



# The Impact of the Task Analysis Strategy on the Achievement Level of Students with Low Attention

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## ABSTRACT

This study aims to reveal the impact of the task analysis strategy in improving the achievement level of students with low attention. Highlighting this issue represents a modest yet serious contribution through the proposal of a teaching strategy "task analysis" which may help achieve the goals of the modern school, especially as it addresses academic antecedents rather than focusing on the traditional behavior management approach.

**Keywords:** Task analysis strategy, students with low attention.

## INTRODUCTION

With the increasing interest in education and the challenges it faces in the twenty-first century, greater attention has been given to selecting teaching strategies that focus on both the learner and the teacher, aligning with their new roles in light of cognitive and technological development. Accordingly, the perception of teaching strategies used by teachers has evolved, from traditional strategies that rely solely on the teacher to modern strategies based on self-learning.

The roles and tasks of the teacher in the modern school have multiplied. The teacher is no longer as in the traditional school; rather, they now have numerous and diverse roles through interaction and communication with students. This makes the learner the center of the educational process and aims to develop their cognitive abilities—not merely to fill students' minds with information, but to enable them to construct their knowledge independently through being provided with a strong and sound foundation in the materials and educational experiences offered.

The teaching strategy is of great importance to the teacher, as it helps achieve educational objectives, given that the teaching process is described as complex, with interconnected and overlapping elements, where each step is influenced by the preceding one and affects the following (Al-Samadi, 2010). Teaching strategies vary, and this diversity depends on what the teacher deems appropriate for the teaching material and its nature, in addition to the teacher's experience in the field and the individual differences among learners, particularly those suffering from various issues such as Attention Deficit Hyperactivity Disorder (ADHD), which has recently received increased attention.

It is therefore necessary to identify some basic teaching principles essential for instructing this group of students. Over the years, the instructional practices applied to this group have varied, with educators adopting individualized instruction and step-by-step programs under the supervision and guidance of specialists. Some rely on cognitive and motor training, as well as multisensory training. Ultimately, all these teaching strategies aim to achieve the educational objectives, regardless of the differences among learners and classroom environments.

The issue of applying the task analysis strategy with students who have low attention and hyperactivity requires innovative thinking and flexibility in design. It is essential to work on developing tools and methods that meet their needs in order to achieve positive outcomes in the educational process.

### 1–Problem of the Study:

Many methods, approaches, and strategies have been used in educational practice for various groups of learners, such as the gifted and those with learning difficulties, etc. However, there is a marginalized group that has not received sufficient attention or care, despite the quantitative expansion of education and their large numbers in regular classrooms, especially in the primary stage—namely, students with low attention and hyperactivity. The lack of attention given to this group can be considered one of the main reasons for the high rate of educational waste. Moreover, the teacher's view of the class as a single educational unit, rather than

focusing on the individual learner, has led to discrepancies in learning levels among students of the same class and age group. As a result, a proportion of such students exists in every classroom, which makes the task more difficult for the teachers of these classes.

Most of the educational articles and studies reviewed by the researcher have pointed to the need for further research into teaching strategies and their simplification in order to help this group of students acquire the necessary skills to improve their educational level. The educational articles also indicated that teaching this group of students presents a unique challenge both for the learners themselves and for their teachers. Teaching students who suffer from Attention Deficit Hyperactivity Disorder (ADHD) in difficult circumstances poses a major challenge to achieving the goal of education for all.

The task analysis strategy is considered an effective tool in improving student performance, but applying it to students with low attention and hyperactivity faces several challenges. The problem lies in how to design this strategy so that it suits the needs of these students and helps them improve their focus and engagement. The strategy needs to include various activities that match the different energy levels of the students.

The issue of discrimination and unequal educational opportunities, especially for marginalized groups, draws the attention of officials and educators around the world, due to its direct impact on ensuring the principles of accessibility and quality education for all. To bridge this gap, it is essential to raise teachers' awareness of the importance and principles of Inclusive Education and the skills needed to implement it. It is also crucial to provide practical guides and tools that enable teachers and educational supervisors to build their capacities in this direction, ensuring high-quality education, a learning-friendly environment, and a comfortable school setting for all students. Social support plays an important role in improving students' performance, regardless of their social, physical, or educational conditions, etc.

