The Effectiveness of Terri Hiltel's Self-Monitoring Program on Improving the Attention of the Students with ADHD

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Abstract

Introduction:
This study aimed to examine Terri Hiltel's Self-monitoring Program on improving the attention of four primary school students with Attention Deficit/Hyperactivity Disorder (ADHD).

Materials and Methods:
Single subject multiple-baseline design (ABA) across participants was utilized. The participants were observed along the baseline phase and the percentage of their target behaviors was accurately recorded. After the baseline, the students were trained by Terri Hiltel’s Self-monitoring program (called shiny light bulb method) for 12 sessions.

Results:
Level and trend analysis showed that the data points were placed at a level lower than the baseline for all the participants at intervention phase. That is, manifestation of off-task behaviors of the students in this phase decreased compared to the non-intervention phase (baseline); However, therapeutic effects discontinued and reduced at follow-up phase.

Conclusion:
Findings supported the effectiveness of self-monitoring program as a therapeutic cognitive-behavioral technique. The Study implications are discussed for applying this technique in schools and using it along with other treatments.