

## ABSTRACT

### A COMPARISON STUDY OF SELF-MANAGEMENT TECHNIQUES AND VERBAL REINFORCEMENT FOR CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

The present study compared the effects of teacher praise to self-management for improving time on-task, ratings on the Attention Deficit Disorder Evaluation Scale (ADDES), and academic accuracy for students with Attention Deficit Hyperactivity Disorder (ADHD). Self-management techniques and teacher praise can be quite valuable to teachers and school psychologists because they can be used in the classroom with one or many students at a time. Results of the study indicated that both Self-Management and Teacher Praise showed greater increases in academic accuracy as compared to the Control group, but none of the groups significantly improved as compared to their baseline levels on any of the dependent variables.

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