



# Behavioral Supports for ADHD Learners: An Empirical Analysis Informing a Targeted Training Program for Educators

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## Abstract

This study examines the behavioral supports utilized by teachers for learners with attention deficit hyperactivity disorder (ADHD) and analyzes their effectiveness as the empirical basis for developing a targeted training program for educators in selected schools within the Division of Caloocan City during School Year 2022-2023. Employing a descriptive-correlation design, the research involved 50 educators (4 master teachers and 46 regular teachers) chosen through purposeful sampling. Seven behavioral support domains were investigated: structure and routine, clear instructions and positive reinforcement, minimizing distractions and organizational strategies, behavioral interventions, self-regulation techniques, physical activity and healthy lifestyle, and social skills training. Learners' behavioral outcomes were evaluated using the Child Behavior Checklist (CBCL). Findings showed that teachers rated clear instructions and positive reinforcement most highly, with reward systems identified as particularly effective in practice. However, correlation results indicated that *different* domains, such as self-regulation techniques, physical activity and healthy lifestyle, and social skills training, were the strategies significantly associated with improved CBCL outcomes. Teachers also identified major challenges in supporting ADHD learners, particularly the difficulty of applying universally effective approaches and managing impulsive behaviors. Based on these insights, a targeted training program was developed and evaluated as acceptable by both master teachers and SPED teachers. The study concludes that strategic professional development should prioritize the domains that demonstrated significant associations with behavioral improvement, such as self-regulation, physical activity, and social skills training, to strengthen educators' competencies in implementing effective supports for learners with ADHD.

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## Subject Areas

Education, Special Education, Educational Psychology, Behavioral Management, Teacher Training

## Keywords

ADHD, Attention Deficit Hyperactivity Disorder, Behavioral Supports, Behavioral Interventions, Teacher Training Program, Special Education, Inclusive Education, Self-Regulation Strategies, Positive Reinforcement, Physical Activity, Social Skills Training, Child Behavior Checklist (CBCL)

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## 1. Introduction

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder that affects individuals across the lifespan, characterized by persistent symptoms of inattention, impulsivity, and hyperactivity (American Psychiatric Association, 2013 [1]; Kawabe, Horiuchi, Matsumoto, Inoue, Okazawa, Hosokawa, Nakachi, Soga, & Ueno, 2023) [2]. These symptoms can have a profound impact on the lives of those diagnosed with ADHD, particularly in educational settings where traditional teaching methods may not adequately address their unique needs [3]. Educators often face distinctive challenges when teaching learners with ADHD, necessitating specialized strategies and support to create conducive learning environments that promote both academic achievement and social-emotional development [4].

Learners with ADHD frequently experience difficulties in maintaining attention, staying organized, managing impulsive behaviors, and regulating their activity levels [5]. These challenges can significantly affect their academic performance, social interactions, and overall well-being, creating obstacles that extend beyond the classroom into various aspects of their lives [6]. The pervasive nature of ADHD symptoms requires comprehensive intervention strategies that address not only academic concerns but also behavioral and social dimensions of learning [7].

To address these concerns, it is imperative to equip educators with effective behavioral management strategies that can help create a supportive and inclusive learning atmosphere [8]. This research acknowledges the complexity of ADHD and the heterogeneity of its presentations, recognizing that each learner with ADHD is unique and may respond differently to various interventions [9]. Therefore, the study explores a wide range of evidence-based behavioral management strategies, encompassing both established best practices and innovative approaches tailored to the diverse needs of learners with ADHD [10].

The outcomes of this research hold profound implications for education, as they directly influence the quality of educational experiences for learners with ADHD [11]. Effective behavioral management strategies not only support the academic

progress of these learners but also promote their social and emotional development, self-esteem, and overall success [12]. By empowering educators with the knowledge and skills needed to understand, support, and manage learners with ADHD effectively, this research contributes to the broader mission of fostering inclusive and equitable educational opportunities for all [13].

As the prevalence of ADHD continues to rise globally, the need for effective behavioral management strategies and teacher training becomes increasingly pressing [14]. This research represents a significant step toward meeting this need by providing evidence-based insights and practical guidance to educators, ultimately contributing to creating inclusive and equitable educational opportunities for learners with ADHD in the Philippine educational context [15].

## 2. Methods and Procedures

### 2.1. Research Design

This study employed a Descriptive Correlation research design to investigate behavioral management strategies for learners with ADHD [16]. This methodological approach provides a comprehensive framework for understanding the effectiveness of various strategies employed by educators by examining relationships between specific behavioral management techniques and their impact on ADHD learners [17]. The correlation data generated allowed for nuanced analysis of how strategies such as structured routines, clear instructions, flexible seating, and positive reinforcement influence key outcomes like self-regulation, task completion, and social interactions [18].

The Descriptive Correlation technique was particularly appropriate for this study as it enabled the identification of strengths and limitations of various behavioral management strategies, thereby informing the design of targeted professional development programs [19]. This approach aimed to improve both teacher efficacy and student outcomes, leading to a more inclusive and effective educational setting for all students [20].