**Moshira Abdel Hamid Ahmed Al-Yousfi**, in her book *Hyperactivity in Children: Causes and Screening Programs, referred to the program developed by the Hyperactivity Center in England (1999)*.

**The Hyperactivity Center in England** (ADD Center, 1999) also developed a behavioral program focused on task attention, titled "**Program On-Task Get with the Behavior.**" This program aims to:

1. Help students with hyperactivity/attention deficit (ADHD) regulate their behavior to make it acceptable.
2. Develop an action plan to reinforce positive behavior.
3. Teach the child the skills that help them become socially acceptable.

Any plan developed to deal with children with hyperactivity must be short, goal-specific, and include a list of behavioral objectives. It is preferable to focus on only two or three targeted behaviors expected from children with hyperactivity/attention deficit, such as:

1. **On-Task Behavior:** If you can keep the child engaged in a task, you have already achieved a significant part of the desired behavior. If the task is challenging, the child remains seated, performs the task, and does not disturb the class.

2. **With First Request:** This means that if the child is asked to bring something, the goal is for them to comply on the first request.

3. **Appropriate Talk Only:** To stop the child's inappropriate speech style, the teacher is advised to use reinforcement techniques when the child responds with appropriate communication.

At the end of the school day, the child's plan is evaluated to ensure whether the intended objectives were achieved or not.

Children with attention deficit are often affected by one or more of the following steps:

- Start the task – Stay on task – Complete the task – Transition from one task to another – Interact with others – Follow instructions – Work accurately and at an appropriate level – Organize multi-step tasks.
- Accordingly, the sequential response involves breaking down a task into its components through task analysis, then gradually progressing each instructional element by mastering levels through prompting and preferential reinforcement. The use of sequencing is one of the techniques employed in task analysis.

In the United States, most children diagnosed annually are those who suffer from Attention Deficit Hyperactivity Disorder (ADHD), meaning that many teachers face the challenge of teaching students with ADHD.

Students with ADHD can affect the learning environment in classrooms by causing distractions for teachers and other typically developing students. Students with ADHD need teachers to implement enhanced classroom management using the best strategies to support academic growth and provide assistance to these students, without affecting the rest of the class population. (Laura Colberg, 2010)

Hence, there is a growing call to develop a teaching strategy that supports the learning outcomes of this group of students and to find methods and techniques for dealing with students with ADHD—how to support their academic development and reduce the symptoms of ADHD (inattention, impulsivity, and hyperactivity) within the classroom setting.

In 1991, the U.S. Department of Education issued a policy regarding students diagnosed with ADHD, stating that "schools must provide appropriate educational services for students with ADHD." This policy aims to clarify the school's responsibilities under current federal law in addressing the educational needs of these children. Meeting the needs of students with ADHD must be part of the broader educational system. The

Department of Education's issuance of this policy ensures that the academic needs of these children will be met either through general or special education programs.

There is the Education Law and **Section 504** of the Rehabilitation Act of 1973, which provides coverage for students diagnosed with ADHD.

If the student is academically affected, then special education services should be considered as appropriate. However, if the student is not academically affected, but there is evidence that the disorder has impacted their school experience, then a coordinated plan under Section 504 should be implemented.

Based on this, the present study proposes the application of the task analysis teaching strategy with this group of students who suffer from ADHD in classrooms, to assist teachers in meeting their academic needs without affecting the rest of the student population. The implementation of this strategy in a systematic manner may enable the academic needs of students with ADHD to be addressed, facilitate their inclusion, and support their academic growth.

Since ADHD has recently become increasingly present in schools and in regular classrooms, it is necessary to care for these students while continuing to provide support. However, there are some children with ADHD who do not adequately respond in regular classrooms. This group, regardless of the circumstances, must be considered exceptional and candidates for specialized education. At present, they are classified as a group with special educational needs.

