

# B A S I C: A Classroom Intervention for Learners with Attention-Deficit Hyperactivity Disorder (ADHD)

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**Abstract—** *The purpose of this study was to identify and assess the efficacy of classroom treatments used by teachers in Nueva Ecija Division to help children with ADHD. The purpose of this study was to determine the participant profile, the effectiveness of SNED instructors' classroom interventions, and their relevance to the needs of students with attention-deficit hyperactivity disorder (ADHD). According to this study, the majority of SNED teachers have worked for six to ten years and have earned a master's degree. It also reveals that the majority of them have participated in trainings and seminars at the divisional and regional levels. For the purpose of fostering inclusive learning environments and offering students with ADHD effective support, SNED teachers are ready and equipped. The SNED teachers who work with children who have ADHD most frequently use the following five classroom interventions: behavior intervention, academic intervention, self-management intervention, an individualized educational plan, and cognitive intervention. They use these interventions because they believe they can help students with ADHD stay focused, manage their symptoms, and succeed academically.*

**Indexed Terms—** *Children, Classroom, Efficacy, Affective, Intervention*

## I. INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder that mostly affects young children but can potentially linger into adolescence and adulthood. This disorder, which is characterized by a persistent pattern of inattention, hyperactivity, and impulsivity, can have a significant negative influence on a child's daily functioning, social interactions, academic achievement, and overall functioning. There are some basic effects on learning, although the specific effects may vary depending on the individual and the severity of their ADHD. In

Moro-Ramos (2021) revealed that children with ADHD often struggle to maintain focus, which can make it challenging for them to focus on and complete assignments. As a result, inadvertent mistakes, instructions left out, and unfinished work could happen. Impulsive behavior can lead to making snap judgments, having problems setting priorities, and having trouble reining in inappropriate behavior. This could hinder a child's ability to do activities methodically and cause them to struggle with organization. Currently, the majority of ADHD students in the USA obtain their education in general education classes. These students frequently find it difficult to focus on the subject at hand and the instructions; they also tend to talk to their peers inappropriately, ask or answer questions without permission, and get up from their seat without permission. Students exhibiting behaviors associated with ADHD have the potential to interfere with their peers' education and set off problematic behavior in both the teacher and the students (Lovett and Nelson, 2021). For general education teachers, teaching students with ADHD presents a number of difficult and daunting obstacles. One crucial component of managing ADHD students effectively is the development and application of intervention methods. For students with ADHD to succeed academically, general education teachers must be able to recognize the unique requirements of these students and develop and implement intervention measures. As the most common childhood psychiatric disease, attention deficit hyperactivity disorder (ADHD) is currently one of the main reasons children with behavioral issues are sent to medical and mental health specialists in the United States. The three types of ADHD, how they affect children, how to handle the problematic behaviors associated with ADHD in the classroom, and which interventions, accommodations, and classroom modifications are most helpful for students with ADHD should all be familiar to in-service and pre-service teachers in order to provide effective academic instruction. Although there are numerous approaches that can help children with ADHD, general education teachers do not have access to a reference guide of interventions that they can employ in the classroom. Significant deficits are brought about by ADHD symptoms both at home and

