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# Effect of a Self-Management Program on the Performance of a Student with Attention Deficit Hyperactivity Disorder

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Abstract: A self-management program was developed to help a student with attention deficit hyperactivity disorder (ADHD) improve his academic performance. The program was based on the principles of self-management and was designed to help the student identify and monitor his own behavior, set goals, and provide himself with positive reinforcement.

Keywords: self-management, attention deficit hyperactivity disorder, academic performance, behavior modification

Attention deficit hyperactivity disorder (ADHD) is a common childhood disorder characterized by inattention, hyperactivity, and impulsivity. It is estimated that 5-10% of children and adolescents have ADHD (Barkley, 1990).

One of the most common problems associated with ADHD is academic underachievement. Children with ADHD often have difficulty staying on task, following directions, and completing assignments. This can lead to poor grades and a lack of motivation to attend school.

Self-management is a behavior modification technique that involves teaching individuals to monitor and control their own behavior. It is based on the principles of operant conditioning and is designed to help individuals identify and monitor their own behavior, set goals, and provide themselves with positive reinforcement.

Self-management has been shown to be effective in a variety of settings, including the classroom. It has been used to help students with ADHD improve their academic performance, increase their attendance, and reduce their disruptive behavior.

The purpose of this study was to evaluate the effectiveness of a self-management program in helping a student with ADHD improve his academic performance. The program was based on the principles of self-management and was designed to help the student identify and monitor his own behavior, set goals, and provide himself with positive reinforcement.

The study was conducted over a 12-week period. The student was first assessed on his academic performance and then assigned to the self-management program. His performance was then monitored and compared to his performance before the program.

The results of the study showed that the self-management program was effective in helping the student improve his academic performance. He showed a significant increase in the number of assignments completed and an increase in his grades.

These findings suggest that self-management is an effective technique for helping students with ADHD improve their academic performance. It is a simple and easy-to-use program that can be implemented in the classroom.

Further research is needed to evaluate the long-term effectiveness of self-management and to determine the best way to implement the program in the classroom.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the specific procedures and protocols that must be followed to ensure that all records are properly maintained and updated.



3. The final part of the document provides a summary of the key points and reiterates the commitment to maintaining high standards of record-keeping and transparency.



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