From this perspective, it is advised to offer educational guidance divided into three parts: (1) lesson organization, (2) classroom organization, and (3) observation monitoring.

**In Sweden, Duvner (1997)** pointed out that the problem of integrating students with ADHD into regular classrooms involves several aspects, such as: praising and encouraging students, emphasizing the individuality of a small group, helping students organize themselves, providing clear and specific instructions, using multisensory stimulation, and offering engaging materials, etc.

✓ One of the main challenges faced by teachers in classrooms with students with ADHD is that the ADHD student tends to be moody and stubborn in ways that are inconsistent with their chronological age, both qualitatively and quantitatively. Such a student may not blend well with peers, may behave naively, or act in a way that imposes themselves on others in an attempt to control the group. Their movements may also appear uncoordinated or clumsy, such as dropping objects or tripping over things. Therefore, the challenge facing the teacher when dealing with this group is how to manage the student's behavior in the classroom while also giving other students their fair share of attention—especially with the rise of the philosophy of inclusion through the inclusive school system, which must equip its students with appropriate curricula and diverse teaching methods that address their varying abilities and needs.

This is particularly important after the enactment of laws that advocate for full inclusion, such as the Individuals with Disabilities Education Act (IDEA), one of whose core principles is: "No Child Left Behind" (NCLB). (Tibi, 2006)

Teachers must continually develop the art of dealing with the challenges of motivating and inspiring their students so they may become future thinkers, creators, and innovators, while also maintaining harmony among the rest of the students. (Meneka Rosanna, 2012)

Therefore, this study proposes an appropriate instructional strategy for each difficulty encountered by the student with ADHD while performing the task.

## **Theoretical Framework:**

### **Task Analysis Strategy:**

#### **Introduction:**

Task analysis is a process aimed at understanding how various tasks are performed by describing the manual and mental activities associated with them. This analysis involves several steps and methods that help identify the components and objectives of the task, thereby facilitating the design of systems and applications that meet users' needs.

#### **Concepts of the Task Analysis Strategy:**

Accordingly, Mohamed Atiya Khamis defined the task analysis strategy as the procedure used in the process of breaking down the ultimate task or general (main instructional) objectives into detailed levels of possible sub-tasks that constitute it, and which enable learners to reach the final goal efficiently and effectively. (Mohamed Atiya Khamis, 2003)

#### **Task Analysis:**

Task analysis relies on the principle of breaking down a skill into its component parts, with each part simplified into small instructional tasks presented clearly, specifically, and in a sequence appropriate to learners' abilities. This facilitates learning and allows for both continuous and final assessment. It should be noted that this method requires time to learn the skills and the continuous use of varied educational tools to maintain learners' attention. (Fatima Mohamed Abdel-Baqi, 2004)

The term “task” is used as a substitute for activity or process and is often represented in a hierarchical structure to illustrate the flow of the task from the starting point to the final objective.

### Importance of Task Analysis:

- Helps in understanding users’ specific tasks.
  - Contributes to determining the appropriate scope of content.
  - Used in designing applications in alignment with users’ goals.
  - Clarifies the logical sequence of content for the teacher.
  - Facilitates teaching by identifying the student’s level and matching it with the corresponding skill.
- (Mohamed Abdel-Raouf & Saeed Hamed, 2004)

### Description of Task Components and Objectives:

According to **logic theory (Mastropieri)**, teachers need a structured plan for classroom management. The term intervention refers to a set of strategies that apply principles consistent with the needs of the students and are implemented systematically. A successful strategy is one that uses the same principles tailored to this group in their instruction, particularly regarding intervention.

✓ Assigning effective tasks for listening during the lesson, summarizing content in key points, using guiding questions, and similar methods.

✓ Clearly defining tasks and duties, even writing them down, so the student can review them and avoid forgetting or abandoning them.

✓ Planning the lesson to prevent gaps between tasks. It is important to reduce time wasted without a clear purpose.

(Simcha "Stuart" Chesner, 2013)

✓ Increasing focus on important stimuli by highlighting them with colors or underlining—such as laws, theories, letters, or required spelling items.

✓ Using unfamiliar features to attract the student’s attention.

