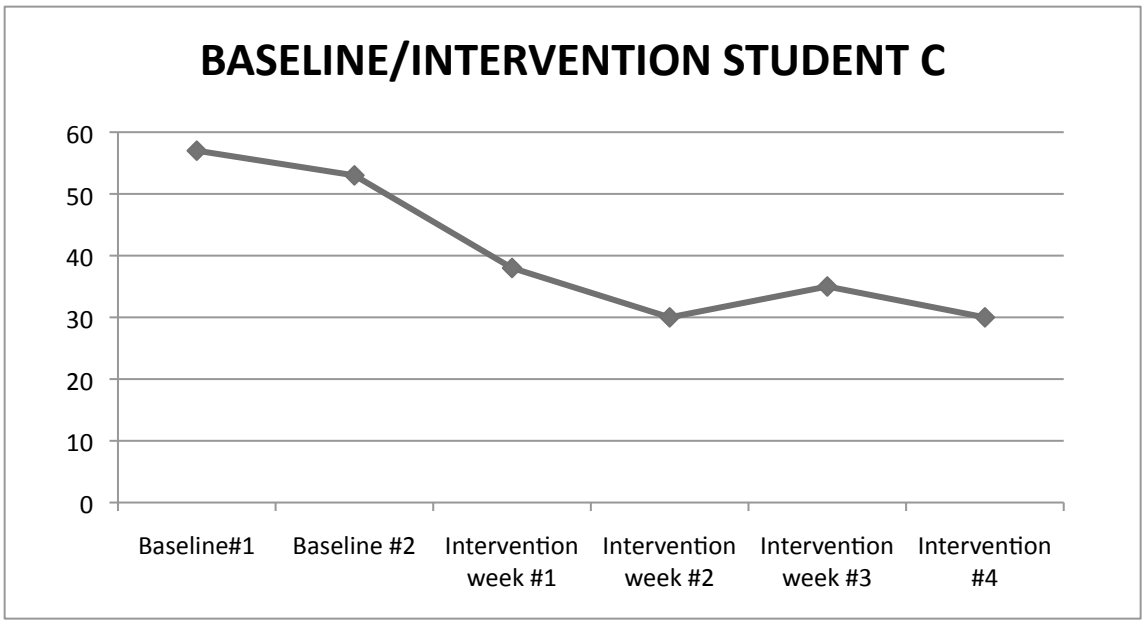

Figure 7. Baseline/Intervention Recordings

For the period of the baseline collection student "C" demonstrated the four targeted off-task behaviors 57 times in the first week and 53 during the second week, averaging 11 occurrences per day during each of the two weeks. He made a considerable amount of improvement with an initial recording of 38 occurrences in week number one, followed by 30 recorded occurrences during week number two, 35 recorded off-task behaviors for week number three, and 30 instances in the final week of the intervention. This cumulative recording averaged his occurrences of off-task behavior as 6.7 per day compared to his initial 11 per day.

Chapter 5

Discussion

This purpose of this study was to ascertain if students with attention deficit hyperactivity disorder (ADHD) who display off-task behaviors, particularly during transitioning between instructional activities, can effectively utilize a self-monitoring plan to decrease these behaviors. The target behaviors to be increased were being seated, opening the textbook, displaying completed homework, and not talking. Baseline data was collected for two five day periods and the interventions were recorded for four weeks consisting of five days in each week.

In the present study, it was hypothesized that self-monitoring strategies, which increase a student's self-awareness for specific undesirable transitioning behaviors, will not only decrease these behaviors but also improve peer relationship. Prior to the intervention, several of the students' classmates were becoming agitated by the amount of time that was spent waiting for the three target students to get on task so that the class could begin. Numerous remarks were openly made about the same names being on the board each day for lunch detentions. One student stated that the students that were not prepared should have to make up their work later and allow the others to get their assignments completed and therefore avoid having class work turn into homework. Although this seemed like a simple solution, it did not work since the students who were lagging behind now interrupted those around them by calling out to get their missed information and instructions. By applying the self-monitoring procedure, improvements in peer relationships did occur, as presumed, since the negative comments ceased. As

further validation, although more subjective, a teacher observation was also made by peer inclusion of these students during the self selected group assignments. Before the intervention, these students were often excluded and the instructors had to place them into somewhat reluctant groups.