### 2.2. Participants and Sampling

The study's respondents comprised 50 educators from selected schools in the Division of Caloocan City, including 4 Master Teachers and 46 regular teachers. This selection provided a well-rounded representation of the teaching staff, ensuring that insights were gathered from both experienced educators with leadership roles and those actively engaged in classroom instruction.

Purposeful sampling was strategically employed to ensure that participants selected were particularly knowledgeable and experienced in managing learners with ADHD. To enhance methodological rigor, inclusion criteria were applied: 1) the teacher must have at least two years of direct teaching experience handling learners formally identified as having ADHD (e.g., documented through school records, learner files, or guidance/SPED referrals); 2) the teacher must be currently teaching in a class that includes at least one learner with ADHD during SY 2022-

2023 or must have handled such learners within the last two school years; and 3) the teacher must have direct responsibility for implementing classroom-based behavioral supports (e.g., routine-setting, reinforcement systems, or behavior monitoring) rather than purely administrative duties.

By focusing on teachers who met these criteria, the study aimed to gather in-depth insights and practical strategies most relevant to addressing the unique challenges learners with ADHD face. The school was specifically selected due to its significant number of potential respondents and diverse teaching staff, making it an ideal site for gathering necessary data.

### 2.3. Research Instruments

The researcher developed a comprehensive survey questionnaire as the primary instrument for collecting essential data to address the research questions. The survey was specifically designed to gather insights from respondents, enabling assessment of their perspectives on managing learners with ADHD. The instrument included multiple components:

- 1) Demographic information of participants;
- 2) Assessment of behavioral management strategies across seven dimensions: structure and routine, clear instructions and positive reinforcement, minimizing distractions and organizational strategies, behavioral interventions, self-regulation techniques, physical activity and healthy lifestyle, and social skills training;
- 3) Child Behavior Checklist (CBCL) for behavioral assessment;
- 4) Identification of problems encountered by teachers;
- 5) Evaluation of the acceptability of the proposed training plan.

Rating scales were employed using a 4-point Likert scale for various sections, ensuring standardized measurement of teacher perceptions and experiences.

### 2.4. Data Gathering Procedure

The data gathering process followed systematic procedures to ensure ethical compliance and data quality [21]:

- 1) Permission was requested and secured from the Schools Division Superintendent of Caloocan City and the school principal;
- 2) Informed consent was obtained from all participating teachers;
- 3) Survey questionnaires were distributed to the 50 identified respondents;
- 4) The researcher provided clear instructions for completing the questionnaires;
- 5) Completed questionnaires were collected and checked for completeness;
- 6) All responses were treated with utmost confidentiality;
- 7) Data were encoded and organized for statistical analysis.

### 2.5. Statistical Treatment

The following statistical treatments were applied to analyze the collected data:

- **Weighted Mean:** Used to determine the central tendency of responses regarding behavioral management strategies, CBCL results, problems encountered,

and training plan acceptability.

- **Frequency and Percentage:** Employed to describe the demographic profile of respondents.
- **Correlation Analysis:** Applied to determine significant relationships between behavioral management strategies and CBCL results.
- **Critical Value Comparison:** Used to test the hypothesis regarding significant differences between behavioral management strategies and CBCL outcomes (critical value: 0.707).

### 3. Results and Discussions

For the Child Behavior Checklist (CBCL), the checklist was completed by the teacher-respondents only (*i.e.*, the teachers who directly handled the learners with ADHD), based on their systematic classroom observations of the learners' behavior in the school setting during SY 2022-2023. To ensure that ratings were based on adequate familiarity and repeated observation, teachers completed the CBCL only after at least four weeks of handling the learner. The CBCL forms were answered under the same data-collection conditions as the other instruments, after the researcher provided uniform instructions during the scheduled survey administration, and with responses treated confidentially, so that the behavioral outcome ratings reflect teacher-based school observations rather than parent or clinical reports.

#### 3.1. Behavioral Management Strategies Applied by Teachers

**Table 1.** Summary of behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD).

Variables	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
Structure and Routine	3.14	MA	3.15	MA	3.15	MA	7
Clear Instructions and Positive Reinforcement	3.87	A	3.83	A	3.85	A	3
Minimize Distractions and Organizational Strategies	3.18	MA	3.19	MA	3.19	MA	6
Behavioral Interventions	3.87	A	3.92	A	3.90	A	2
Self-Regulation Techniques	3.29	MA	3.28	MA	3.29	MA	4
Physical Activity and Healthy Lifestyle	3.94	A	3.99	A	3.96	A	1
Social Skills Training	3.28	MA	3.27	MA	3.28	MA	5
<b>Overall Mean</b>	3.51	A	3.52	A	3.52	A	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

**Table 1** presents teachers' perceptions of the effectiveness of various behavioral management strategies for learners with attention deficit hyperactivity disorder (ADHD). The highest-rated strategy was Physical Activity and Healthy Lifestyle, with a composite mean of 3.96 and ranked first, indicating strong agreement on its importance in managing ADHD behaviors. Behavioral Interventions followed closely, ranking second with a composite mean of 3.90, also reflecting strong agreement. Clear Instructions and Positive Reinforcement placed third ( $M = 3.85$ ), showing teachers' agreement on its effectiveness in fostering positive classroom behavior.

