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# Environmental and Behavioral Supports for Children with ADHD

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# ADHD Intro

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- Neurodevelopmental disorder
- 11.4% of US Children ages 3-17 diagnosed (CDC, 2022)
  - Range 8.7% - 15.5%
- Higher prevalence in boys than girls
- Comorbidity
  - Behavioral concerns (ODD or CD)
  - Anxiety
  - Depression

# ADHD Presentation

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## Inattentive

- Careless mistakes
- Lack of attention to detail
- Easily distracted or forgetful
- Difficulty with follow through
- Struggle with task initiation
- Avoids task that require sustained focus or energy

## Hyperactive

- Fidgeting
- Difficulty remaining seated
- Restlessness, frequent movement
- Excessive talking or blurting
- Interrupting
- Struggle to wait or take turns

# ADHD Treatments

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- Pharmacological
- Psychosocial Interventions
  - Behavioral Parent Training
  - Skills-Training
  - School Based Supports
- Pharmacological + Psychosocial

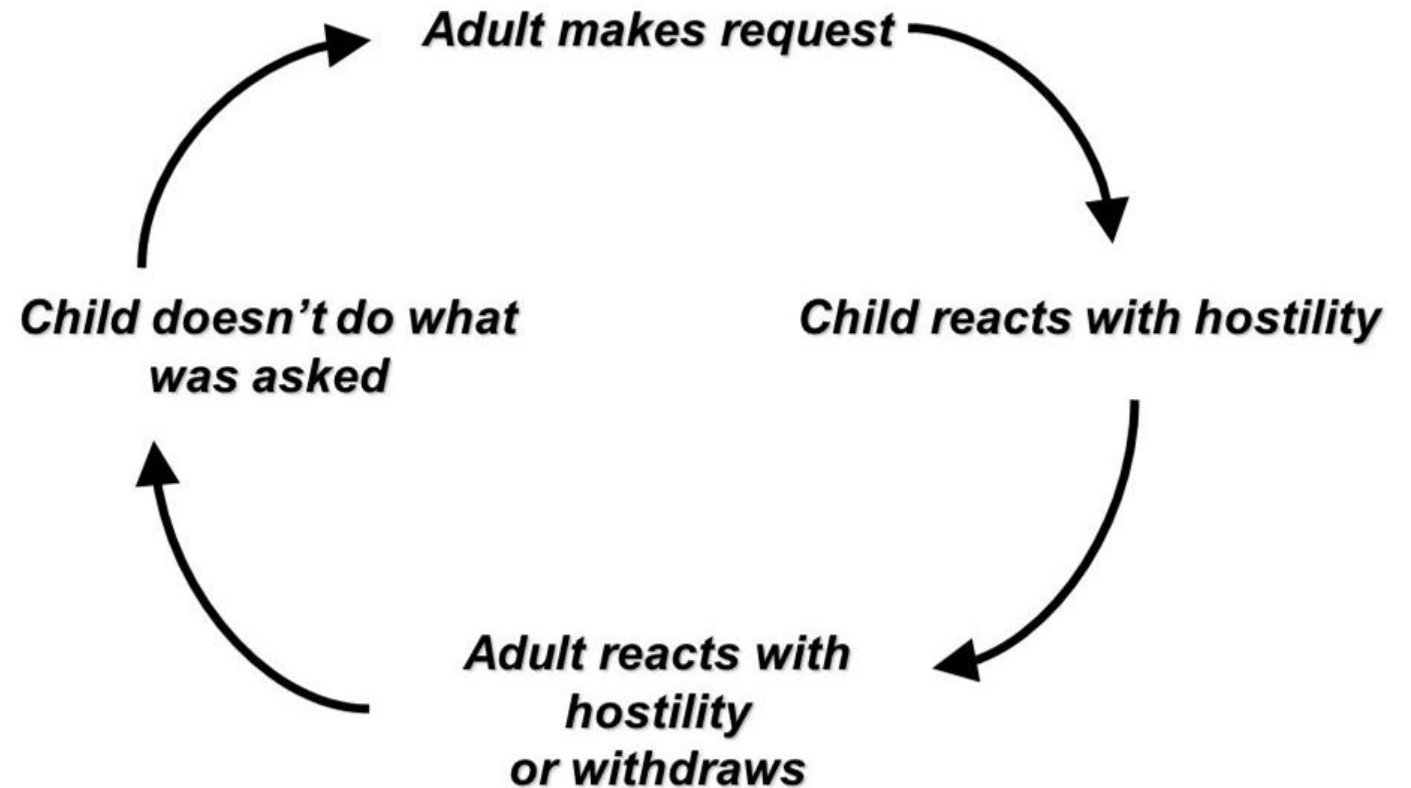
Chacko et al., 2024; Hornstra et al., 2021; Peterson et al., 2024; Wolraich et al., 2019

# Behavioral Parent Training

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- Formal approaches
  - Parent Child Interaction Training (PCIT)
  - Parent Management Training (PMT)
  - Positive Parent Programing (Triple P)
  - STAR Parenting
  - Systematic Training for Effective Parenting (STEP)
- Goal: establishing positive parenting approach, having clear and consistent expectations or guidelines, follow through with rewards and consequences
- Within primary care, can begin to coach parents on basic behavioral strategies

# Coercive Cycle



# Positive Parenting

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- Focus on positive, appropriate behaviors that are observed
- Use positive reinforcement and rewards to build desired, prosocial behaviors
- Specific coaching on:
  - Prompting or providing directions
  - Use of attention
  - Reward systems

# Prompting or Providing Directions

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- Set child up for success by giving more effective prompts
- Change in parental prompting can reduce challenging behaviors
- Want very clear expectations

# Tips for Prompting

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- Be short, direct, and within proximity of child
- Specific
  - Pick up 3 toys
- Use statements not questions
  - Please finish the dishes vs. Will you help me with the dishes?
  - It's time to make your bed vs. Could you make your bed?
  - Come to the table vs. Can you come sit at the table?
  - Questions provide children opportunity to say no and want to honor their appropriate and functional communication.
- Remain calm
- No begging or negotiating

# Positive Opposite

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- What Not To Do vs. **What To Do** (Positive Opposite)
  - Stop running in the house vs. Walk in the hallway
  - Don't walk away from me in the store vs. Keep your hand on the cart
- Why Important?
  - Providing child with exactly what is expected
  - Helps to avoid using no, stop, don't or other "nagging" phrases
  - Can't always assume child knows what to do and/or can make that decision
  - Ample opportunities for praise

# Positive Opposite Practice

Behavior	Positive Opposite
Hitting and kicking siblings	Keeping hands and feet to self
Cursing at parents	Using kind words
Standing on furniture	Feet stay on the floor
Bouncing ball in house	Hold the ball in your hands
Running away in the store	???
Screaming inside	???

# Use of Attention

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- Parental attention is an incredible powerful tool
- Adjustments to attention can result in changes to behavior
- Attention is attention regardless of intent of caregiver
  - “But I was yelling at him...”

# Use of Attention Cont'd

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- Increase attention for behaviors we want to see
- Decrease attention for behaviors we don't want to see
- Comes in all forms!
  - Comments
  - Eye Contact
  - Back Rubs
  - Smiles
  - Laughing
  - Telling child “it’s not funny”, “you don’t approve”, etc



# Praise

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- Quick and easy form of attention
- Used to build appropriate behaviors
- Elements:
  - Immediate
  - Enthusiastic
  - Touch
  - Specific

# Attention Examples

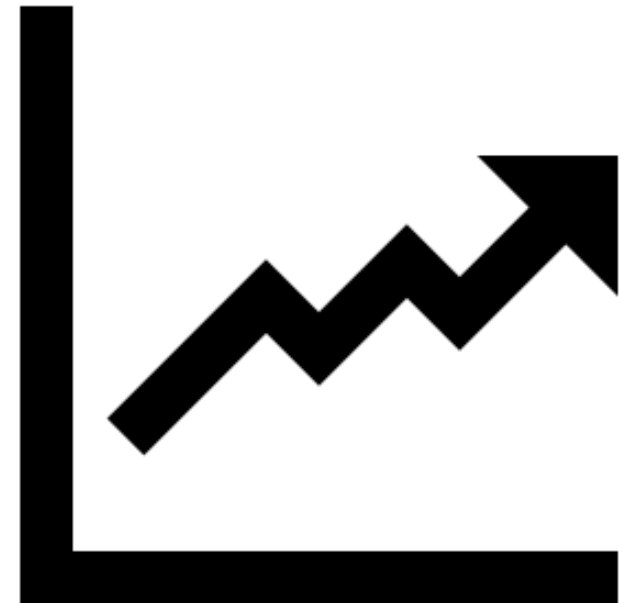
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- Frederick tells a fart joke at every dinner. His Dad shakes his head and goes “dude, gross.”
- Dante calls for help from his parents rather than climbing on the counters. Dad immediately comes into the kitchen and helps get a snack down.
- Toni put her toys in Mom’s face when there is company. Mom bends down and says “honey, I can’t play with you right now. We have company.”

