



USING THE WEB TO SUPPORT TEACHERS IN MEETING THE NEEDS OF CHILDREN WITH ADHD IN THE CLASSROOM

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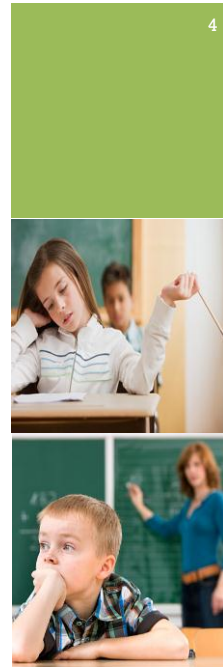


Research Team

Outline

- 1 • The Challenge - ADHD in the Schools
- 2 • Phase 1 – Development & Usability
- 3 • Phase 2 – Pilot Study
- 4 • Phase 3 - Randomized Controlled Trial
- 5 • Take Home Message & Future Plans

The Challenge – ADHD in Schools



ADHD in the Schools

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- Highly prevalent disorder (~3-5% of school-aged children are diagnosed with ADHD)
- ADHD results in poor outcomes, especially in school (e.g., grade failure, special education placement, impaired achievement, lower educational attainment)
- Effective school interventions exist but are not being delivered – knowledge to practice gap

Why?

- Teachers are not trained in these interventions during their teacher training AND have limited PD opportunities to develop these skills once teaching

Why an Internet Intervention?

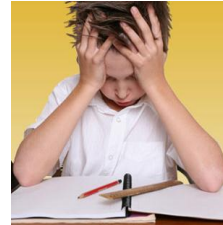
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- Limited opportunities and time available for teachers to learn strategies
- Limited capacity within schools to support teachers implementing these interventions
- Ability to reach a large audience in a timely manner



Phase 1

Developing the Teacher Help for ADHD Online Intervention & Usability Testing



Intervention Development & Usability

- Intervention strategies developed based on empirical literature, best clinical practice and Theory of Reasoned Action
- Platform – Blackboard Learning System
- Intervention features (psychoeducation, CBT, BT, MI)
 - Introductory videos by investigators
 - Powerpoint presentations
 - Worksheets
 - Supplemental materials
 - Discussion board
- Usability - Program (content and delivery) was reviewed by key stakeholders (e.g., ADHD experts, student services personnel, teachers) and feedback was incorporated



Intervention Sessions

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- Session 1: Information about ADHD, impact, diagnosis, etiology
- Session 2: Teacher's role, goal setting, introducing behaviour program
- Session 3: Developing and implementing behaviour program
- Session 4: Classroom structure, school work, teacher-student relationship
- Session 5: Academic and cognitive needs, instructional interventions, ADHD and learning disabilities
- Session 6: Improving meta-cognition, study skills, and social skills; fading the reward program, dealing with relapses of unwanted behaviours, and rewarding teachers and students for their efforts

Phase 2 Pilot Study

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Pilot Study

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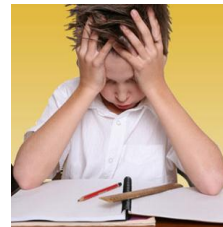
- 20 teachers, grades 1-6
- Evaluated mechanisms of change- as per Theory of Reasoned Action
 - ADHD knowledge
 - Attitudes (e.g., perceived competence)
 - Behaviour
- Satisfaction ratings
 - Highly satisfied with the intervention
 - Moderately satisfied with the discussion board
- Constructive feedback
 - Requested the addition of coach support for future versions of the intervention
- Feedback was used to revise the Teacher Help for ADHD intervention

Barnett, B, Corkum, P., & Elik, N. (2011). A Web-Based Intervention for Elementary School Teachers of Students with ADHD. *Psychological Service*

Phase 3

RCT of Teacher Help for ADHD

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Intervention Components

Core Components

- Power points
- Worksheets

Additional Components

- Supplemental Materials
- Discussion board
- ADHD Coach



Screen Captures

| Characteristics | Recommended Examples | Not Recommended |
|---|---|--|
| Define in clear, specific, and observable terms; positively stated when possible; SMART goals | Turns in daily homework, which is signed by his parent, to his teacher at the start of each class Follows the five class rules that are listed on the blackboard Follows the <i>Happy Hands Rules</i> for the entire class time | Does homework No bad days No hitting |

Johnny's Marble Program

- A more detailed description of "Johnny's Marble Behaviour Program" can be found as a Supplemental Document located in Session 3 folder. You should model the program you develop after this program.



What to do about homework?