at school, and these symptoms are linked to a variety of behavioral issues, such as refusal and violence (Supena and Kusmawati, 2022). To handle the behavioral, educational, and social challenges that come with ADHD in the classroom, a range of tactics are required. Teachers will have the tools to handle each student's symptoms individually and make better use of class time with the help of strategies for effective ADHD interventions. Behavior modification techniques used in both the home and school contexts are the most popular forms of intervention for students diagnosed with ADHD. Behavioral therapies entail making environmental changes that specifically target the symptoms of ADHD. Children diagnosed with attention deficit hyperactivity disorder may also show signs of impulsivity and excessive activity. According to DuPaul, et al (2021), these conditions appear to be serious attention issues. The population of children with ADHD is heterogeneous, with a range of ages at which symptoms first appear. When they are in a well-structured physical environment with well-defined rules and boundaries, suitable consequences (both positive and negative), and a daily schedule of routines, they progress much more efficiently. Interventions ought to start with the identification of particular problematic behaviors, followed by the identification of desired alternatives that would take the place of the undesirable behaviors. It is important for students to know both acceptable and unacceptable behavior. Changes in the classroom environment can help with learning challenges and problematic action. Educators can help students with ADHD succeed by implementing classroom interventions that include targeted supports. ADHD students have a limited attention span, academic assignments should be succinct and give students feedback right away. Extended projects or assignments must be divided into manageable chunks, and students ought to be permitted to take breaks during prolonged periods of classroom work. It is important to take instructional levels into account since kids with ADHD are more likely to lose patience if their academic work is beyond their instructional level. It is also helpful for some ADHD children to gradually advance to increasingly challenging assignments. Fast-paced training can enhance the efficiency of instructional techniques and the learning environment. Engaging pupils instead of assigning them individual work improves their attention span and behavior while on task (Tourjman, et al., 2022). Redirecting pupils who are unable to maintain concentration, remain motionless during instructions, or finish projects that make it difficult to meet daily learning objectives takes up a large portion of a teacher's time. Teachers also find it frustrating, but students who are not receiving the instruction that

teachers are supposed to give may also find it frustrating. Other approaches are required to meet these students' academic demands. All students gain by providing interventions that give them the support they require and equipping teachers with a strategy to help them become better teachers. Students have shown success in general education classrooms with the treatments provided in this research. Organizing the classroom interventions into a general education teacher resource guide offers assistance to teachers who may be having difficulties instructing kids with ADHD. This project's ultimate objective was to give general education instructors a reference guide to interventions to help with ADHD students in the classroom. It is important to acknowledge the diversity of problem behaviors among younger students in this student demographic while addressing the difficulties related to other children with ADHD. Interventions should start by identifying certain challenging and undesirable behaviors rather than concentrating behavioral treatment only on ADHD symptoms. It's also important to identify suitable substitute behaviors that conflict with the undesirable ones. Teachers must make it clear to students what conduct is acceptable and unacceptable. A functional behavior assessment is necessary for intervention programs. This involves identifying the root causes of both positive and negative behavior. Behavioral therapies should also be based on the purpose of the issue. If the behavior is sustained by negative reinforcement, for example, the intervention should make sure that the problem behavior does not lead to the achievement of the desired behavior objective. The intervention should also teach the student that exhibiting good behavior is a more practical and efficient means of achieving the intended behavioral outcome. Dealing with kids who have ADHD can be difficult at times. It's especially challenging in a classroom setting because restlessness, the inability to stay still, and general inattentiveness are readily apparent. People's misconception that children with ADHD are simply misbehaving is one of the biggest challenges these children encounter. Assuming that a youngster with ADHD is simply misbehaving will probably lower their self-esteem and exacerbate their conduct. Interventions must be carried out consistently. Ensuring the consistent application of methods both at home and in the classroom can present challenges. Teachers may require training to effectively support students with ADHD. There is a chance that this training will be difficult to obtain, and teachers often have limited time to spend with each student. Anxiety and learning challenges are two additional issues that often co-occur with ADHD. To address these challenges and issues, a multidisciplinary strategy comprising educators, medical professionals, parents,

and the afflicted child is required. Therefore, an intervention program for pupils with ADHD (attention deficit hyperactivity disorder) could benefit many different stakeholders, with the children themselves being the main gainers. Effective ADHD intervention programs must promote evidence-based methods, open communication, and teamwork. It might lead to the development and enhancement of effective interventions that improve their general quality of life, social skills, mental well-being, and academic performance. A thorough understanding of ADHD interventions can lead to more hospitable and supportive communities, a reduction in the stigma associated with the condition, and the promotion of empathy and acceptance for individuals with ADHD.