✓ Applying a multisensory approach by engaging more than one sense—for example, using sight and hearing, and adding touch in practical lessons.

✓ Describing: using a collection of various magazine pictures, the student is asked to describe what they see in the images and is rewarded with a star in their reward notebook for each accurate description.

✓ Classification: the student gathers a number of different images and pastes them into their personal notebook according to categories (animals, birds, humans, nature scenes, means of transportation), and receives a star for each image correctly placed.

**Assembling Cut-Out Pictures:** In this activity, the child is given a cut-out image and asked to assemble it. (Amina Ibrahim Shalaby, 2009)

✓ It is important to reduce distractions that may divert attention during the lesson.

✓ For students with attention disorders, copying tasks can be difficult and energy-consuming.

✓ It is essential to include prominent elements to guide attention toward the important parts of the lesson or task.

✓ Repeating instructions is important; all instructions should be both written and verbally repeated, preferably several times.

✓ Short recreational breaks should be organized for these students.

✓ Eye contact can be used to refocus students with ADHD. Making eye contact is recommended as it can help draw the student back from daydreaming and serve as positive reinforcement. (Simcha "Stuart" Chesner, 2013)

✓ The teacher should clearly define what needs to be done and expressed in actionable, measurable objectives.

✓ Gradually increase the number of instructional segments the student pays attention to.

✓ Present essential instructional elements (target segments), and increase attention span using easy-to-learn units such as similarly shaped letters: “b, t, th.”(Amina Ibrahim Shalaby, 2009)

✓ Ensure that the student has easy access to sufficient tools to use during the task.

✓ Provide the child with written examples of what is expected, to use as a reference. (Fabiano, 2003)

✓ The teacher gradually gives the student responsibility for self-monitoring. (Harlacher, 2006)

✓ Give a command and wait ten seconds for the student to respond.

✓ If there is no response, repeat the command more clearly. If the task is still not completed, apply disciplinary measures such as loss of a reward or a time-out in a classroom corner. The child will learn that complying with the teacher’s request is the only way to avoid punishment. (Illes, T., 2002)

✓ Introduce excitement into the lesson by hiding an object in a box or bag related to the topic, sparking curiosity and leading the discussion into the subject matter. (Rief, S., 2003)

✓ Give instructions one at a time when possible. If instructions involve multiple steps, deliver them in a sequenced manner.

✓ Always ensure the student understands the task by asking them to repeat what is expected.

✓ Peer support can be helpful in clarifying instructions. (Mirand, A., et al., 2006)

✓ Student participation in the lesson should involve responses to enhance attention.

✓ Reduce the complexity of information. (Jan, R., 2012)

- ✓ Breaking down tasks does not mean skipping content, but rather dividing tasks into manageable parts. For example, instead of asking the student to answer ten questions at once, assign five questions at a time, providing corrective feedback and presenting 3–5 items per page to focus attention. (Silvana M. R. Watson, Robert A. Gable)
  - ✓ Repeated monitoring and maintaining a supportive environment.
  - ✓ Modify tasks as needed. (Erick, 1998)
  - ✓ Set clear expectations, e.g., “Please stay in your seat,” “You need to sit to complete this task,” “If you leave the area, you won’t earn a point for completing this task or activity.” Make consequences clear when expectations are not met.
  - ✓ Monitor instruction time and maintain short durations with frequent movement opportunities.
  - ✓ Use music and movement during instruction to help children raise task engagement and focus.
  - ✓ Rearranging seating to position students near immediate learning areas facilitates positive response monitoring.
  - ✓ Use verbal cues directed at desired responses, e.g., raising a quiet hand, reminding students to raise their hands before speaking, placing a finger on the lips as a visual prompt. (Stephanie, K., et al., 2005)
  - ✓ One of the key principles of the law is: “No Child Left Behind” (NCLB). (Tibi, 2006)
- They must continuously master the art of dealing with the challenges of motivating and inspiring their students, so they may become successors to thinkers, creators, and innovators, while achieving harmony with the rest of the students. (Meneka Rosanna, 2012)