A second hypothesis stated that self-monitoring strategies would enhance the learning process for the entire class by lessening the distractions and therefore allowing more time on task. After applying the self-monitoring plan, the improvements were evident by the amount of completed assignments during each class period. Prior to implementation of the self-monitoring procedure, the time that was wasted in the beginning of the class waiting for the three selected students, caused the entire class to take home their unfinished assignments.

Previous research has shown that self-monitoring could be utilized across contents such as reading, math, science, and writing for certain disabilities (DiGangi et al., 1991; Joseph, 2011; Babyak, Luze, & Kamps, 2000; Mason, Harris & Graham, 2011; Murphy & Korinek, 2009). Even fewer articles concentrated on whole group procedures that would be valuable for inclusion students (Bitsika, 2005; Jull, 2009; Murphy & Korinek, 2009; Sayeski & Brown, 2011). One study focused on middle school students (Jull, 2009). None were found that reported on the ability of middle school students with ADHD to transition between content areas, which was surprising since the onset of instruction actually sets the stage for all of the instructional periods.

Implications

The results suggest a variety of implications regarding the use of self-monitoring in an inclusive classroom. The first presents a question that has been proposed many times during the literature review is why teachers would not willingly choose to use certain empirically supported interventions, especially those teachers who instruct classified students who may have behaviors that are considered to be a manifestation of the disability and require behavior plans. One possible explanation is that the amount of time involved in developing interventions such as self-monitoring may be perceived as overwhelming. Another possible explanation is the lack of training and support that has been available to teachers. In order to assist educators in utilizing this empirically based program, a school wide cooperative effort should be utilized. To ensure the greatest amount of success for students, schools should implement and support self-management procedures in all classrooms when warranted. Success can only be achieved with on going training as well as time allowed for collaboration and sharing. Teacher collaboration would assist with sharing tried and true best practices between staff as well as research based best practices for the various behaviors and types of diagnosed disabilities. Collaboration would also allow for consistency with expected behaviors across contents and settings within the learning environment.

Since all of the students bring their own unique personalities into the classroom perhaps finding out what self-management plan works best for generic disabilities as well as over lapping possibilities in order to allow for recommended starting points for creating a more efficient system for self-management.

Limitations

Since one student dropped out of the behavior plan early it would seem that the amount of time in between the occurrences and the issuing of the reward may need to be adjusted to a daily schedule, with more of an immediate reinforcement, in order to attain success for some. It was also suggested by the school's behaviorist that the number of expectations could be lowered instead of the original four that were initiated.

Another limitation of this study is the amount of instruction needed in order to initiate a change and have the student become cognitively aware of and maintain the behavior change, which will undoubtedly vary from one individual to the next. This creates the question of the amount of time allotment needed for a continued ongoing change to occur which eliminates the undesirable behaviors permanently. In other words, is it feasible to expect a permanent change? Also, should a fading process be used in order to accomplish this goal? Perhaps these questions will be answered as more research is completed through comparisons of studies as more schools incorporate self-management into their classrooms.

The most challenging problem that was recurring was the accuracy or reliability of the students' recordings. If a student was really off-track it would be noticeable and a teacher X mark would be applied, but having multiple students that don't record accurately could be difficult. Even though some of the recordings might not have been totally accurate, a noticeable decrease in the unwanted behaviors was visible along with an increase in desirable suggested classroom behaviors.

Conclusion

The end result is that this study produced favorable outcomes for reducing off-task behaviors during transitioning between content classes for middle school students with ADHD. Since all of the subjects that participated in the research produced numerical increases with on-task behaviors immediately after starting the procedure, it can be concluded that middle school students with attention deficit hyperactivity disorder (ADHD) can successfully utilize a self-monitoring behavior plan to improve their off-task behaviors, particularly during classroom transitional times. The improvements were evident due to the instructors being able to start on time, the amount of finished daily classroom assignments, and the pacing guide's required agenda being met. Not only did the most distractible of students show improvement academically, but in some social areas as well. The procedure was shown to be a practical and effective tool for inclusion settings since it is one which requires a minimal amount of time for training and implementation. It is easily created using a MS Word and utilizes rewards instead of negative consequences for behaviors in students with ADHD.

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