Conversely, strategies such as Self-Regulation Techniques ( $M = 3.29$ ; Rank = 4), Social Skills Training ( $M = 3.28$ ; Rank = 5), and Minimize Distractions and Organizational Strategies ( $M = 3.19$ ; Rank = 6) garnered moderate agreement among teachers. Structure and Routine ranked lowest ( $M = 3.15$ ; Rank = 7), suggesting lesser emphasis on this approach. Overall, the behavioral management strategies obtained a composite mean of 3.52, interpreted as Agree (A), implying that while teachers generally endorse these strategies, their perceived effectiveness varies across specific approaches.

### 3.1.1. Structure and Routine

**Table 2.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of structure and routine.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Establishing a daily routine with set times for waking up, meals, homework, play, and bedtime to provide structure.	3.37	MA	3.34	MA	3.36	MA	2
2) Using visual schedules or charts to help the individual understand and anticipate daily activities.	3.05	MA	2.96	MA	3.01	MA	4
3) Organizing the classroom into different areas for various activities, like a quiet area for reading or a designated space for group work.	2.92	MA	2.97	MA	2.95	MA	5
4) Providing clear, concise, and specific instructions. Break tasks into manageable steps, ensuring that each step is clearly understood.	3.38	MA	3.39	MA	3.39	MA	1
5) Giving warnings or cues before transitions or changes in activities to help students mentally prepare for the shift.	3.00	MA	3.09	MA	3.05	MA	3
<b>Overall Mean</b>	<b>3.14</b>	<b>MA</b>	<b>3.15</b>	<b>MA</b>	<b>3.15</b>	<b>MA</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

The analysis of structure and routine strategies revealed moderate agreement on their effectiveness [22]. The highest-rated strategy was “Providing clear instructions and breaking tasks into manageable steps” (composite mean: 3.39), indicating moderate agreement on its effectiveness [23]. “Establishing a daily routine” followed with a mean of 3.36, also showing moderate agreement. “Giving warnings before transitions” ranked third (mean: 3.05), while “Using visual schedules” ranked fourth (mean: 3.01). The lowest-rated strategy, “Organizing the classroom into different areas”, had a mean of 2.95 [24] (see **Table 2**).

These findings suggest that teachers find structured approaches moderately effective, with clear instructions and consistent routines being highly valued for managing ADHD learners [25]. The emphasis on breaking tasks into manageable steps aligns with research indicating that ADHD students benefit from scaffolded instruction and reduced cognitive load [26].

### 3.1.2. Clear Instructions and Positive Reinforcement

**Table 3.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of clear instructions and positive reinforcement.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Dividing tasks into smaller, manageable steps, providing clear and specific instructions for each step.	3.71	A	3.68	A	3.70	A	5
2) Using simple language and repeat instructions to ensure comprehension.	3.78	A	3.75	A	3.77	A	4
3) Providing immediate positive feedback for following instructions or completing tasks correctly.	3.88	A	3.86	A	3.87	A	3
4) Establishing a reward system, such as a token economy, where students earn rewards or privileges for following instructions or demonstrating desired behaviors.	4.05	A	3.98	A	4.02	A	1
5) Offering genuine praise and encouragement for compliance with instructions or any positive behavior.	3.94	A	3.90	A	3.92	A	2
<b>Overall Mean</b>	<b>3.87</b>	<b>A</b>	<b>3.83</b>	<b>A</b>	<b>3.85</b>	<b>A</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

This dimension received the highest overall ratings among all behavioral management strategies [27]. “Establishing a reward system” achieved the highest composite mean of 4.02, indicating strong agreement on its effectiveness [28]. “Offering genuine praise” followed with a mean of 3.92, ranked second, also showing strong

agreement. “Providing immediate positive feedback” ranked third (mean: 3.87), while “Using simple language and repeating instructions” and “Dividing tasks into smaller steps” ranked fourth and fifth with means of 3.77 and 3.70, respectively [29] (see **Table 3**).

The strong endorsement of reward systems and positive reinforcement aligns with behaviorist principles and extensive research demonstrating the effectiveness of positive reinforcement for ADHD learners [30]. These findings support the application of token economy systems and immediate feedback as core components of effective ADHD management [31].

### 3.1.3. Minimize Distractions and Organizational Strategies

Strategies for minimizing distractions received moderate agreement ratings [32]. “Designating quiet areas for individual work” received the highest rating with a composite mean of 3.38, reflecting moderate agreement on its role in reducing auditory distractions [33]. “Using noise-canceling headphones” was rated second (mean: 3.36), while “Seating students away from distractions” ranked third (mean: 3.32). “Engaging parents for consistency” ranked fourth (mean: 3.02), and “Accommodating sensory needs” received the lowest rating (mean: 2.87) [34] (see **Table 4**).

