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The Implementation of Self-Management to Improve On-Task Behavior in Children with ADHD

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ABSTRACT

Children with Attention Deficit Hyperactivity Disorder (ADHD) often experience difficulty maintaining attention during the learning process, resulting in off-task behavior. This condition negatively affects their participation in classroom activities and academic achievement. Previous studies have shown that self-management is an effective behavioral intervention for improving on-task behavior in children with ADHD. This study aims to analyze the implementation of self-management in improving on-task behavior among children with ADHD based on previously published research findings. The study employed a literature review using the PRISMA approach. Articles were collected through Google Scholar using the keywords self-management, on-task behavior, ADHD, children with ADHD, and behavioral intervention. Articles that met the inclusion criteria were analyzed using content analysis. The findings indicate that the implementation of self-management, particularly through self-monitoring, self-instruction, and self-reinforcement strategies, effectively improves on-task behavior, learning concentration, and classroom engagement among students with ADHD in both inclusive and regular school settings. These findings suggest that self-management is an effective behavioral intervention to support the learning process of children with ADHD.

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INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is one of the neurodevelopmental disorders characterized by symptoms of inattention, hyperactivity, and impulsivity. Children with ADHD generally experience difficulties maintaining attention for extended periods, following instructions, and completing academic tasks. As a result, they frequently display off-task behaviors, such as leaving their seats, talking about unrelated topics during lessons, playing independently, or failing to complete assignments given by teachers. Conversely, on-task behavior refers to students' active engagement in the learning process through paying attention to the teacher, following instructions, and completing assigned tasks independently. Low levels of on-task behavior in children with ADHD negatively affect various aspects of development, particularly academic achievement, self-regulation, and social interaction within the school environment. Children who are unable to sustain

attention often struggle to understand learning materials, achieve poor academic outcomes, and receive frequent reprimands from teachers due to disruptive behaviors. If left unaddressed, these conditions may hinder both academic and social development and ultimately affect long-term learning success.

Numerous studies have developed interventions to improve on-task behavior among children with ADHD. Korfmacher et al. (2022) reported that both self-management training and neurofeedback effectively improve self-regulation and attention in children with ADHD. Lestari and Suminar (2024) also found that self-management significantly reduces off-task behavior among elementary school students. Furthermore, Wardani (2025) demonstrated that a visual support-based self-monitoring strategy enhances learning focus among students with ADHD and autism. A systematic review conducted by Smith et al. (2022) further confirmed that various forms of self-management interventions effectively reduce problem behaviors while increasing academic engagement among school-aged students. Despite these promising findings, previous studies have several limitations. Most have focused on only one form of intervention, such as self-monitoring, self-instruction, or Applied Behavior Analysis (ABA), without integrating all components of self-management. Additionally, these studies involved participants with different characteristics, educational levels, and research designs, resulting in varied findings. To date, there is still limited research comprehensively reviewing recent evidence regarding the implementation of self-management to improve on-task behavior in children with ADHD through a literature review approach.

Therefore, this study offers a literature review as an approach to integrate research findings published between 2022 and 2026. By synthesizing relevant scientific articles, this study is expected to provide a comprehensive overview of the concept of self-management, its implementation in school settings, various behavioral interventions employed, and their effectiveness in improving on-task behavior among children with ADHD. The findings are also expected to serve as a valuable reference for teachers, parents, and researchers in selecting behavioral interventions appropriate to the characteristics and needs of children with ADHD.

METHOD

This study employed a descriptive literature review to identify, collect, evaluate, and synthesize previous studies related to the implementation of self-management for improving on-task behavior in children with Attention Deficit Hyperactivity Disorder (ADHD). The review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a systematic and transparent process of article identification, selection, and reporting.

The data sources consisted of scientific articles retrieved from Google Scholar**.** The search was conducted using five keywords: self-management, on-task behavior, ADHD, children with ADHD, and behavioral intervention. Only articles published between 2022 and 2026 were included in the review. The study population comprised all published articles discussing self-management interventions for children with ADHD. The sample was selected using purposive sampling, including only studies that met the predetermined inclusion and exclusion criteria. Following the screening process, 13 articles were selected for analysis.

The research instrument was a data-charting form, which was used to extract essential information from each study, including the authors, publication year, article title, research methodology, participant characteristics, intervention strategies, and major findings. The article

selection process followed the four PRISMA stages: (1) Identification, (2) Screening, (3) Eligibility, (4) Inclusion.

The inclusion criteria consisted of articles published between 2022 and 2026, focusing on self-management or related strategies such as self-monitoring and self-instruction for children with ADHD, containing a complete abstract, available in full-text format, and relevant to the objectives of this study. Articles published before 2022, unrelated to the research topic, lacking a complete abstract, or unavailable in full-text form were excluded.

The selected articles were analyzed using qualitative descriptive thematic synthesis. The studies were grouped into five themes: (1) the concept of self-management in children with ADHD, (2) on-task behavior in children with ADHD, (3) the implementation of self-management in school settings, (4) behavioral interventions for children with ADHD, and (5) the effectiveness of self-management in children with ADHD. Similarities, differences, and research trends across studies were then compared and synthesized.

To ensure the validity of the review, all selected articles met the predetermined inclusion and exclusion criteria and were analyzed using the same procedures. Since this review included only articles published between 2022 and 2026, the findings represent recent developments in research on self-management interventions for improving on-task behavior in children with ADHD.

Table 1. Data Charting

No	Title	Method	Result
1	Handling off-task behavior in elementary school students with self-management penanganan dengan self-management (2024)	Single Subject Research (SSR)	Self-management reduced off-task behavior and increased on-task behavior. Students became more focused, demonstrated better behavioral control, and actively participated in classroom learning.
2	Self-management training vs. neurofeedback interventions for attention deficit hyperactivity disorder: Results of a randomized controlled treatment study (2022)	Randomized Controlled Trial (RCT)	Self-management was more effective than neurofeedback in improving self-regulation and attention.
3	Penerapan Strategi Self-Monitoring Berbasis Visual Support untuk Membantu Meningkatkan Fokus Belajar pada Siswa ADHD dan Autisme di SMA Muhammadiyah 1 Gresik (2025)	Qualitative Research	Visual support-based self-monitoring helped students recognize behavioral targets, improve learning focus, and increase the duration of on-task behavior.
4	Systematic Review on the Use of Self-Monitoring Interventions With ADHD/ASD Students in School Settings (2023)	Systematic Review	Self-monitoring effectively improved attention and academic engagement among students with ADHD.
5	Self-monitoring intervention of problem behavior of students with adhd learning in regular classroom in china (2022)	Single Subject Research (SSR)	Self-monitoring implemented in regular classrooms improved on-task behavior, reduced problem behaviors, and enhanced students' sustained attention during learning.

No	Title	Method	Result
6	Effectiveness of Applied Behavior Analysis Intervention on On-Task Behavior of ADHD Students in Inclusive Schools (2025)	Quantitative Research	Applied Behavior Analysis (ABA) effectively increased on-task behavior through positive reinforcement while reducing hyperactive and impulsive behaviors.
7	Meningkatkan konsentrasi belajar anak ADHD dengan strategi intervensi manajemen diri melalui permainan bola sepak (2023)	Single Subject Research (SSR)	Self-management combined with structured play activities improved learning concentration among children with ADHD.
8	Increasing On-Task Behavior and Academic Engagement with Students with Attention Hyperactivity Disorder Using Self-Management Approaches in a Secondary General Education Classroom (2024)	Single Subject Research (Multiple Baseline Design)	Self-management improved academic engagement and students' self-regulation skills.
9	Using self-monitoring to increase on-task behaviors of students with attention deficit hyperactivity disorders (ADHD) in inclusive classrooms in Turkey (Türkiye) (2022)	Single Subject Research (SSR)	Self-monitoring in inclusive classrooms increased on-task behavior and promoted students' independent behavioral regulation during instruction
10	Efficacy of a self-monitoring intervention for decreasing off task behavior exhibited by exhibited by a second grader with ADHD **(**2026)	AB Design (Single Subject Research)	Self-monitoring checklists reduced off-task behavior while improving students' focus and classroom engagement.
11	Penggunaan teknik self-instruction untuk meningkatkan atensi pada anak Adhd (2026)	Quantitative Research (Single Subject Research)	Self-instruction improved attention, reduced impulsivity, and enabled children with ADHD to complete learning tasks more independently.
12	Efektivitas Teknik Self-Management untuk Mengurangi Perilaku Off Task Siswa Madrasah Aliyah di Kabupaten Majene (2026)	Quantitative Resea	Self-management significantly increased on-task behavior, reduced off-task behavior, and enhanced students' classroom engagement.
13	Self-management interventions for reducing challenging behaviors among school-age students: A systematic review (2022)	Systematic Review	Self-management interventions effectively improved self-regulation, academic behavior, and reduced challenging behaviors among school-age students.