II. METHODOLOGY

This chapter covered the methodologies and procedures used in the current study, including the population and study location, the research design, the data gathering tools, the data collection processes, and the statistical analysis of the data. The SNED teachers in Nueva Ecija's Second Congressional District for the school year were the study's subjects. 2023–2024. The respondents in this study include all of the instructors in the Second Congressional District of Nueva Ecija who work with students who have ADHD. Using frequency counts and percentages, it was possible to identify the characteristics of public elementary school instructors, such as their greatest level of education, number of years spent in the classroom, and number of relevant trainings. The researcher interviewed the five SNED teachers who were working with children with ADHD in the Second Congressional District of Nueva Ecija, Schools Division of Nueva Ecija, in order to ascertain the type of classroom intervention that these teachers employed and how important it was for students with ADHD. The top 5 best classroom interventions for students with ADHD were determined by combining their responses and using frequency counts and percentages as well. The topic of discussion in this study was the top five answers.

III. RESULTS AND DISCUSSION

The three requirements listed below were satisfied by the study's participants: (a) they were SNED teachers in elementary public schools; (b) they were working with students who had ADHD; and (c) they were among the chosen SNED teachers who agreed to participate in the research and respond to the study's questions. This qualitative research study involved interviews with five SNED teachers at public elementary schools. Prior to analysis, study participants had the chance to review their own

interview transcripts to make sure the transcripts accurately captured their meaning and intended responses. The fourteen participants were in their 20s, 30s, 40s, and 50s, and they are all teachers in the Schools Division of the Second Congressional District of Nueva Ecija.

II.a. Profile of the Respondents

Table I. Tabulated Profile of the Respondents

Profile Variables	Variable Category	Frequency	Percentage
Highest Attainment	w/MA Units	4	80%
	MA Graduate	1	20%
Years of Service	0 – 5 yrs.	1	20%
	6 – 10	3	60%
	11 – 15	1	20%
Number of relevant trainings and seminars attended	National	2	40%
	Regional	4	80%
	Division Level	5	100%

In terms of greatest educational achievement, 20% of the population is an MA graduate, and 80% of the population has finished MA units. 20% have worked for less than five years, 60% for six to ten years, and 20% for eleven to fifteen years. The table displays the frequency of attendance at relevant international seminars and trainings. One hundred percent of the population has participated in division-level training, eighty percent have attended regional-level training, forty percent have attended national-level training, and none have participated in international-level training. According to the table, most educators have been working for six to ten years and have either partially or fully completed their master's degree. It also reveals that the majority of them have participated in trainings and seminars at the divisional and regional levels. These findings imply that the teachers may have had more education and training in teaching children with ADHD, which may have helped them to better comprehend and assist these students. The length of service of the educators also reveals a degree of expertise and familiarity with instructing a variety of student populations, including those with special needs (Zheng, et al., 2021). All things considered, these results would suggest that teachers are adequately trained and equipped to offer helpful assistance and establish welcoming learning environments for kids with ADHD. It's crucial to remember that different educators may have different experiences and teaching philosophies. Moreover, continual professional development and assistance for educators working with children who have ADHD can improve the standard of instruction even more.

## II. b. Classroom Interventions

### 1. Behavioral Intervention

A methodical strategy for controlling and altering behavior to accomplish desired results is known as behavioral intervention. It entails recognizing particular habits, putting plans into action, and keeping an eye on results. It applies behaviorism's tenets and strategies, such as modeling, shaping, and positive reinforcement, to encourage constructive behavior change in households, schools, and clinical settings. It assists people with developmental challenges, mental health issues, and education in realizing their full potential. Teaching children with ADHD how to focus, control their emotions, and manage their impulses is part of behavioral intervention. Behavior therapy is a common intervention that establishes clear expectations, provides incentives for positive behavior, and imposes consequences for undesirable behavior (Sholeh, et al., 2021). ADHD symptoms can be better controlled in a routinely organized setting with clear rules and routines. For continuous implementation, cooperation between caregivers, educators, and parents is essential. Children can control their symptoms and flourish in a variety of settings with the support of early intervention and evidence-based solutions. Early intervention with behavioral issues helps children with ADHD develop appropriate symptom management. As per the SNED teacher, they employ many interventions and tactics to provide assistance to pupils diagnosed with ADHD. One of the methods they employed was behavioral intervention, which focuses on helping people establish acceptable behaviors and self-regulation abilities through coping mechanisms, reinforcement schemes, and clear expectations. They added that they employed this behavioral intervention in the classroom since it is based on research and is one of the most successful strategies for helping students with ADHD. They are able to support students with ADHD in thriving academically and socially by offering a disciplined and supportive learning environment. Long-term success for the children depends on developing their confidence and self-worth, which is another benefit of this intervention. Their goal is to establish a welcoming and inclusive learning environment where students with ADHD can thrive and realize their dreams by implementing this intervention into their teaching practices. Children with ADHD can benefit from behavioral intervention therapy by learning to manage daily chores, reduce undesirable behaviors, and improve appropriate ones. As to the intelligence, creativity, and innovation of teachers, this entail developing planned habits and routines that are repetitive, organized, and systematic that establishes a literate environment for both the

