Abstract:

Computer Assisted Instruction (CAI) is an instructional context that uses a computer as the mean for teaching pupils in individualized settings. CAI has been proposed as a compensatory instructional strategy among others for pupils with attentional, impulsivity and hyperactivity disorder (ADHD). This brief literature review synthesizes the outcomes of CAI to improve academic performance in various school disciplines for children with ADHD. First, it addresses research that studies the impact on academic disciplines performance of elementary school individuals with ADHD. Second, it considers methodological and pedagogical aspects of the studies reviewed. Finally, comments and recommendations, either in instructional and research context are made. Most of the studies reviewed suggested that CAI is an effective strategy in order to improve academic skills of pupils with ADHD. Moreover, an improvement in on-task and a decrease on error and off-task behaviors emerged as a byproduct of CAI intervention in some of those studies.