RESULT AND DISCUSSION

1. The Concept of Self-Management in Children with ADHDSION
   a. Self-Management

      Self-management is a behavioral strategy that enables children to independently monitor, evaluate, and regulate their own behavior. This strategy is particularly important for children with ADHD, who often experience executive function deficits, including difficulties in maintaining attention and controlling impulsive behavior. Lestari and Suminar (2024) demonstrated that self-management effectively reduces off-task behavior among elementary school students by helping them redirect their attention to classroom tasks.

      Furthermore, Korfmacher et al. (2022) reported that self-management training produced greater long-term improvements in self-regulation and attention than neurofeedback interventions. These findings are supported by the systematic review conducted by Smith et al. (2022), which concluded that self-management interventions consistently reduce challenging behaviors while promoting independent learning among school-aged students across various educational settings.

   b. Self-Monitoring

      Self-monitoring is one of the primary components of self-management in which children are trained to observe and record their own behavior at predetermined intervals. To enhance its effectiveness, Wardani (2025) implemented self-monitoring using visual supports, such as reminder cards and behavioral monitoring sheets. These visual tools helped students with ADHD and autism maintain cognitive focus and recognize behavioral targets more effectively.

      The systematic review by Christensen (2024), together with the study by Yin et al. (2022), revealed that self-monitoring implemented in both regular and inclusive classrooms significantly improved academic engagement while reducing disruptive behaviors. This strategy provides immediate feedback, allowing students to evaluate and modify their own behavior without relying solely on teacher reminders. Similar findings were reported by Sulu et al. (2023) and Zaini (2023), who found that simple self-monitoring instruments successfully increased the duration of on-task behavior while fostering students' independence in regulating their own learning behavior.

   c. Self-Instruction

      Self-instruction is a cognitive behavioral technique that teaches children to use self-directed verbal instructions (self-talk) to guide their actions and regulate their behavior. This strategy is particularly effective for reducing impulsive responses among children with ADHD. Hartono (2026) found that the consistent application of self-instruction significantly improved attention span among children with ADHD. Through structured stages of self-verbalization from identifying problems to evaluating completed tasks children developed organized internal dialogue that supported behavioral control, reduced careless mistakes, and promoted greater independence in completing academic tasks

2. On-Task Behavior in Children with ADHD
   a. On-Tak and Off-Task Behavior

      Lestari and Suminar (2024) described off-task behavior among students with ADHD as leaving their seats, talking outside the instructional context, playing with surrounding objects, and ignoring teachers' instructions. Following the implementation of self-management strategies, the frequency of off-task behavior gradually decreased, whereas on-task behavior showed significant improvement. These findings indicate that the ability to

regulate one's own behavior contributes substantially to students' engagement in classroom learning. These results are consistent with those reported by Sulu et al. (2023), who implemented self-monitoring strategies among students with ADHD in inclusive classrooms. Their findings showed that students who independently monitored their behavior demonstrated longer durations of on-task behavior because they became more aware of the behavioral goals they were expected to achieve.

Similarly, Zaini (2023) found that self-monitoring effectively reduced off-task behavior among elementary school students with ADHD. By using behavioral monitoring sheets, students were able to recognize when their attention shifted away from learning activities and redirect their focus toward classroom tasks. Amaliyah et al. (2023) also reported that self-management techniques significantly reduced off-task behavior among senior high school students. Although the participants were not exclusively children with ADHD, the study confirmed that the principles of self-management effectively increased students' classroom engagement.

