Using a Multicomponent Function-Based Intervention to Support Students With Attention Deficit Hyperactivity Disorder

Su-Je Cho, PhD; Kwang-Sun Cho Blair, PhD

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Abstract

The current study evaluated the effects of a multicomponent function-based intervention on students with other health impairment (OHI) for attention deficit hyperactivity disorder (ADHD) in a private special education school. The focus of the intervention was to prevent problem behaviors and to increase academic engagement by modifying classroom activities, teaching replacement skills, and changing behavior consequences. Data using a multiple-baseline design across academic subjects revealed that target problem behaviors decreased and academic engagement increased in reading, writing, and mathematical activities for students. Social validity with the classroom staff indicated that the intervention process and outcomes were highly acceptable and effective. In conclusion, this study provides strong evidence that a multicomponent function-based intervention can be successfully applied to students with both ADHD and problem behaviors.