Participants

- 58 grade 1-6 students with ADHD, along with their classroom teachers and parents, were recruited from 7 public school boards in Nova Scotia, Canada
- 3 teachers left the study after pre-intervention measures were collected for reasons unrelated to the study; an additional 3 teachers did not complete post-intervention and/or follow-up data
- 90% completion rate
- Final analyzed sample consisted of 52 teachers (24 treatment & 28 waitlist control). Groups did not differ on relevant demographic variables or on baseline characteristics

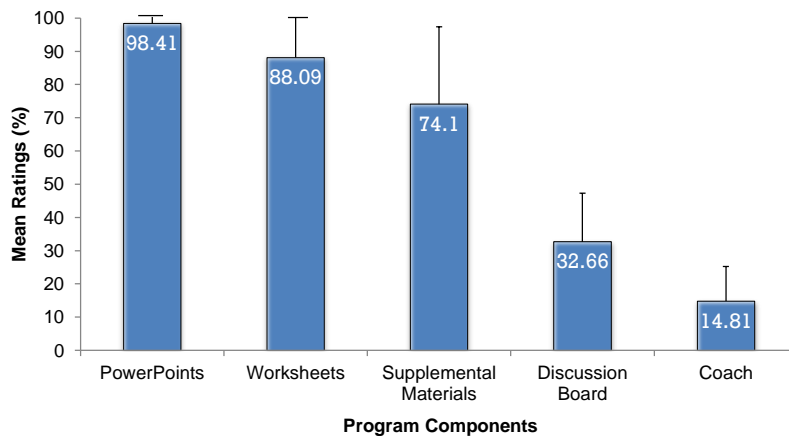
Outcome Measures

- *Conners 3rd Edition Teacher Rating Scale – ADHD Index Scale*
 - 10 most discriminating items pertaining to ADHD symptoms
 - 4-point Likert scale from “not true at all” to “very much true”
- **Teacher Satisfaction Rating**
 - 6-point Likert scale ranging from “strongly disagree” to “strongly agree” (e.g., “The information provided in the PowerPoint Presentation was useful”)
- **Adherence Measure**
 - (e.g., “What percentage of the previous session’s Worksheets did you work through?”)

Procedures

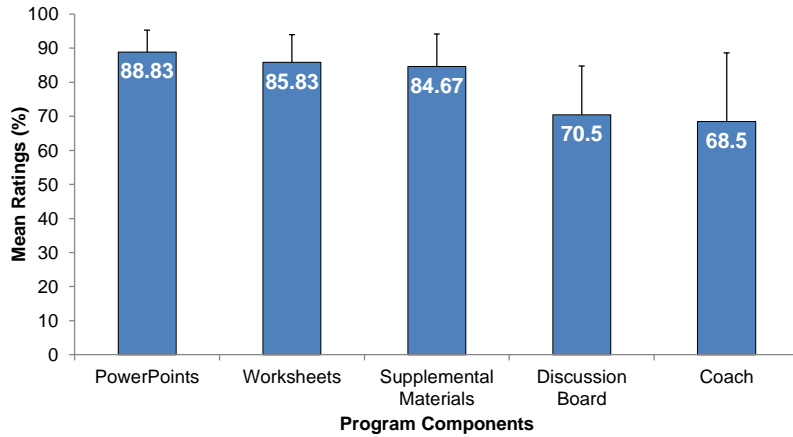
- Pre-Intervention
 - Teachers randomly assigned to Treatment or Waitlist Control condition
 - Demographic questionnaire & Conners 3 ADHD Index- Teacher form completed by both groups prior to intervention
- Intervention
 - Intervention program consisted of 6 weekly sessions, all completed via a password-protected site hosted on secure university server
- Post-Intervention (6 weeks) and Follow-Up (12 weeks)
 - Satisfaction, adherence and ADHD symptom measures completed by both groups

Results: Engagement with Intervention Components



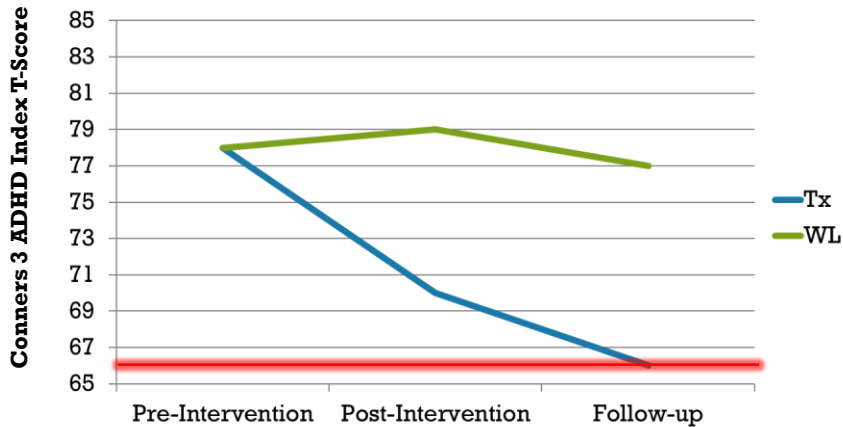
Results: Satisfaction with Intervention Components

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Results: Preliminary Effectiveness Data

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Take Home Message & Future Directions

■ Take Home Message

- The online intervention is an effective and feasible way to train teachers to use evidence-based treatments to reduce the symptoms and impact of ADHD in the classroom

■ Future Directions

- Working with school boards in NS to have this as an ongoing PD opportunity for teachers
- Looking into expanding to other provinces
- Currently developing an online Teacher Help for Learning Disabilities program

Thank you!



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