### **The Student with ADHD:**

It is a neurobiological disorder that leads to difficulty in regulating movement, impulsivity, and attention. It is defined as a developmental disorder that results in inconsistency and discrepancy in performance and ability, and it may persist into adolescence in various forms and symptoms. Hyperactivity and impulsivity are more common among males, while inattention and frequent daydreaming are more prevalent among females. Hyperactivity is defined as excessive and impulsive behavior that is inappropriate to the situation and lacks a direct goal. It develops in a manner inconsistent with the child’s age and negatively affects behavior and academic achievement. It occurs more frequently in males than in females. (Mahdi, Dhaif Allah: Attention Deficit Hyperactivity Disorder (ADHD) in Children and School Students, Master’s Thesis, College of Education, Umm Al-Qura University, 2002)

### **Symptoms of Students with ADHD:**

Early detection of the underlying disorders through a comprehensive treatment plan can help prevent many difficulties. Students with ADHD may suffer from a range of challenges. They often experience difficulty maintaining attention, especially when focusing on school assignments or remembering tasks. A student with ADHD can easily become distracted by peers, noises, or even artwork on classroom walls. (Shireen, 2010)

- ✓ They have trouble following instructions, especially when given in list form. (Jean Senigal Melinda Smith, last updated 2014)
- ✓ They often struggle with long-term projects where there is no direct supervision. (Same reference above)
- ✓ Inability to remain seated – students with ADHD may not understand why it’s difficult for them to stay seated. They may be unable to sit still even with repeated reminders to do so.
- ✓ Difficulty waiting their turn in line during class or in games. When they insist on certain behaviors, they may easily be misunderstood as bothering others. (Shireen, 2010)

### **Academic Problems Faced by Students with ADHD:**

- **30%** of adolescents with Attention Deficit Hyperactivity Disorder (ADHD) are forced to repeat the school year more than once.
  - **35%** of students with the disorder do not complete secondary education.
  - **35%** of adolescents with ADHD drop out of school.
- Individuals with the disorder face difficulties in planning skills, organization, skill development, time management, and weaknesses in executive functions, which make it difficult for them to start and complete academic tasks.

### **Training:**

Effective handling of problems faced by students with ADHD requires the teacher to have a high level of specialization, which involves specific knowledge and skills on the part of practitioners and educators. Educators need to be qualified to teach students with learning barriers through ongoing work, research, attending workshops and seminars, and possibly also through in-service training to improve their understanding and knowledge of learners with ADHD. Education relies on others... school support is essential to assist and guide them in the teaching and learning process, from identifying and addressing the needs of the



student with ADHD. This enables the development of preventive and promotional strategies within the framework of promoting school health.(Shireen, 2010)

### Study Objectives:

The current study aims to:

1. Identify the components of the task, the relationships between these components, and clarify what the student needs to learn in order to perform the task. It also aims to explain the system relationships within the instructional structure based on these parts.
2. Enable the classroom teacher to more effectively teach children with ADHD within the regular classroom setting, placing direct responsibility on the teacher for the instructional program of the student, using one of the proposed methods in this study for teaching this group of students.

3.

### Significance of the Study:

The significance of this study lies in:

- ✓ Proposing an instructional strategy that applies principles consistent with behavior management to ensure that the educational needs of students with ADHD are met, to reduce their core symptoms, and to enhance their academic development within mainstream classrooms rather than through separation.

✓

### Operational Definitions of the Study Variables:

#### ✓ Task Analysis Strategy:

**The Strategy of the Analysis of the Task** is a systematically organized plan for breaking down a whole task related to a subject into its subcomponents in a descending order, following smaller instructional steps that suit the level of the study sample—from primary education—who suffer from Attention Deficit Hyperactivity Disorder (ADHD). This is done in a hierarchical structure to provide optimal learning conditions, facilitating the instruction of those smaller components or units for the study sample in order to achieve the final objective, thereby obtaining a coherent and sequential representation of all the skills required to learn the subject.

### Study Methodology:

The nature of the problem under investigation determines the type of methodology the researcher should adopt. Accordingly, this study relied on the descriptive method, as it is the only appropriate approach in terms of procedures to identify the use of the task analysis strategy among students with low attention.

