Abstract: Introduction: keeping students with ADHD focused and on-task is a serious challenge for teachers and parents in our schools. Research about the effectiveness of special techniques for improving attention is important.

Objective: The purpose of the present study was to examine the effectiveness of self-monitoring of attention programs (Hallahan, Hudson & Terri Hiltels’ programs) on improving attention level of elementary students with attention deficit - hyperactivity disorder (ADHD).

Methods and Materials: Research design was multiple baseline single subject design across participants in which the participants were observed during experimental phases (baseline, intervention and follow up) and the percentages of the behaviors were exactly recorded. 8 participants with ADHD diagnosis were selected from the sub-specialty clinics of Child and Adolescent psychiatry in Tabriz-Iran. After baseline phases, 4 students practiced self-monitoring of attention using Hallahan and Hudson’s self-monitoring package (12 sessions). The package included the following components: self-monitoring cues tape, a self-monitoring card, appropriate tasks to complete while self-monitoring. 4 other students conducted self-monitoring of attention (12 sessions) by Terri Hiltel’s self-monitoring method (Shiny light Bulb). In this method, students are thought to STOP, self-check and correct four inattentive behaviors including talking, moving around, looking around and daydreaming. Students’ inattentive behaviors were accurately observed and recorded during follow-up phase.

Results: The results obtained from analysis of data points in experimental phases indicated a significant reduction in symptoms of off-task behaviors. However, maintenance of effects was not observed in follow-up phase.

Conclusion: The findings support the effectiveness of self-monitoring program as a cognitive–behavior therapy (CBT) technique. Implications for examining long-term effects of CBT technique (self-monitoring), the role of individual differences and generalization of data from clinical settings to home and school environments are discussed.