Overall, these studies suggest that on-task and off-task behaviors represent two contrasting behavioral conditions. Improvements in on-task behavior are generally accompanied by reductions in off-task behavior. Across the reviewed studies, self-management and self-monitoring consistently enhanced students' academic engagement despite differences in participant characteristics, intervention strategies, and educational settings.

b. Factors Affecting On-Task Behavior

In addition to self-regulation skills, on-task behavior is influenced by instructional strategies and behavioral interventions implemented for children with ADHD. Gunadi (2026) found that Applied Behavior Analysis (ABA) effectively increased on-task behavior in inclusive classrooms by consistently providing positive reinforcement for appropriate behaviors. Sugihartatik (2023) also demonstrated that self-management strategies integrated with soccer-based play activities significantly improved learning concentration among children with ADHD. Physical activities helped channel excess energy, enabling students to participate more effectively in subsequent classroom instruction.

Meanwhile, Kinnunen (2024) reported that implementing self-management in general education classrooms significantly increased academic engagement and on-task behavior. These improvements were largely attributed to teachers' consistency in delivering instructions, monitoring student behavior, and reinforcing positive behaviors. Collectively, these findings indicate that on-task behavior is influenced by multiple factors, including behavioral intervention strategies, learning environments, teacher involvement, and the individual characteristics of children with ADHD. The more closely interventions are tailored to students' specific needs, the greater the likelihood of improving on-task behavior during classroom learning.

3. The Implementation of Self-Management in Schools

a. Inclusive Schools

Sulu et al. (2023) reported that implementing self-monitoring in inclusive classrooms successfully increased on-task behavior among students with ADHD. Teachers initially provided guidance on behavioral monitoring procedures, after which students gradually became capable of independently monitoring their own behavior. This approach encouraged students to take greater responsibility for their behavior during classroom learning.

These findings are consistent with those of Smith et al. (2022), who concluded that

self-management interventions are highly suitable for inclusive educational settings because they provide students with opportunities to develop self-regulation without becoming overly dependent on teachers. In addition to improving academic behavior, these strategies effectively reduce disruptive behaviors that interfere with classroom learning. Together, these studies suggest that inclusive schools provide an ideal environment for developing self-management skills through collaboration among classroom teachers, special education teachers, and students

b. Visual Support

Wardani (2025) developed a self-monitoring strategy supported by visual aids for students with ADHD and autism. Visual materials, including reminder cards and behavioral monitoring sheets, helped students understand expected behavioral targets throughout classroom activities. The findings demonstrated that visual supports enhanced learning focus, facilitated self-evaluation, and reduced behaviors that interfered with learning objectives. These results suggest that visual support is an effective complementary tool in implementing self-management, particularly for students experiencing attention and information-processing difficulties.

c. Regular Classrooms

Yin et al. (2022) demonstrated that self-monitoring strategies can also be effectively implemented in regular classrooms. Teachers first provided instruction on self-monitoring procedures, after which students independently recorded their participation during classroom learning. The intervention resulted in increased on-task behavior and decreased disruptive behavior. Moreover, implementing self-management in regular classrooms benefited teachers by encouraging students to become more independent in regulating their own behavior, thereby allowing teachers to focus more effectively on instructional activities rather than providing continuous behavioral reminders

4. Behavioral Interventions for Children with ADHD

a. Applied Behavior Analysis (ABA)

Gunadi (2026) found that Applied Behavior Analysis (ABA) effectively improves on-task behavior by providing positive reinforcement for desired behaviors. This intervention helps children maintain attention, follow teachers' instructions, and reduce impulsive and hyperactive behaviors during classroom activities. Consistent implementation of ABA leads to more positive learning behaviors.

b. Neurofeedback

Korfmacher et al. (2022) explained that neurofeedback improves attention by training brainwave activity. Their findings indicate that although neurofeedback reduces ADHD symptoms, self-management produces greater improvements in self-regulation and is more practical for school implementation because it does not require specialized equipment.

c. Self-Instruction

Hartono (2026) found that self-instruction helps children with ADHD regulate impulsivity and maintain attention through self-directed verbal guidance. This strategy also enhances children's ability to complete tasks independently while promoting better behavioral self-control during classroom learning.