**Table 4.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of minimize distractions and organizational strategies.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Designating quiet areas for reading, studying, or individual work to minimize auditory distractions.	3.38	MA	3.37	MA	3.38	MA	1
2) Seating the student away from potential distractions and closer to the teacher to facilitate focus.	3.33	MA	3.30	MA	3.32	MA	3
3) Using noise-canceling headphones or white noise machines to minimize auditory distractions.	3.37	MA	3.35	MA	3.36	MA	2
4) Recognizing and accommodate sensory needs such as preferred lighting, seating, or fidget tools for self-regulation.	2.85	MA	2.89	MA	2.87	MA	5
5) Engaging parents to create consistency between home and school environments in minimizing distractions and supporting organizational strategies.	2.99	MA	3.05	MA	3.02	MA	4
<b>Overall Mean</b>	<b>3.18</b>	<b>MA</b>	<b>3.19</b>	<b>MA</b>	<b>3.19</b>	<b>MA</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

The overall mean of 3.19 indicates general support for these strategies, with varying effectiveness in minimizing distractions and supporting self-regulation [35]. The relatively lower emphasis on sensory accommodation may indicate a need for increased awareness and training in this area [36].

### 3.1.4. Behavioral Interventions

Behavioral interventions received strong endorsement from participants [37]. “Implementing peer support systems” achieved the highest rating with a composite mean of 4.07, showing strong agreement on its effectiveness. “Providing a brief break” was followed with a mean of 4.01, highlighting its importance in behavior management. “Implementing a token economy” ranked third (mean: 3.91), while “Offering immediate feedback” ranked fourth (mean: 3.77). The lowest-rated strategy, “Creating written contracts”, had a mean of 3.73 [38] (see **Table 5**).

The overall composite mean of 3.90 demonstrates that teachers strongly agree on the effectiveness of these strategies, particularly valuing peer support and breaks [39]. These findings underscore the importance of structured behavioral systems and social support in managing ADHD-related behaviors [40].

**Table 5.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of Behavioral Interventions.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Implementing a token economy where positive behavior is rewarded with tokens or points that can be redeemed for privileges or rewards.	3.89	A	3.93	A	3.91	A	3
2) Providing a brief break in a designated area to allow the student to calm down and regulate their behavior.	3.98	A	4.03	A	4.01	A	2
3) Offering immediate, specific, and constructive feedback to reinforce positive behaviors.	3.74	A	3.80	A	3.77	A	4
4) Implementing peer support systems to encourage positive interactions and modeling of desired behaviors.	4.05	A	4.08	A	4.07	A	1
5) Creating written contracts outlining expected behaviors and the rewards or consequences for meeting or failing to meet these expectations.	3.71	A	3.75	A	3.73	A	5
<b>Overall Mean</b>	<b>3.87</b>	<b>A</b>	<b>3.92</b>	<b>A</b>	<b>3.90</b>	<b>A</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

### 3.1.5. Self-Regulation Techniques

Self-regulation strategies received moderate agreement ratings [41]. “Teaching deep breathing techniques” topped the list with a composite mean of 3.39, reflect-

ing moderate agreement on its effectiveness for managing emotional responses [42]. “Breaking tasks into smaller parts” followed with a mean of 3.36, while “Teaching time management skills” ranked third (mean: 3.35). “Movement breaks” ranked fourth (mean: 3.33), and “Providing self-assessment tools” received the lowest rating (mean: 3.02) [43] (see **Table 6**).

The overall composite mean of 3.29 suggests general support for self-regulation strategies with some variation in perceived effectiveness [44]. These findings highlight the importance of teaching ADHD learners explicit strategies for emotional and behavioral self-regulation.

**Table 6.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of self-regulation techniques.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Teaching deep breathing techniques to help students relax and self-regulate when feeling overwhelmed or impulsive.	3.39	MA	3.39	MA	3.39	MA	1
2) Teaching the practice of breaking tasks into smaller, manageable parts to facilitate focus and completion.	3.37	MA	3.35	MA	3.36	MA	2
3) Providing students with tools to self-assess their own behavior or task completion, promoting self-awareness.	2.99	MA	3.04	MA	3.02	MA	5
4) Incorporating brief physical activities or movement breaks to reduce stress and help maintain focus.	3.36	MA	3.29	MA	3.33	MA	4
5) Teaching time management skills and strategies for organizing tasks and activities.	3.35	MA	3.34	MA	3.35	MA	3
<b>Overall Mean</b>	<b>3.29</b>	<b>MA</b>	<b>3.28</b>	<b>MA</b>	<b>3.29</b>	<b>MA</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

### 3.1.6. Physical Activity and Healthy Lifestyle

Strategies related to physical activity and healthy lifestyle received strong agreement ratings [45]. “Encouraging regular water breaks” achieved the highest rating with a composite mean of 4.13, indicating strong agreement on its importance for hydration and focus [46]. “Integrating short, scheduled movement breaks” followed with a mean of 4.03, showing strong agreement on managing excess energy. “Incorporating mindfulness exercises” ranked third (mean: 3.98), while “Providing sensory tools” and “Incorporating kinesthetic learning activities” received means of 3.91 and 3.77, respectively [47] (see **Table 7**).

**Table 7.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of physical activity and healthy lifestyle.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Integrating short, scheduled movement breaks or physical activities throughout the day to channel excess energy.	4.00	A	4.06	A	4.03	A	2
2) Providing sensory tools like stress balls or fidget toys to help students regulate their energy and focus.	3.88	A	3.94	A	3.91	A	4
3) Incorporating kinesthetic learning activities, such as using movement during learning tasks.	3.75	A	3.78	A	3.77	A	5
4) Encouraging regular water breaks to maintain hydration levels.	4.10	A	4.15	A	4.13	A	1
5) Incorporating mindfulness exercises or moments of relaxation to reduce stress and improve focus.	3.96	A	4.00	A	3.98	A	3
<b>Overall Mean</b>	<b>3.94</b>	<b>A</b>	<b>3.99</b>	<b>A</b>	<b>3.96</b>	<b>A</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

The overall composite mean of 3.96 demonstrates general strong agreement on the effectiveness of physical activity and healthy lifestyle strategies in managing ADHD. These findings support the growing body of research emphasizing the connection between physical activity and improved attention and behavior in ADHD students [48].

### 3.1.7. Social Skills Training

Social skills training strategies received moderate agreement ratings. “Providing direct instruction on specific social skills” achieved the highest rating with a composite mean of 3.38 and was ranked first. “Modeling positive social behaviors” followed with a mean of 3.35, while “Helping students understand social norms” ranked third (mean: 3.34). “Using visual aids or social stories” and “Organizing structured group activities” received means of 3.32 and 3.01, respectively (see **Table 8**).

The overall composite mean of 3.28 indicates moderate agreement across all social skills training strategies. These findings emphasize the importance of explicit social skills instruction for ADHD learners who may struggle with social interactions and peer relationships [49].

**Table 8.** Behavioral management strategies applied by the teachers to learners with attention deficit hyperactivity disorder (ADHD) for early intervention in terms of social skills training.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
1) Providing direct instruction on specific social skills such as listening, sharing, taking turns, and initiating conversations.	3.38	MA	3.38	MA	3.38	MA	1
2) Modelling positive social behaviors and interactions, demonstrating proper social cues and responses for students to emulate.	3.36	MA	3.34	MA	3.35	MA	2
3) Organizing structured group activities that promote collaboration, communication, and teamwork.	2.98	MA	3.03	MA	3.01	MA	5
4) Using visual aids or social stories to illustrate appropriate social behavior and guide interactions.	3.35	MA	3.28	MA	3.32	MA	4
5) Helping students understand social norms and expectations in different settings (e.g., school, playground, etc.).	3.34	MA	3.33	MA	3.34	MA	3
<b>Overall Mean</b>	<b>3.28</b>	<b>MA</b>	<b>3.27</b>	<b>MA</b>	<b>3.28</b>	<b>MA</b>	

Legend: 4.20 - 5.00-Very Agree (VA); 3.40 - 4.19-Agree (A); 2.60 - 3.39-Moderately Agree (MA); 1.80 - 2.59-Least Agree (LA); 1.00 - 1.79-Not Agree (NA).

### 3.2. Behavioral Assessment Results Based on CBCL

The behavioral assessment of ADHD learners using the Child Behavior Checklist revealed generally positive but not exceptional results. The “Above Average” category received the highest mean score of 4.20, indicating a “Very Satisfactory” evaluation. The “Average” category scored 4.10, reflecting a “Satisfactory” rating. Both the “Below Average” and “Don’t Know” categories scored 4.08 and 4.07, respectively, also categorized as “Satisfactory” (see **Table 9**).

**Table 9.** Assessment result of learners with attention deficit hyperactivity disorder (ADHD) based on Child Behavior Checklist (CBCL).

Child Behavior Checklist (CBCL) Results	Mean	Verbal Interpretation
Above Average	4.20	Very Satisfactory
Average	4.10	Satisfactory
Below Average	4.08	Satisfactory
Don’t Know	4.07	Satisfactory
<b>Overall Performance</b>	<b>4.11</b>	<b>Satisfactory</b>

Legend: 4.20 - 5.00-Very Satisfactory (VS); 3.40 - 4.19-Satisfactory (S); 2.60 - 3.39-Moderately Satisfactory (MS); 1.80 - 2.59-Least Satisfactory (LS); 1.00 - 1.79-Not Satisfactory (NS).

The overall performance mean score of 4.11 suggests generally positive behavior ratings, though with room for improvement in certain areas. These results indicate that while behavioral management strategies are having positive effects, there remains potential for enhancing outcomes through more targeted interventions and consistent application of evidence-based strategies [50].

### 3.3. Correlation between Behavioral Management Strategies and CBCL Results

The correlation analysis revealed important distinctions between strategies that significantly impact CBCL outcomes and those that do not. Strategies related to “Clear Instructions and Positive Reinforcement”, “Minimize Distractions and Organizational Strategies”, and “Behavioral Interventions” showed no significant impact on CBCL results, with computed values below the critical threshold of 0.707 (see **Table 10**).

**Table 10.** Significant difference between the behavioral management strategies and the results of learners with attention deficit hyperactivity disorder (ADHD) based on Child Behavior Checklist (CBCL).