# Reward Systems

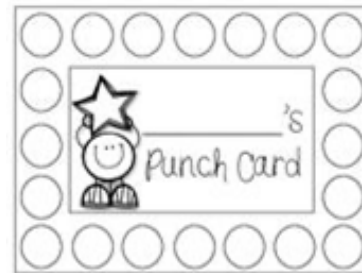
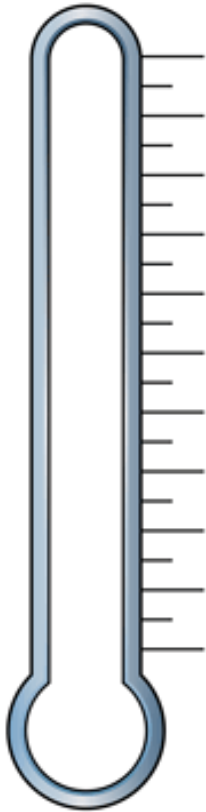
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- Use of positive reinforcement
- Providing rewards for doing the “right” thing (or positive opposite)
- Designed to increase desired behaviors
- Best when there is both immediate and delayed rewards
  - Sticker, praise, token (immediate)
  - Ice cream or movie night (delayed)



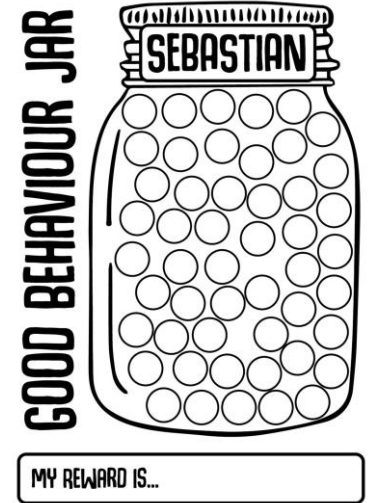
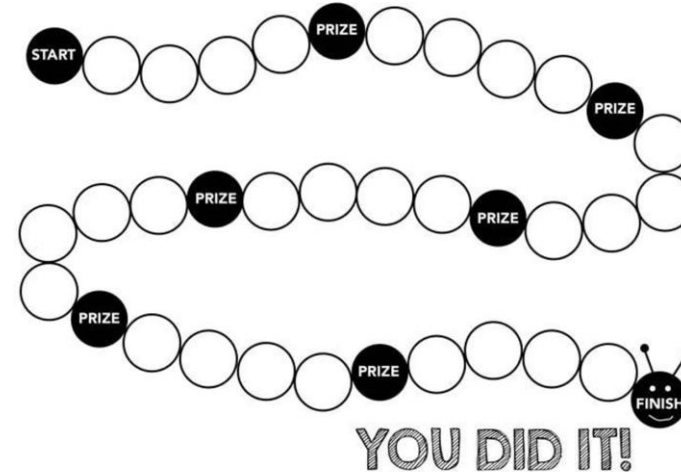
# Simplified Charts