5. Effectiveness of Self-Management in Children with ADHD

a. Improvement in On-Task Behavior

According to Lestari and Suminar (2024), self-management improves on-task behavior by encouraging students to observe, record, and evaluate their own behavior

independently. As a result, students become more focused during classroom instruction and are better able to complete assignments according to teachers' directions. These findings are supported by Gunadi (2026), who reported that combining self-management with Applied Behavior Analysis (ABA) resulted in greater improvements in on-task behavior. Likewise, Kinnunen (2024) and Amaliyah et al. (2023) found that self-management enhances students' classroom engagement while reducing off-task behavior.

b. Improvement in Attention and Learning Concentration

In addition to improving on-task behavior, self-management also enhances attention and learning concentration. Korfmacher et al. (2022) found that self-management training improves executive functioning and sustained attention in children with ADHD. These findings are further supported by Christensen (2024), who reported that self-monitoring helps students maintain focus throughout classroom instruction. Similarly, Sugihartatik (2023) found that combining self-management strategies with game-based activities significantly improves the learning concentration of children with ADHD.

Figure 1. PRISMA Flow Diagram of Article Selection

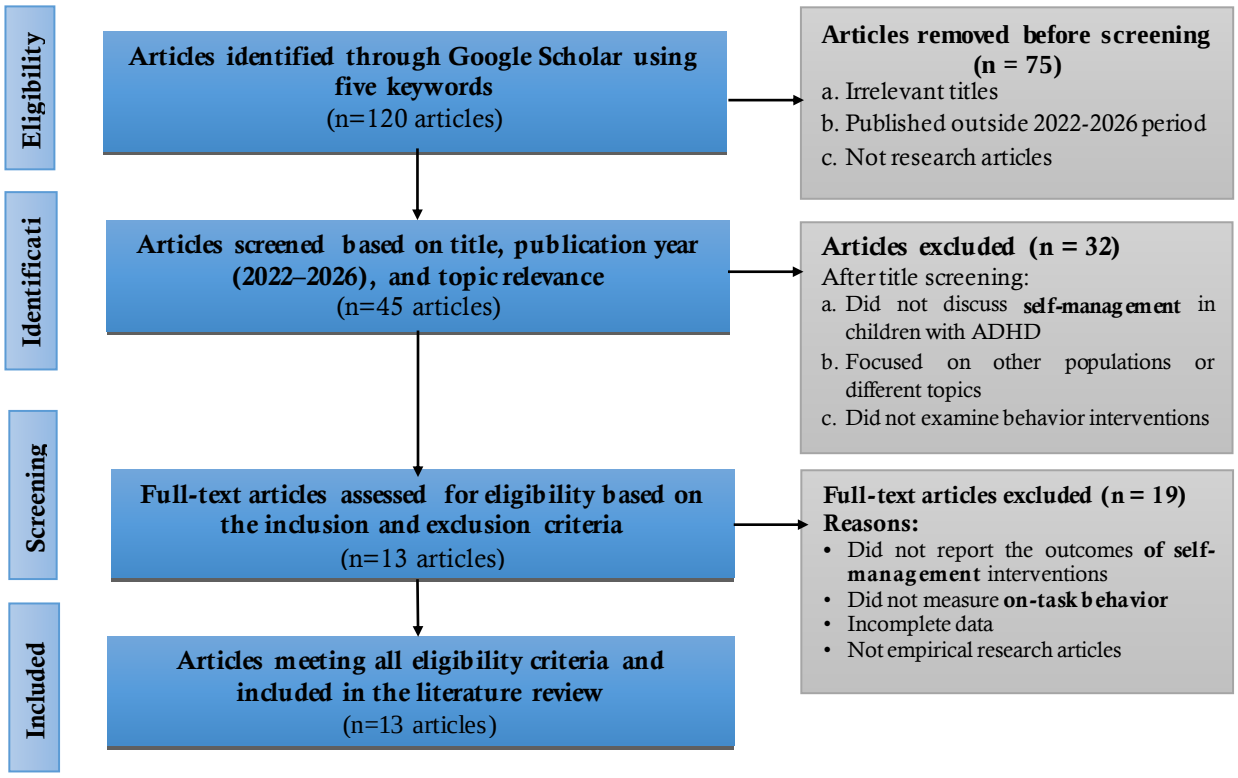
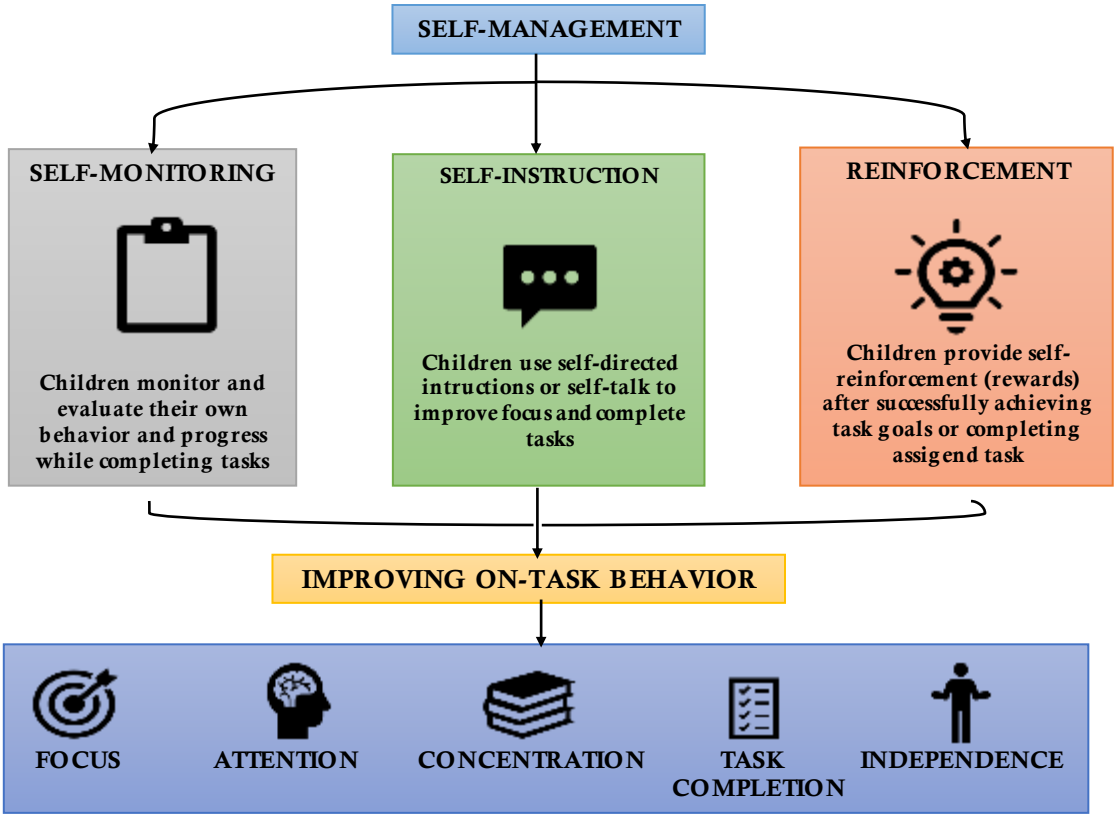


Figure 2. Research Findings Synthesis



CONCLUSION

Based on the literature review of 13 articles published between 2022 and 2026, it can be concluded that self-management is an effective behavioral intervention for improving on-task behavior in children with Attention Deficit Hyperactivity Disorder (ADHD). In the reviewed studies, self-management was primarily implemented through self-monitoring and self-instruction, enabling children to regulate, monitor, and evaluate their own behavior throughout the learning process. The findings indicate that the consistent implementation of self-management enhances sustained attention, improves learning concentration, increases students' engagement in classroom activities, and reduces off-task behavior. Furthermore, the effectiveness of self-management is enhanced when combined with complementary interventions, such as Applied Behavior Analysis (ABA), visual support, and neurofeedback, according to the individual characteristics and needs of each child.

Self-management can be implemented in various educational settings, including both inclusive and regular schools, with support from teachers, parents, and a conducive learning environment. Therefore, this strategy is recommended as an effective behavioral intervention for improving the quality of learning and promoting the independence of children with ADHD. Nevertheless, this study has several limitations, as it included only articles retrieved from Google Scholar published between 2022 and 2026. Future research is recommended to expand the literature search to additional international databases, such as Scopus, Web of Science, and ERIC, to provide more comprehensive findings and stronger research evidence.

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