### Analysis and Discussion of the Study:

The task analysis instructional strategy had a positive impact on students suffering from Attention Deficit Hyperactivity Disorder (ADHD).

In an article published by **Laura A. Riffel**, Ph.D., titled **Interventions for Children with Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder**, one of the most frequently and widely recommended strategies by researchers for students with ADHD was the division of tasks into smaller parts. This method, referred to as "task analysis", was considered the most flexible instructional approach, benefiting all students in the classroom.

For students with ADHD, this method allows them to engage with essential parts of the task step by step, with checkpoints along the way, helping them to stay focused and make progress toward completing the overall objective.

The selection of the "Task Analysis" strategy is intended for organizing information to analyze the lesson plan document used by the teacher, with the aim of building lesson plans tailored to students. This type of analysis applies to both procedural and cognitive tasks.

According to **Smith & Ragan (1999)**, analysis is the first step in breaking down or dividing a goal into its component elements. It involves identifying what the student needs to learn in order to achieve that goal. One of the primary objectives is to provide a platform for teachers to develop lesson plans by conducting a task analysis aimed at identifying the required knowledge and skills, as well as the expectations placed on teachers when designing the lesson plan. (Matt Humphrey, Aala'a Mashaal, et al., 2005)

Task Analysis Strategy supports the lesson plan by organizing all components in a structured way. All necessary elements are included in what is referred to as the "goal enhancement," which significantly contributes to its effectiveness. (Same reference above)

The effectiveness of "educational task analysis" also lies in supporting the process of designing analysis by clarifying the type of learning expected from learners and understanding how performance should occur. Comprehensive analysis forms the foundation of the instructional plan as a structured instructional sequence. It serves to identify the objectives and learning goals related to executive components what tasks should students perform? What skills are required?

It is essential to understand what needs to be taught to accomplish the task, the sequence in which tasks should be carried out, how to select activities and environments, and how to construct performance assessment and evaluation. These are precisely the areas that this strategy can address. (Same reference above)

**Elizabeth (2012)** also indicated that breaking down a task into smaller components one of the most essential techniques of this strategy is highly beneficial for learning any type of task or activity, especially for students with autism and students with ADHD. It also helps reduce inappropriate behaviors and promotes independence.

The "Task Analysis Strategy" is considered important as it evaluates the teaching method by breaking down many tasks into steps for the student with ADHD, who may not be able to comprehend the entire task at once. It helps the student learn step by step, providing the opportunity to work on one main step at the appropriate time. This strategy is essentially a combination of behavior modification techniques designed to help the student learn the task effectively.

**Tammy Rey Nolds et al.** emphasized that task analysis is one of the most widely used and effective strategies for this group of students, particularly in teaching them alongside other educational challenges. Its effectiveness lies in breaking tasks down into small steps.

Another study, published in 2010 under the title **The Whole School Approach to Integrated Education – Hong Kong**, added that dividing tasks, which is one of the main techniques of the Task Analysis Strategy, aligns with the student's learning pace and abilities. It also organizes tasks and the level of educational content according to difficulty, with instructions that are clear, specific, and repeated when necessary, helping students better receive and understand the information.

The effectiveness of the Task Analysis Strategy lies in its continuous reinforcement for this group of students. Dividing tasks makes them more flexible, allowing students to return to the task when needed. It also helps increase their focus.

It has been observed that simple instructions, such as teaching during times of reduced noise, help students avoid confusion and distraction, enabling them to stay on task and maintain focus for the rest of the time.

This strategy offers an alternative for mental stimulation for students whose attention has become disturbed, helping them avoid being distracted by others. Moreover, clear and direct instructions support their understanding, as they often tend to forget.

## CONCLUSION

In conclusion, this study affirms that the Task Analysis Strategy is among the most effective and positive approaches for many teachers working with this group of students, as it improves their learning during task performance. It also enables progress in instructional practice, as the transition from learning to action is crucial in reducing anxiety and avoiding uncoordinated instructions.

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