



Classroom accommodation for ADHD children

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Abstract

Attention deficit hyperactivity disorder (ADHD) is a mental disorder of the neuro developmental type. It is characterized by problems paying attention, excessive activity or difficulty controlling behaviour which is not appropriate for a person's age. Children with Attention Deficit Disorder (ADD) often have serious problems in school. Inattention, impulsiveness, hyperactivity, disorganization, and other difficulties can lead to unfinished assignments, careless errors, and behaviour which is troublesome to one's self and others. Through the implementation of relatively simple and straight forward accommodations to the classroom environment or teaching style, teachers can adapt to the strengths and weaknesses of students with ADD. Small changes in how a teacher methods the student Accommodations come in three distinct categories; instructional, environmental, and assessment with ADD or in what the teacher expects can turn a losing year into a winning one for the child. The key to providing successful accommodations is having clear expectations from the very start. It's important not to use these accommodations to single out students in a negative way. Teach organizational skills. Be sure student has daily, weekly and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers; reduce distractions. Provide student with copy of reading material with main ideas underlined or highlighted. Provide an outline of important points from reading material, Teach outlining, main-idea/details concepts, Provide tape of text/chapter etc. briefly given in this article.

Keywords: children, ADHD, classroom, teaching, learning

Introduction

Attention deficit hyperactivity disorder (ADHD), often referred to as hyperactivity, is characterized by difficulties that interfere with effective task-oriented behaviour in children-particularly impulsivity, excessive motor activity, and difficulties in sustaining attention. The symptoms of ADHD are relatively common among children seen at child guidance centres. In fact, hyperactive children are the most frequent psychological referrals to mental health and paediatric facilities, and the disorder is usually thought to occur in about 3 to 5 percent of school age children.

Types of ADHD

Predominantly inattentive type

Predominantly hyperactive/impulsive type and

Combined type

Predominantly inattentive type

The student may submit inaccurate or incomplete work, have difficulty attending to conversations activities, or tasks, be easily distracted, have difficulty following directions, frequently lose materials, and/or have difficulty in organizing tasks materials are the symptoms in predominantly inattentive type.

Predominantly hyperactive/impulsive type

The student may appear to be in constant motion.

Frequently fidget or move in his or her seat,

Become restless during quiet activities,

Leave his or her seat when expected to remain seated,

Interrupt others and classroom activities,

Talk excessively, and /or

Fail to follow classroom procedures (e.g., blurt out answers without raising hand).

Combined type

The student may exhibit symptoms that include behaviours from both categories above.

In order for a student to be diagnosed with ADHD, symptoms must appear before age 12 and be exhibited across at least two settings. They must also have adverse effects on academic performance, occupational success or social emotional development (APA, 2013) [4].

Characteristics of Children with ADHD

ADHD is considered a mental health disorder. Only a licensed professionals like paediatrician, psychologist, neurologist, psychiatrist, or clinical social worker, can make the diagnosis that a child, teen, or adult has ADHD. In order to be diagnosed with ADHD, children and youth must meet the specific diagnostic criteria set forth in the DSM-IV-TR. For the most part linked with the main features of the disability: inattention, hyperactivity, and impulsivity.

Inattention characteristics

Attention is a process. When we pay attention.

We initiate (direct out attention to where it is needed or desired at the moment);

We sustain (pay attention for as long as needed);

We inhibit (avoid focusing on something that removes our attention from it needs to be); and finally

We shift (move our attention to other things needed).

Hyperactivity Characteristics

Excessive activity is the most visible sign of ADHD. Studies show that these children are more active than those without the disorder, even during sleep. The greatest differences are usually seen in school settings (Barkley,2000).

