

ADHD
Katharine Otolski
EDPS 250 Section 3
Swanson

Developmental Research

Learning Styles

Children with ADHD have different types of learning styles than those children who do not have ADHD. This is related to the fact that children with ADHD cannot sit still for long periods of time. Children with ADHD will actually focus on everything all at once—leaving them unable to remain focused on just one thing. This is a main factor in a child's learning style. Children with ADHD are usually audio, visual, and kinesthetic learners all at the same time. Children with ADHD, though, will not always respond well to a specific teaching technique. This will often lead to ignoring social rules, academic instruction, impulsivity and lashing out in a hostile way when frustrated (Berk, 2012). Teachers for this very reason will sometimes assume that those children who are diagnosed with ADHD need to be seated away from the other children but every child is different and they have to be treated as individuals. The biggest aspect of any learning style is focused on organization. For any child (especially those with ADHD) there are to be no loose papers in book bags, all papers need to be in the appropriate places (Langberg, et al., 2013). Another benefit is for the student to have and use an assignment notebook. The teacher can help by initialing the assignment book after the assignment is given and after the student writes it down in the assignment book. (Langberg, et al., 2013).

Instructional decisions

For my instructional decisions, as a special education teacher I will get to know each of the children and accommodate to each child's needs. Whether it be working individually, or in a large or small group (AG 2.5). Children with ADHD need to have

instructions repeated more than once—so that is what I will do. I also intend to help them in a way that they become interested and fully engaged in learning in an individual or a group setting (AG 5.6). Having ADHD myself, I can give children and other teachers tips that I learned and that have helped me. This will help me find ways for children to stay focused in my classroom.

Parenting Styles

All children need to be supported; children with ADHD need a little extra reinforcement and support from teachers and especially from their family members. Parents need to help their children in any way they can, to ensure that each student is accommodating with the extra help they need outside school. A key to parenting is knowing your child. In one of the articles that I chose to read connected parenting with teen-age alcohol use. The article said that effective parental monitoring might play an important role in moderating teen drinking (Molina, Pelham, Cheong, Marshal, Gnagy & Curran, 2012). It all deals and comes down to parental knowledge of their child's friendships, location at night, how their child's money is spent, how free time is used, and where their child is after school (Molina, et al., 2012). These results show that the frequency of alcohol consumption increases with a teen-ager's age, whether parents are more involved or not. And despite earlier hypotheses to the contrary, childhood ADHD is not linked to alcohol use. (Molina, et al., 2012). Another aspect of a parenting style is prenatal care. A parent's smoking habits are a direct link for ADHD. Prenatal exposure to toxins, especially those found in cigarettes are known to modify the genes (the chromosome-12 gene) activity (Berk, 2012). When a blood test was performed it was found babies—who were homozygous for chromosome-12 and whose mothers smoked

while pregnant—scored more than 10 points higher on scale of impulsivity and over activity (Berk, 2012).

Instructional Decisions

Since I will obviously not be the parent of every child in my classroom with ADHD, it is my job to provide the support the child's needs in school. Focusing on the positives of the child's actions will help. (AG 1.4) I do not want to tell the children what they are doing wrong. I want to tell the children what they are doing right. It will help with a child's self-esteem and confidence in not only themselves but also schoolwork. As a teacher my job is to educate the child but also the parents (AG 1.1). I can give the parents tips and resources that will help that particular child succeed.

Staying on Track

Staying on track is a challenge for children with ADHD. It is not that they cannot stay focused—they are simply focused on multiple things all at the same time. Their mind is focusing on everything at once. Children with ADHD cannot stay focused on tasks that require mental effort for more than a few minutes (Berk, 2012). This can actually be helped with the use of a stimulant medicine (Berk, 2012). But whether the child is taking medicine or not, there is still a certain time of day that is crucial for a child's focus, and that time might be different for each child. The Questionnaire-Children with Difficulties (QCD) has been widely used as an evaluation that parents use during specific periods of the days (Usami, Okada, Sasayama, Iwadare, Watanabe, Ushijima, & Saito, 2013). The QCD is used to evaluate the daily functions associated with ADHD (Usami, et al., 2013). Parents have to evaluate each child in order to find when their child has the most difficulty. Teachers should start to do this as

well since a child spends half of their day with their teacher. This will help determine the medicine doses. This treatment planning must have taken into account the difficulties faced by children with ADHD in their functioning during the evenings (Usami, et al., 2013).