**GOAL!**

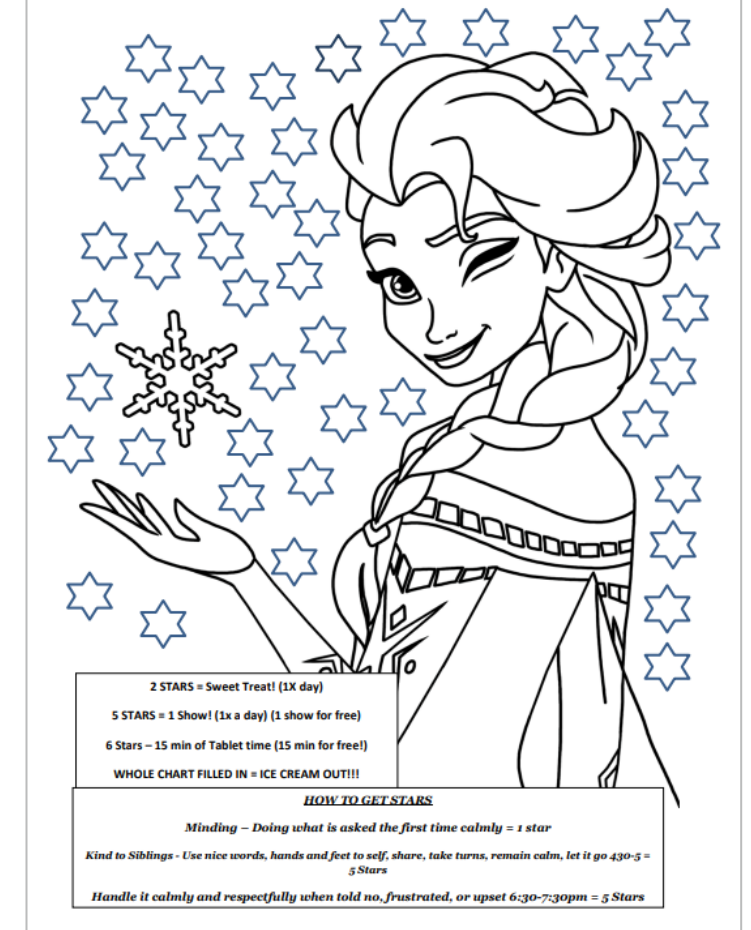
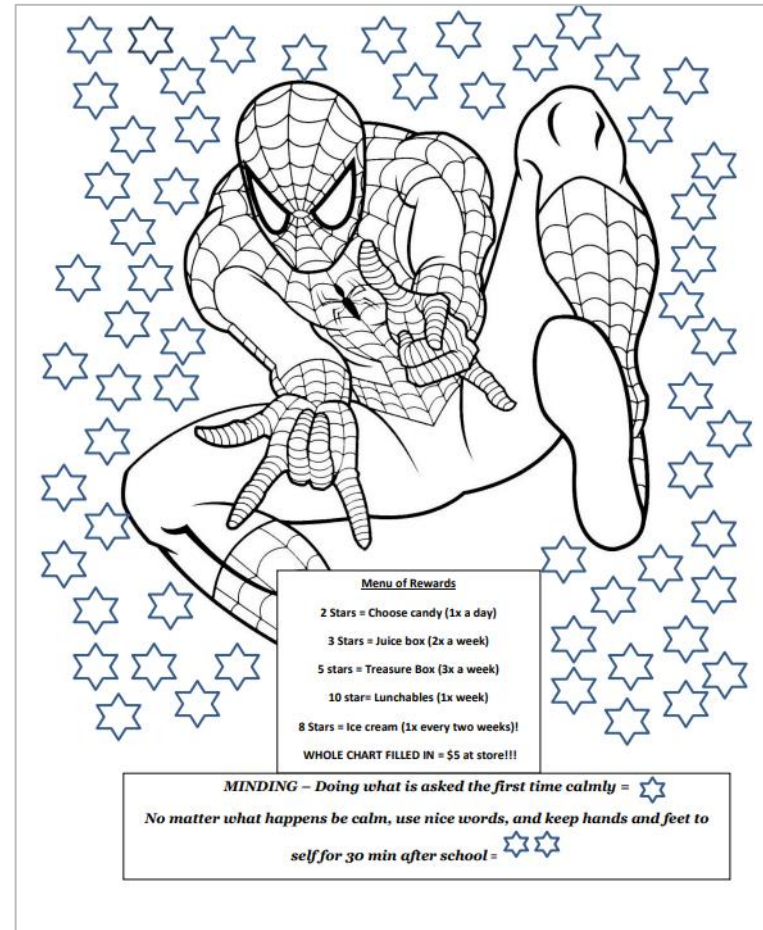
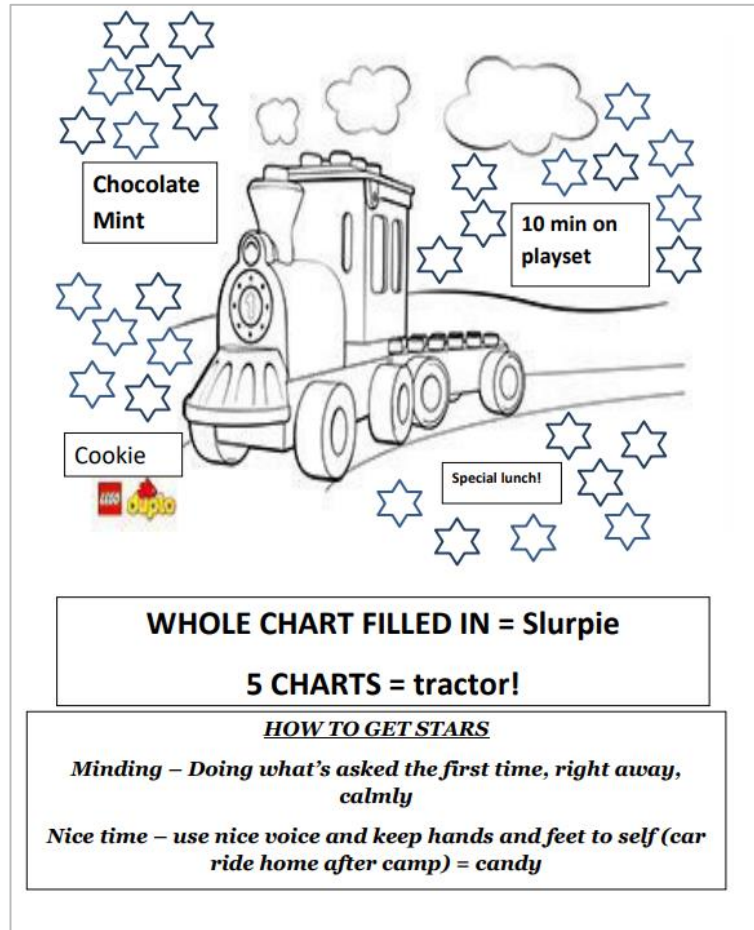