Variables	E <sup>2</sup>	cv at 5%	Inter.	Decision
3	0.85	0.707	Significant	Reject H <sub>0</sub>
Clear Instructions and Positive Reinforcement	-0.91	0.707	Not Significant	Accept H <sub>0</sub>
Minimize Distractions and Organizational Strategies	0.62	0.707	Not Significant	Accept H <sub>0</sub>
Behavioral Interventions	0.28	0.707	Not Significant	Accept H <sub>0</sub>
Self-Regulation Techniques	0.71	0.707	Significant	Reject H <sub>0</sub>
Physical Activity and Healthy Lifestyle	0.93	0.707	Significant	Reject H <sub>0</sub>
Social Skills Training	0.70	0.707	Significant	Reject H <sub>0</sub>

In contrast, “Self-Regulation Techniques”, “Physical Activity and Healthy Lifestyle”, and “Social Skills Training” demonstrated computed values above the critical value, indicating a significant impact on CBCL outcomes. This suggests that these latter strategies have a notable effect on improving behavioral results for ADHD learners and should be prioritized in training and implementation [51]. These findings have important implications for the development of training plans, suggesting that emphasis should be placed on self-regulation, physical activity, and social skills development to achieve measurable improvements in behavioral outcomes [52].

Although Clear Instructions and Positive Reinforcement was among the most highly rated strategies by teachers (e.g., reward systems and praise), it did not show a significant correlation with CBCL outcomes in this study. One possible explanation is that these strategies may be widely used as routine classroom practices, but their effectiveness depends on consistent, intensive, and well-monitored implementation, conditions that teachers themselves identified as difficult to sustain due to time constraints, classroom demands, and variability in learner response. Another plausible interpretation is that clear instructions and reinforcement function as *foundational* supports that help stabilize classroom expectations but may not be sufficient on their own to shift broader behavioral indicators captured by the CBCL without being paired with higher-impact, skill-building approaches such as self-regulation training, structured physical activity, and social skills interventions (which did show significant associations with CBCL).

### 3.4. Problems Encountered by Teachers

Teachers reported significant challenges in applying behavioral management strategies to ADHD learners [53]. The most pressing issue identified was the difficulty in finding a universal approach due to varied responses to interventions (weighted mean: 4.30). This was followed by challenges in managing impulsive or hyperactive behaviors (weighted mean: 4.24) and maintaining student focus (weighted mean: 4.18) (see **Table 11**).

**Table 11.** Problems encountered by the respondents.

Problems	Weighted Mean	Verbal Interpretation	Rank
1) Learners with ADHD struggle to focus for extended periods, making it challenging for teachers to maintain their attention during lessons.	4.18	E	3
2) The environment, noises, or even their own thoughts can distract learners with ADHD, impacting their ability to engage in classroom activities.	3.60	E	10
3) Learners might exhibit impulsive actions or hyperactive behavior, disrupting the class and making it challenging to maintain a structured learning environment.	4.24	HE	2
4) Difficulties in controlling impulses often lead to behaviors that interfere with classroom management.	3.69	E	9
5) Each student with ADHD may respond differently to interventions, making it challenging to find a one-size-fits-all approach.	4.30	HE	1

**Continued**

6) Creating an inclusive environment for students with ADHD while addressing the needs of the entire class.	4.12	E	5
7) Insufficient resources, training, or support to effectively address the diverse needs of students with ADHD.	4.04	E	6
8) Limited access to specialists or support services to address the individual needs of students with ADHD.	3.89	E	8
9) The need to continually adapt and adjust behavioral management strategies based on the changing needs and behaviors of students with ADHD.	3.95	E	7
10) Challenges in maintaining consistency in applying strategies due to time constraints or varying classroom demands.	3.59	E	11
11) Limited time to implement and manage individualized strategies for learners with ADHD within the constraints of a busy classroom schedule.	4.15	E	4
<b>Overall Mean</b>	<b>3.98</b>	<b>E</b>	

Legend: 4.20 - 5.00-Very Encountered (VE); 3.40 - 4.19-Encountered (E); 2.60 - 3.3-Moderately Encountered (ME); 1.80 - 2.59-Least Encountered (LE); 1.00 - 1.79-Not Encountered (NE).

Additional challenges included:

- Limited time for individualized strategies (weighted mean: 4.15);
- Creating an inclusive environment (weighted mean: 4.12);
- Insufficient resources or support (weighted mean: 4.04);
- The need for continuous adaptation (weighted mean: 3.95);
- Limited access to specialists (weighted mean: 3.89);
- Controlling disruptive impulses (weighted mean: 3.69);
- Dealing with environmental distractions (weighted mean: 3.60).

The overall mean score of 3.98 indicates these problems are commonly encountered, highlighting substantial difficulties in managing ADHD-related behaviors effectively. These findings underscore the critical need for comprehensive training and ongoing support for educators working with ADHD learners [54].

### 3.5. Proposed Training Plan

Based on the research findings, a comprehensive training plan was developed to address the identified challenges and enhance educators' capacity to support ADHD learners effectively. The training plan focuses on critical areas, including:

- Differentiated instruction techniques for ADHD learners;
- Effective behavioral management strategies with emphasis on self-regulation;
- Time management and resource allocation strategies;
- Creating inclusive classroom environments;
- Utilizing support services and specialist resources;
- Integrating peer support systems;
- Implementing physical activity and movement breaks;
- Developing social skills training programs;
- Regular assessment and adaptation of strategies.

The plan emphasizes practical, evidence-based strategies that address the diverse needs of ADHD students, aiming to equip teachers with tools to create a supportive and effective learning environment [55] (see **Table 12**).

**Table 12.** Training plan.

Goals	Challenges	Persons Involved	Materials Needed	Expected Outcome
<b>Differentiated Instruction Techniques</b>	Difficulty in tailoring interventions for varied responses.	Teachers, Special Education Trainers	Case studies, assessment tools, intervention guides	Improved ability to customize and adapt strategies to individual needs.
<b>Effective Behavioral Management Strategies</b>	Managing impulsive behaviors and maintaining focus.	Teachers, Behavioral Specialists	Behavioral management guides, self-regulation techniques, visual aids	Enhanced management of impulsive behaviors and improved classroom focus.
<b>Time Management and Resource Allocation</b>	Limited time and resources for individualized strategies.	Teachers, School Administrators	Time management tools, resource allocation guides, planning templates	More efficient use of time and resources for individualized interventions.
<b>Creating an Inclusive Environment</b>	Balancing individual needs with creating a supportive environment for all.	Teachers, Inclusive Education Experts	Sensory tools, inclusive classroom setup guides, social skills training resources	A more inclusive and supportive classroom environment.
<b>Utilization of Support Services</b>	Accessing and utilizing specialist support effectively.	Teachers, School Counselors, Specialists	Contact lists, collaboration strategies, support service guides	Improved collaboration with specialists and effective use of support services.
<b>Regular Assessment and Adaptation</b>	Adapting strategies based on changing needs and effectiveness.	Teachers, Data Analysts	Assessment tools, data analysis software, adaptation guides	Enhanced ability to regularly assess and adapt strategies for effectiveness.
<b>Peer Support Systems</b>	Implementing and integrating peer support effectively.	Teachers, Peer Mentors, Students	Peer support training materials, integration strategies	Effective use of peer support to assist in managing ADHD-related behaviors.

### 3.6. Acceptability of the Training Plan

The proposed training plan was evaluated by master teachers and SPED teachers and was generally considered acceptable. The plan received an overall mean score of 3.08, indicating its acceptability, and scored highest for “addressing the diverse needs of ADHD students” (mean: 3.18) and “feasibility within the current educational framework” (mean: 3.10) (see **Table 13**).

**Table 13.** Acceptability of the proposed training plan.

Indicators	Master Teacher		Teachers		Composite Mean		Rank
	WM	VI	WM	VI	WM	VI	
The training plan addresses the diverse needs of students with ADHD in a classroom setting.	3.17	A	3.19	A	3.18	A	1
The strategies are feasible and practical within the existing educational framework.	3.07	A	3.12	A	3.10	A	3
The proposed strategies are likely to be effective in managing ADHD-related behaviors.	3.13	A	3.16	A	3.15	A	2
The strategies cater to various learning styles and abilities.	2.94	A	2.99	A	2.97	A	5
The plan aligns with available resources, time constraints, and support systems within the educational setting.	3.11	A	3.05	A	3.08	A	4
The plan aligns with school policies and educational standards.	3.06	A	3.11	A	3.09	A	
The potential impact of the training plan on the skills and confidence of teachers in managing ADHD-related behaviors.	3.12	A	3.15	A	3.14	A	
The plan is adaptable to various classroom dynamics and students with differing needs.	2.93	A	2.98	A	2.96	A	
<b>Overall Mean</b>	<b>3.07</b>	<b>A</b>	<b>3.09</b>	<b>A</b>	<b>3.08</b>	<b>A</b>	

Legend: 3.20 - 4.00-Very Acceptable (VA); 2.40 - 3.19-Acceptable (A); 1.60 - 2.39-Moderately Acceptable (MA); 1.00 - 1.59-Least Acceptable (LA).

The plan was also viewed favorably for:

- Effectiveness in managing ADHD-related behaviors (mean: 3.15);
- Alignment with resources (mean: 3.08);
- Alignment with school policies (mean: 3.09).

However, concerns were noted regarding adaptability to various learning styles (mean: 2.97) and classroom dynamics (mean: 2.96). These lower ratings suggest

that while the plan is practical and relevant, further refinements are needed to enhance its flexibility and inclusivity across diverse educational contexts. To strengthen adaptability, the training plan may be improved by 1) restructuring each module into a “menu-based” format (e.g., *minimum*, *standard*, and *intensive* options), so teachers can scale activities depending on class size, time constraints, and learner needs, and 2) adding differentiated, ready-to-use templates aligned to varied learning styles and instructional arrangements (e.g., visual cue cards and step-by-step task sheets for visual learners; brief scripted prompts for auditory processing; kinesthetic/movement-based task versions; and options for whole-class, small-group, or one-to-one delivery). Incorporating these modifications would allow teachers to adjust implementation without changing the core evidence-based content of the program, thereby improving usability across different classroom conditions and student profiles.