Instructional Decisions

As a teacher my job is to make sure that my students are learning, and staying on the right track of where they are required to be (AG 2.9). Children with ADHD sometimes struggle to keep on track. If the child takes medicine and it wears off during the school day, I can talk to the parents, have them look into getting their child a smaller second dose to help the child finish their day as focused as possible. Another aspect of this is something I recently heard at an SCEC meeting and stuck out for me. It was “I don’t care how it gets done, just that it gets done” if the child needs to write with a marker so be it, if the child needs to use their hands and demonstrate what they are trying to say, so be it. The point is that I want the child to succeed in every way, how they do it though is up to them. As a teacher I am willing to try anything that they need in order for that child to succeed.

Peer Relationships

Children with ADHD will often experience problems in their relationships with peers. Our textbook defines a healthy friendship saying that a child must be able to control impulses, share, listen, remain attentive and focused, communicate well with others, and resolve conflicts. All of these are skill areas that can be challenging for a child with ADHD. Some of the symptoms for a child with ADHD involve the inattention, impulsivity, excessive motor-skill and social problems (Berk, 2012). So,

already they tend to have more of a social problem. This, mixed with temperament, will have an effect on peer relationships. This is the central factor in the development of a child's personality and social behavior and their relationships with others (Bacchini, Affuso, & Trotta, 2008). Children, who have problems with social behaviors, are at a higher risk of having a low self-esteem and be a victim of bullying. It is because as a young child it seems strange when a classmate is reacting certain ways, which will sometimes lead to ostracizing that child (Bacchini, et al., 2008). However the same study goes on to say temperamental difficulties are not enough to focus social relationships, it is the modified interventions to teach strategies on how to relate to peers in an appropriate manner (Bacchini, et al., 2008), so they do not feel left out.

Instructional Decisions

As a teacher you can “control” peer groups when assigning seats, planning project and group work (AG 1.3), and you can find ways to draw positive attention to a child. I can do this by assigning the child a special task or responsibilities in the presence of the other children in the classroom. This provides opportunities for other students in the class to see the child in a more “positive” way. I will have a zero tolerance for bullying. I want each of my students to be able to come into my classroom and have them not be scared or be picked on by another student (AG 5.1).

Academic

In school a child with ADHD is normally labeled as a distraction, class clown, or lazy. However that is not necessarily true. All children have the potential to succeed, and we want them to be the best that they can be—this section ties into the learning

styles. The pre-school years are key periods of a child's development. Due to learning of the social, behavioral, and academic skills that are necessary for academic development (Daley & Birchwood 2010). These are the pathways to school readiness and some children will encounter difficulties with impulse control (Daley et al., 2010). Research also shows that teens with ADHD are more likely to struggle in school, and many of them leave school before graduating (Daley et al., 2010). The textbook shows the actual research that confirms why children do poorly on tasks that require sustained attention for the completion of the task. According to the textbook this is because it is hard to ignore irrelevant information and often a student with ADHD has difficulty in memorization, planning, reasoning, and problem solving. This will most always lead to the frustration and intense emotions that a child will show (Berk, 2012). As the teacher there are many different aspects that you can help with, such as task or instructional modifications that involve manipulating the tasks and instructions to meet the needs of an individual. Classroom assessments involve developing an intervention that is specific. Self-monitoring involves the individual's goals and strategy. And training is to teach a specific skill to the child to learn (Daley et al., 2010).

Instructional Decisions

As a teacher you must have knowledge of a child's specific learning style. It will be a major contribution to their success in academics as a whole (AG 2.6). Every child wants to succeed in school—some children are better test takers than others, some are better writers than others, etc. As a teacher I want to be able to offer my students many different opportunities that I had granted to me as a child. The work is not going to be made any easier. Each student will be expected to learn the material. However,

they will learn in a way that works for them, and they will be expected to take ownership of their work (AG 5.2). If the child has to memorize something and then be able to write it down, a different method would be trying to have the child verbally recite it to the teacher, or have the child draw what they are trying to communicate to you. You can have your students color-code their notes or homework or they can make flashcards, etc. It is trying to make the child comfortable enough with their learning style to have them be able to do anything you ask of them.

Relaxation

A child with ADHD will have a hard time with just relaxing and sitting still. They want to be constantly doing something. This could mean playing sports, playing with objects in their hand, jiggling their foot, sitting up and down, walking around, or leaving the classroom. Our textbook lists a key fact—research dating back more than 100 years confirms having breaks in between classes enhances attention of all ages (Berk, 2012). The article I picked was all about boys with ADHD and physical activity. The first section was titled: deliberate play—for the boys with ADHD; it said that they do less spontaneous play and do not play many organized sports (Harvey, et al., 2009). This may be connected to not being able to keep focused and not always being able to follow the rules. The next section was called knowing about doing—the skill, performance and learning of the boys with ADHD show that they know more of the terms, they like to have knowledge about the sport before actually playing the sport (Harvey, et al., 2009). The last section of this article is called personal feeling—many of the boys who have ADHD said that they found physical activity (organized) to be boring and had negative feelings towards the physical activity for being singled out.