teachers and the students (Belandres, et al., 2024). Attention deficit and hyperactivity disorder (ADHD) can cause problems with daily work, academic performance, and self-esteem. Children who learn behavior management skills feel more accomplished, make more progress, and have better connections with their parents, teachers, and peers.

### 2. Academic intervention

Academic intervention pertains to a collection of tactics and approaches used in educational environments to assist children diagnosed with ADHD with their academic performance and overall educational journey (Sholeh, et al., 2021). These solutions target certain issues that students have with focus, impulse control, and hyperactivity. Customized education, adjustments, and adaptations are common components of comprehensive treatments that are based on the unique needs of each student. To assist students with focusing and participating in the learning process, accommodations may involve modifying the classroom setting or teaching strategies. For students with ADHD, modifications entail modifying the tasks or curriculum to make them more doable. Delivered through individualized education plans (IEPs) or 504 plans, specialized instruction focuses on building specific abilities, such as time management, organization, and study techniques. The implementation of tactics and approaches in educational settings to support the learning and development of children with ADHD is known as academic intervention. Personalized lesson plans, behavior control strategies, specialized teaching approaches, and accommodations like extra time for examinations or assignments are some popular academic therapies for kids with ADHD. These programs target the unique requirements and difficulties faced by children with ADHD in the classroom in an effort to support their academic success. In order to provide these adolescents with an organized and encouraging environment, collaboration between educators, parents, and other professionals is essential. For students with ADHD, behavioral therapies combine both antecedent- and consequence-based techniques (Scannell, et al., 2024). Impaired, delayed responsiveness to the environment is the fundamental deficiency of ADHD. Reforming the environment to alleviate this deficit is the goal of antecedent-based therapies. Classroom rules should be brief, positive, and visible to all students. Teachers can post and review these guidelines. Instructors should also commend students for adhering to the guidelines on a regular basis, particularly for those with ADHD. Reducing the quantity and type of tasks assigned, often with the condition that the student completes the assignment, is another antecedent-based tactic.

Assignment lengths can be gradually extended to align with classroom norms when students show success with shorter homework.

### 3. Self-Management Intervention

Self-management intervention is a systematic technique that teaches kids with ADHD how to keep an eye on, control, and regulate their emotions, behavior, and attention span. This enables people to grow in self-awareness, acquire self-control abilities, and assume accountability for handling their problems and symptoms. Self-monitoring, goal-setting, self-instruction, self-reinforcement, and problem-solving comprise the intervention. While goal-setting promotes the creation of attainable objectives, self-monitoring entails keeping track of one's actions, thoughts, and feelings. Children who get self-instruction learn to use internal clues and positive self-talk to direct their behavior and make decisions (Friedman, et al., 2020). Self-reinforcement is the process of giving praise for good deeds, whereas problem-solving is the process of figuring out how to get beyond barriers. This also entails establishing objectives, delegating work to others, employing visual aids, and honing self-monitoring skills. Through self-awareness and behavior modification, children diagnosed with ADHD can enhance their ability to concentrate, adhere to instructions, and finish tasks effectively. In the end, this results in enhanced wellbeing overall, social relationships, and academic success (Sugaya, et al., 2022). Furthermore, as individuals with ADHD frequently have weak executive functioning skills, self-management therapies can help them improve. Teachers of Special Education and Development (SNED) can assist students in developing the cognitive skills required for success in the classroom by teaching tactics including making timetables, breaking activities down into manageable chunks, and employing visual reminders. Using self-management therapies can also assist students with ADHD become more socially and emotionally adept. SNED teachers can assist students in managing stress and anxiety and navigating social interactions more effectively by teaching them self-regulation and emotional management techniques.

This may result in better interactions with teachers and students as well as a happier learning environment. Interventions aimed at improving self-management are crucial for meeting the special demands of ADHD students. Self-management interventions are essential for children with ADHD to develop critical skills to manage symptoms and improve their overall wellbeing. Teachers can empower students to succeed academically and develop important life skills that will benefit them beyond the classroom by teaching them

how to monitor and regulate their own behavior and learning. With the help of these interventions, children can learn how to control their emotions, behavior, and attention, giving them the confidence to make wise decisions. Goal-setting, time-management, organizing, and problem-solving strategies all improve self-discipline and independence. Children who practice self-management also develop their capacity for self-awareness and self-monitoring, which boosts their confidence and sense of self. By helping individuals to organize, prioritize, and complete tasks, these interventions can enhance their academic achievement, social interactions, and general quality of life (Harrison, et al., 2019). They can lessen the frequent poor self-esteem, anxiety, and irritation that kids with ADHD feel. Self-management treatments give kids the tools they need to overcome obstacles and succeed in a variety of spheres of their lives. Children who practice self-management also develop their capacity for self-awareness and self-monitoring, which boosts their confidence and sense of self. By helping individuals to organize, prioritize, and complete tasks, these interventions can enhance their academic achievement, social interactions, and general quality of life. They can lessen the frequent poor self-esteem, anxiety, and irritation that children with ADHD feel. Self-management treatments give kids the tools they need to overcome obstacles and succeed in a variety of spheres of their lives. Children with ADHD can greatly benefit from self-management interventions in terms of their academic achievement, social skills, emotional control, independence, self-efficacy, and long-term success. With the help of these treatments, students can improve their grades, productivity, and attitude toward learning by acquiring time management, organization, and task-focused skills. Additionally, they support the growth of social skills like understanding social cues, listening, and sharing, all of which can enhance communication, relationships, and self-assurance in social situations. Children with ADHD are also better at identifying and controlling their emotions, which helps them feel less stressed and anxious. In addition to promoting independence and confidence, self-management abilities help people feel in charge of their lives and that they've accomplished something. Throughout their lives, self-management abilities can lay the groundwork for success in the workplace, in the classroom, and in relationships. Self-management programs can improve children's emotional, social, and intellectual wellbeing and provide them with the tools they need to succeed in all facets of life.

### 4. Individualized Educational Plan

For students in public schools who require special education services, an Individualized Education

Program (IEP) is a legally binding document. In order to address a particular learning problem between the ages of 3 and 21, the child's parents and members of the school system construct it. The child's objectives, special accommodations, providers, and progress tracking are all described in the IEP. Every year, it is evaluated to evaluate the child's progress and determine what has to be changed for better results. A customized educational plan that describes the objectives and available resources for students with special needs—like ADHD—is known as an individualized education plan, or IEP. It offers a customized education that takes into account the particular learning requirements of ADHD children. To assist children in overcoming obstacles and realizing their full learning potential, IEPs offer specialized accommodations, techniques, and support services.

For students with ADHD, who frequently experience difficulties with focus, attention, and memory, these preparations are essential. The Individuals with Disabilities Education Act (IDEA) encourages cooperation between schools, families, and service providers by requiring special education services and supports for students with disabilities. Ensuring the best educational outcomes for kids with disabilities is the aim of an IEP. A legally binding document known as an Individualized Education Plan (IEP) lists the resources and adjustments that a student needs in order to get the best education possible. (McDougal, et al., 2023) To make sure their child gets the resources and assistance they need, parents and educators must understand IEPs. For children with ADHD, an IEP can be a lifesaver, enabling them to realize their full potential with the correct supports and modifications. It is their duty as educators and parents to see to it that each child's IEP is customized to meet their unique needs and is updated on a regular basis. The SNED teachers claimed that they provided specialized help and adjustments for ADHD students through the use of individualized educational plans (IEPs). ADHD can affect a student's capacity to learn and perform well in conventional classroom environments. To determine a student's strengths, limitations, and learning preferences, experts, parents, and learners collaborate to create IEPs. Among the strategies are division of work into manageable chunks, regular pauses, visual aids, behavior control methods, and substitute assignments. ADHD students benefit from these individualized supports by being able to concentrate, participate, and perform well in class. Additionally, they said that they used an Individualized Education Plan (IEP), which defines precise goals, accommodations, and support services suited to each learner's unique requirements, to provide