#### 4. Conclusions

Based on the findings of this study, several significant conclusions can be drawn regarding behavioral management strategies for learners with ADHD:

1) Teachers demonstrate strong support for clear instructions and positive reinforcement strategies, particularly reward systems and praise, which are perceived as highly effective for managing ADHD learners. Self-regulation techniques such as deep breathing and task breakdown are also valued, while strategies for minimizing distractions show moderate effectiveness but warrant greater emphasis in training programs.

2) The behavioral assessment of ADHD learners based on the CBCL indicates generally satisfactory performance, with the Above Average category achieving Very Satisfactory ratings. However, the presence of scores in Average and Below Average categories suggests room for improvement through targeted interventions that address specific behavioral challenges.

3) Certain behavioral management strategies significantly affect ADHD learners' behavioral outcomes as measured by the CBCL. Specifically, self-regulation techniques, physical activity and healthy lifestyle strategies, and social skills training show significant correlations with improved behavioral results. This finding highlights the importance of prioritizing these strategies in teacher training and classroom implementation.

4) Teachers encounter substantial challenges in applying behavioral management strategies for ADHD learners, with the most pressing issue being the difficulty of finding universally effective approaches due to the heterogeneity of ADHD presentations. Additional challenges include managing impulsive behaviors, maintaining student focus, time constraints, insufficient resources, and limited access to specialists.

5) The proposed training plan addresses critical needs for differentiated instruction, effective behavioral management, and efficient resource allocation. By focusing on creating inclusive environments, utilizing support services, and integrating

peer support systems, the plan aims to enhance educators' skills and improve classroom effectiveness for ADHD learners.

6) The training plan is generally accepted by master teachers and SPED teachers as practical and relevant for addressing ADHD learners' needs. However, improvements in adaptability to various learning styles and classroom dynamics are needed to enhance the plan's flexibility and inclusivity across diverse educational contexts.

## 5. Limitations

This study was conducted with a relatively small sample ( $n = 50$ ) drawn from selected schools within a single school division (Division of Caloocan City), using purposeful sampling; therefore, the findings may not be fully generalizable to other divisions or broader populations of educators and learners with ADHD. In addition, the study relied primarily on teacher-reported data (ratings of strategy use/effectiveness and teacher-completed CBCL behavioral outcome ratings), which may be influenced by subjective perceptions, differences in teacher expectations, and variability in classroom contexts. Lastly, because the research design was descriptive-correlational, the significant associations identified (e.g., self-regulation, physical activity, and social skills training with CBCL outcomes) should not be interpreted as proof of causation, and future studies may strengthen evidence through multi-site sampling and additional data sources (e.g., parent reports, direct observation, or longitudinal follow-up).

## 6. Recommendations

Based on the summary of findings and conclusions, the following recommendations are offered to enhance support for ADHD learners and improve teacher effectiveness:

**1) Prioritize high-impact strategies:** Integrate self-regulation techniques such as deep breathing exercises and task breakdown, along with regular physical activity and movement breaks, as core components of the training plan. These strategies have demonstrated significant effectiveness in improving behavioral outcomes for ADHD learners and should receive primary emphasis in professional development programs.

**2) Ensure consistent application of positive reinforcement:** While reward systems and praise are recognized as effective, emphasize their consistent application and integration into daily classroom routines. Provide comprehensive training on how to effectively implement reinforcement strategies to support behavioral management and encourage desired behaviors across various contexts.

**3) Enhance training plan adaptability:** Improve the training plan's flexibility to accommodate various learning styles and classroom dynamics by incorporating customizable strategies that cater to diverse needs. Ensure that interventions can be adapted based on individual student responses and specific classroom contexts.

**4) Increase focus on distraction minimization:** Although moderately effective,

strategies for minimizing distractions should receive greater emphasis in the training plan. This includes establishing quiet areas, using noise-canceling tools, and implementing sensory accommodations to help manage classroom distractions and maintain student focus.

**5) Address resource and professional development needs:** Tackle challenges related to insufficient resources and ongoing professional development by providing additional training opportunities and resources. Help teachers develop strategies for managing impulsive behaviors, maintaining focus, and creating inclusive environments despite resource limitations.

**6) Improve specialist collaboration:** Enhance collaboration with specialists and ensure teachers have access to necessary support services. Develop clear strategies for effectively utilizing specialist resources and support systems to enhance the overall effectiveness of behavioral management approaches.

**7) Implement continuous monitoring and adaptation:** Establish systems for regular assessment of strategy effectiveness and adaptation based on student responses. Encourage teachers to maintain flexibility in their approaches and continuously refine strategies based on observed outcomes.

**8) Foster home-school collaboration:** Develop frameworks for enhanced parent engagement and consistency between home and school strategies. This collaboration can reinforce behavioral management approaches and provide more comprehensive support for ADHD learners.

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## Conflicts of Interest

The authors declare no conflicts of interest.

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