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## REWARD CHART



# Chart Examples



# Reward Systems

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- Rewards can be physical, activity, privilege, etc.
- Help family identify potential rewards. Consider all resources: time, energy, money, etc.
- Does NOT need to have monetary value
  - Decide on family game
  - Select movie
  - Stay up past bedtime
  - Living room sleepover

# Charts: Tips and Tricks

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- Start small to ensure success!
  - Identify 1-2 behaviors that you are trying to increase
  - Be specific
  - Example: getting off tablet when requested, going to bed on time, accepting no
- Make sure effort matches rewards. Be aware of rewarding too little or too much for a behavior.
- Once earned, reward received regardless of other behaviors.
- Provide praise in addition to the immediate reward.
  - Think throwing a parade!

# Positive Parenting Summary

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- Want to increase preferred behaviors
- Spend more time focusing on the “good” behaviors



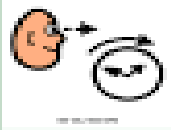
# Skills Training

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- Supporting of executive functioning skills
  - Can encourage independence
  - Reduce behavioral challenges
- Visuals
  - Checklists/To Do List
  - Visual Schedules or Supports
  - Timers

Chacko et al., 2024; Thomas & Karuppali, 2022

# Checklist or To Do List

TO DO	DONE
	 
	
	
	

Visual Activity Schedule

To Do	All Done
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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 **School Day Checklist**

<input type="checkbox"/>	 Hang up coat
<input type="checkbox"/>	 Open backpack
<input type="checkbox"/>	 Turn in homework
<input type="checkbox"/>	 Lunch box in bin
<input type="checkbox"/>	 Read quietly

# Visual Schedules

## Morning Schedule

1. Wake Up 
2. Use Bathroom 
3. Get Dressed 
4. Eat Breakfast 
5. Brush Teeth 
6. Go to School 

Arrival at school		
1		Take off coat <small>(coat, mittens, boots and hat)</small>
2		Open Backpack
3		Take out work
4		Take out lunch
5		Hang up coat
6		Hang up backpack



Get Toothbrush



Wet Toothbrush



Put on Toothpaste



Brush Teeth



Spit in Sink



Rinse Toothbrush

# Visual Timers

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Countdown App

# School-Based Supports

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- Accommodations—adjustments to learning environment that allows access to curriculum
- Does not require an IEP to have accommodations
  - IEP only required if specially designed instruction is needed
- 504 plan for accommodations only
  - General education support

# School Accommodations

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- Preferential seating
- 1:1 or small group testing
- Frequent breaks
- Additional time to complete assignments
- Tasks broken down
- Skeleton notes
- Access to fidgets or chair bands
- Recording of lectures
- Individual checklist
- Use of timers
- Etc., etc. etc.

# References

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# Thank you!

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