individualized support to children with ADHD in the classroom. By determining the tactics and modifications that are most effective for each learner, an IEP helps them reach their full potential (Veloso, et al., 2020). This could involve adding more support services, providing specialized education, or changing the curriculum. Additionally, it encourages cooperation between educators, parents, and other professionals working with children to make sure they have the resources and support they need. SNED teachers can monitor a student's progress and make well-informed judgments about their educational requirements by routinely reviewing and revising the student's IEP goals and techniques. They added that monitoring the learner's progress, encouraging stakeholder collaboration, and offering individualized support all depend on an IEP. It enables students with ADHD to thrive in the classroom and in social situations.

##### 5. Cognitive Intervention

The term "cognitive intervention" describes a range of therapy approaches and tactics intended to enhance cognitive functioning in people who may be having trouble with their ability to think, remember, reason, pay attention, or solve problems. The goals of these interventions are to help people reach their full potential, improve their cognitive abilities, and live better overall (De Villiers and Barnard, 2022). For children with ADHD, cognitive intervention entails using methods and strategies to help enhance cognitive abilities like impulse control, memory, attention, and problem-solving abilities. Trained to match the individual needs of every kid with ADHD, these therapies usually entail teaching executive functioning skills and coping methods. Cognitive-behavioral therapy (CBT), neurofeedback training, mindfulness practices, and executive function training are common cognitive therapies for children with ADHD. Children can recognize and alter harmful thought patterns with the aid of CBT, and neurofeedback can help control brain activity. Children who receive executive function training learn time management and organizational abilities, while mindfulness practices help them become more conscious of their thoughts and emotions. For the most comprehensive support, these approaches work best when paired with other treatments like medicine and behavioral therapy. According to the SNED teacher responses, they employed cognitive therapies to enhance children with ADHD's behavior, academic achievement, and general functioning. These interventions include mindfulness and cognitive-behavioral methods to help pupils focus and pay attention, develop their executive functioning abilities, and work independently on projects. In an effort to improve the learning

environment, they also impart lessons on impulse control and mood regulation. By teaching them how to effectively manage their symptoms, cognitive therapies give ADHD youngsters more confidence and self-esteem. To provide a supportive learning environment where every student has the chance to succeed, they also advocate for inclusivity and support for all students, including those who have ADHD. All of the responding instructors concur that cognitive therapies provide useful and research-based strategies for assisting students with ADHD in the classroom and fostering their academic and socioemotional growth. The following are the top five classroom interventions that SNED teachers employ with students who have ADHD.

Behavioral intervention includes applying techniques, such as offering clear expectations and offering positive reinforcement, to address and change problematic behaviors displayed by ADHD pupils (Friedman, et al., 2020). Children with ADHD benefit from behavioral therapies because they give them the structure, consistency, and clarity of expectations they need to manage their behavior. Teachers can assist students with ADHD in understanding and adhering to anticipated behaviors by employing techniques like behavior charts, clear boundaries, and positive reinforcement. In the classroom, these approaches also aid in lowering disruptive behaviors and encouraging constructive interactions.

As to academic intervention, this intervention focuses on modifying lesson plans and instructional resources to accommodate kids with ADHD in the classroom or to fulfill their additional support needs. For children with ADHD, academic therapies are essential because they cater to their unique learning requirements and difficulties (Supena and Kusmawati, 2022). Teachers can encourage children with ADHD to succeed academically by modifying their teaching strategies, offering additional support, and making adjustments like extending the time allotted for assignments or assigning kids to preferential seating. Through these interventions, we make sure that students get the help they need to access the curriculum and realize their full academic potential.

As to self-management intervention, this intervention fosters independence and self-management by teaching ADHD students how to control their own behavior and emotions. Self-management programs help children with ADHD learn how to control their emotions and behavior on their own. By teaching children's techniques like goal-setting, self-monitoring, and problem-solving, they become better at controlling their impulses,

maintaining organization, and handling difficulties. These therapies improve the general well-being and academic performance of ADHD students by encouraging self-control, independence, and resilience. An individualized educational plan, or IEP, is a customized document that outlines particular objectives, modifications, and support services for students with special needs, including those who have ADHD. Children with ADHD benefit greatly from an As to Individualized Educational Plan (IEP) (Lovett and Nelson, 2021), since it offers a tailored road map for addressing their specific needs and objectives. An IEP makes sure the kid gets the tools and support they need to succeed in school by laying out precise adjustments, support services, and academic goals that are unique to each student. This individualized approach promotes a positive learning atmosphere and helps each student reach their full potential.

As to cognitive intervention, the goal of this intervention is to help students with ADHD focus, organize, and manage tasks more successfully in the classroom by focusing on cognitive processes like memory, attention, and executive functioning. Cognitive therapies aim to improve the attention, memory, and executive functioning of children with ADHD, as well as other underlying cognitive processes. Teachers may help students learn and achieve academically by putting these cognitive talents into practice through teaching organizing techniques, offering memory aids, and encouraging attention and concentration. For children with ADHD, these therapies support the development of cognitive skills, boost academic achievement, and enhance general functioning.

Together, these strategies help children with ADHD thrive academically and behaviorally by fostering a welcoming and inclusive learning environment. All things considered, these classroom interventions for children with ADHD work well because they attend to the unique needs and difficulties these students encounter, offer specialized assistance and techniques to improve their behavior and learning, and foster an accepting and encouraging environment that fosters both their academic and personal development (Scannell, et al., 2024).

PROPOSED DEVELOPMENT PLAN FOR  
STRENGTHENING THE CLASSROOM  
INTERVENTION OF SNED TEACHERS

Objectives	Activities	Persons Involved	Time	Resources
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			Frame	
Improve / strengthening the knowledge and skills of SNED teachers in their classroom intervention in teaching children with ADHD.	Universal Interventions: Implementing evidence-based strategies that benefit all students in the classroom, such as structured routines, clear expectations, and positive reinforcement systems. These interventions create a supportive learning environment for all students, including those with ADHD. Targeted Interventions: Providing additional support and interventions for students with	Teachers School Administrators, DepEd Officials, Education Program Supervisors	Year Round	MOOE, Personal,
Strengthen classroom interventions for children with ADHD using Multi-Tiered System of Support (MTSS) specifically tailored for students with ADHD.				

	ADHD who require more individualized assistance. This may include small group instruction, personalized behavior plans, and accommodations tailored to the specific needs of each student.			
	Intensive Interventions: Offering intensive support for students with ADHD who require more specialized interventions. This may involve one-on-one support			



	<p>from a special education teacher or behavior specialist, individualized behavior therapy, and ongoing monitoring and adjustment of interventions based on student progress.</p> <p>Professional Development: Providing training and support for teachers and school staff on effective strategies for working with students with ADHD. This may include workshops on behavior managem</p>					<p>ent techniques , understanding ADHD symptoms , and implementing accommodations in the classroom.</p> <p>Parent Involvement: Engaging parents in the intervention process by providing resources, support, and strategies for managing ADHD symptoms at home. This may include parent training sessions, communication with parents about student progress, and collaboration on</p>			
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	behavior plans and interventions.			
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CONCLUSION

The majority of SNED instructors hold a master's degree and have worked for six to ten years. They have participated in trainings and seminars at the divisional and regional levels. They are ready to offer youngsters with ADHD efficient support and inclusive learning environments. Ongoing assistance and professional growth, however, can raise the standard of instruction. However, SNED teachers use a variety of classroom interventions to help ADHD students thrive both academically and socially. Behavior intervention, academic intervention, self-management intervention, an individualized educational plan, and cognitive intervention are the top five interventions. These techniques support students' academic progress, symptom management, and engagement.

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