Normally, for lack of skills needed to play the sport (Harvey, et al., 2009). This is why most will say that recess is a good thing. Not only is everyone comfortable playing together at recess—it is actually known that students are more attentive after recess than before it, and that disruptive class behavior actually decreases for children who have more than 15 minutes of recess a day (Berk).

Instructional decisions

As a teacher I can have daily activities that are centered on my lessons. That will help accommodate those students with ADHD, and be great for those who are kinesthetic learners—in turn relaxing them. Students with ADHD will be able to learn by doing something that will help with understanding. As a teacher I can also encourage my students to join a sport, something that will keep them active and busy. Exercise can help a child refocus on the task at hand (A.G. 2.3). For a child with ADHD, running off energy helps a child relax. A way for the mind to relax is by playing music—this is because it “shuts off” the part of the brain that tends to wander. So, in class I can play quiet music while students are working so a child with ADHD will possibly remain focused longer.

Reflections**INTASC 2****Knowledge/Expertise:**

As a Special Education, Mild Interventions teacher— expertise is definitely important. As a teacher, you are in charge your students' education. That being said, it is clear you need to know what you are doing and what you are teaching. When you go to college, you pick an area to focus on and learn about—you are choosing what you become an expert in. To do this, I will be completing school with a bachelor's degree in Special Education and then hopefully a Master's degree. From kindergarten through my senior year of high school, I received help from my own Special Education teachers. I have seen how far I have come and I see how well I have been taught. I was extraordinarily fortunate and lucky to have such a great support system, which leads me to my passion of being that support system for others. Learning for me doesn't stop after college I will be learning every day, I hope to learn from my students as much as they are learning from me (AG 1). To further my knowledge of ADHD, I will become a member of CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder) and receive the bi-monthly magazine *Attention* as well as working to get my Master's in Education.

Dispositions/Context:

In the first paragraph of the Conceptual Framework, it states that context is for our understanding of the individuals—they are to serve in terms of their backgrounds and community systems. As a teacher this will be key for a classroom environment. Some kids need a strict approach, while others need to be left alone and want help only

when they ask for it. This goes along with the knowledge of which students are kinesthetic, audio, or visual learners. Every student is not going to be motivated the same way—as a teacher you need to be able to teach each child in a way that they understand. Cameron, who was my environmental science teacher in high school, shared this piece of knowledge with me: "If you cannot explain a concept to a child in different ways—then you yourself clearly do not understand that concept." That piece of knowledge pushes me to be able to understand a concept to the point where I can then teach it to each student no matter his or her learning style. Which leads me to this: every teacher who was asked the question on how they connect with students answered: find out what motivates them and then use it to push that child into doing their best. Not only are you making the student do the best they can, you are getting to know and understand that child (AG 2). To accomplish this I will try to set monthly conferences with other special education teachers as well as holding times every week where my students can talk to me.

Performances/Engagement

Given that my major is Special Education, engagement is key for my students. However, getting them engaged and keeping them engaged will not always be easy. I hear the word engagement and immediately I think of students who are paying attention to me and actively participating in the class with me or other students. It means that the students are listening to me and responding to what I am saying—whether through taking notes, asking questions, or answering them. It means that when I give them either individual or group work they are doing it. Engagement will also show me whether or not the students understand what I am teaching. If they are listening to me

and don't understand, they will ask questions. If they do understand, and then hopefully they will help those who do not (AG 5).

If the entire class is not engaging with me then I will know that it is what I am teaching—and I will have to change the style of how I am teaching to the class. To do so I will have to engage with my students—it is a two-way street that will never end. I will have to make accommodations every year to fit a different group of students in my classroom. I will learn new techniques and styles by attending the Annual International CHADD Conference on ADHD: Managing Difficult Behavior in the Classroom.

Work Cited

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All Grade Standards and Sub-standards References

Standard 1: Student Development and Diversity

Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

- 1.1 Major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P–12, and factors in the home, school, community, and broader environment that influence student development
- 1.3 Typical developmental challenges for students from early childhood through grade 12 (e.g., in relation to independence, self-esteem, peer interactions, physical development, self-direction, decision making, goal setting, involvement in risky behaviors, and identity formation) and the ability to help students address these challenges
- 1.4 Knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs

Standard 2: Learning Processes

Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

- 2.3 Knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills
- 2.5 Knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students
- 2.6 Procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning
- 2.9 Strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success

Standard 5: Learning Environment

Teachers of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive,

productive, well-managed, and safe learning environments for all students,
including:

- 5.1 The ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments that encourage all students' engagement, collaboration, and sense of belonging
- 5.2 The ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning
- 5.6 The ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs