Using Activity Schedules to Increase On-Task Behavior in Children at Risk for Attention-Deficit/Hyperactivity Disorder

Christe A. Cirelli, Tina M. Sidener, Kenneth F. Reeve, Sharon A. Reeve

Education and Treatment of Children Volume 39, Number 3, August 2016  pp. 283-300

Abstract:

The effects of activity schedules on on-task and on-schedule behavior were assessed with two boys at risk for attention-deficit/hyperactivity disorder (ADHD) and referred by their public school teachers as having difficulty during independent work time. On-task behavior increased for both participants after two training sessions. Teachers, peers, and participants reported high acceptability of the use and outcomes of the activity schedules. These findings replicate previous research with activity schedules with individuals with developmental disabilities and provide a novel classroom intervention for teachers of students at risk for and/or diagnosed with ADHD. Future research on activity schedules with these populations is discussed.