# Linking Research to the Practice of Education

## 1 Music: video as a behavioral management tool for those with ADHD

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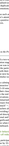
Fig. 1: Music video as a behavioral management tool for those with ADHD

Fig. 2: Music video as a behavioral management tool for those with ADHD



In 2011, Cornelius's pilot study in general PRU classrooms (Cornelius, 2011) suggested that music video could be a useful behavioural management tool for those with ADHD. Since then, Cornelius has been working with a number of PRUs and has developed a set of guidelines for practitioners.

Cornelius (2011) and Cornelius & Lewis (2012) have shown that music video can be a useful behavioural management tool for those with ADHD. The research has shown that music video can be used to: (1) Reward good behaviour; (2) Reward good behaviour with a specific music video; (3) Reward good behaviour with a music video of the pupil's choosing; (4) Use music video as a tool for discussion. Moreover, the research has shown that music video can be used to: (1) Increase pupil self-esteem; (2) Increase pupil self-confidence; (3) Increase pupil self-awareness; (4) Increase pupil self-reflection; (5) Increase pupil self-regulation; (6) Increase pupil self-discipline; (7) Increase pupil self-control; (8) Increase pupil self-management; (9) Increase pupil self-monitoring; (10) Increase pupil self-evaluation; (11) Increase pupil self-motivation; (12) Increase pupil self-belief; (13) Increase pupil self-awareness; (14) Increase pupil self-reflection; (15) Increase pupil self-regulation; (16) Increase pupil self-discipline; (17) Increase pupil self-control; (18) Increase pupil self-management; (19) Increase pupil self-monitoring; (20) Increase pupil self-evaluation; (21) Increase pupil self-motivation; (22) Increase pupil self-belief; (23) Increase pupil self-awareness; (24) Increase pupil self-reflection; (25) Increase pupil self-regulation; (26) Increase pupil self-discipline; (27) Increase pupil self-control; 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