Many parents find their toddlers and pre-schoolers quite active. Care must be given before labelling a young one as active. At this developmental stage, a comparison should be made between the child and his or her same –age peers without ADHD. In young children, usually the hyperactivity of ADHD will come across, “always on the go” or “motor driven”. You may see behaviours such as darting out of the house or into the street, excessive climbing, and less time spent with any one toy. In basic years, children with ADHD will be more restless and uneasy than their same-age groups who do not have the disorder. They also are up and out of their seats more. Adolescents and adults feel more restless bothered by quiet activities. At all age group peoples, extreme and noisy conversation may be perceptible.

Impulsivity Characteristics

Children and youth with ADHD often act without fully considering the circumstances or the consequences. Actually, thinking about the potential outcomes of their actions before the fact often does not even cross their minds. Their neurologically caused problem with impulsivity makes it hard to delay gratification.

The impulsivity leads these children to speak out of turn, interrupt others, and engage in what looks like risk- taking behaviour. Although such behaviour is risky. The child is not so much a risk-taker as a child who has great difficulty controlling impulse and anticipating consequences. Often, the child is surprised to discover that he or she has gotten into a dangerous situation and has no idea of how to get out of it. Some studies show that children are more accident prone, particularly those youth who are somewhat stubborn or defiant (Barkley, 2000).

Accommodations for children with learning disabilities

Flexible scheduling to extended time for tests and assignments. To modified duration of tests (breaks during test, test scheduled over several sessions or days).

Setting is an individual administration of a test or assignment and small-group administration of a test or assignment. To adaptive or special equipment, such as the use of a computer.

Test or assignment format is a reduce number of test items per page, or the ability to circle test answer on test documents rather than the “bubble in” sheets.

Directions to rewriting or rewording test, repeated test or prompts and emphasizing key words. Reading of standards directions to the student.

Aids to interpret or respond to test items of an auditory tape to record answers, oral responses and a word processor,

computer, or alpha smart to record non-oral responses. Teacher cues to maintain on task behaviour, including allowing student to read test and assignment questions out loud. A test booklet in which responses can be directly recorded.

Classroom accommodations

Classroom accommodations can include;

Instructional

Environmental

Informational

Homework

Instructional

Provide an overview of the lesson before starting to focus student’s thinking. Schedule frequent checks for understanding to ensure that student has been following along, and redirecting if necessary. To give intermitted and frequent breaks to move around and interact with others. Use specific daily routines, agendas, and organisational strategies. Increase the amount of time allowed to complete all assignments and tests and Plan short work periods with frequent breaks or change of tasks. Allow student to doodle constructively while listening to teacher present information. Give students “nonpunitive exile” by asking them to run an errand or take a walk when getting frustrated or physically restless. There are several instructional strategies to consider depending on training in quiz, games, role playing, brainstorming, group problem-solving, lecture and all.

Environmental

Use a seat in front of the class or seat in back of the class depending on distractibility level. Use a quiet place to work or a barrier between desks. Provide another optional desk to move to when student needs to move to attend better. Provide a seat away from high-traffic areas and distracters like the pencil sharpener, drinking fountain, coat hooks, heater, air conditioners, and windows. Use carpet squares or hula hoops as well as tape markers on the floor to signify a specific sitting place when seated on the floor. Allow an empty seat next to student if possible for excessive movement. Store materials away from the desk or out of reach to alleviate distractions. Have designated quiet transition times between recess and other noisy activities. Turn off lights to calm students during transitions from noisy activities. Be open, flexible, and willing to make changes in seating when needed.

Informational

Avoid large amounts of written work including class work and homework. consent to for shorted assignments or the use of a computer or Alpha Smart for written work including daily spelling and grammar assignments. Encourage the use of the writing method that is most comfortable: cursive or manuscript.

Avoid having students copy from the board or overhead. If copying is required, provide a near-point sample, have a note taker, or have the teacher provide a copy. To Avoid clutter and crowded worksheets, desk space, and classroom space. Give the student time during the week to clear out his or her desk and to organize materials with the support of the teacher.

Allow the student to keep all assignments in a spiral notebook, to lessen the chance of lost work.

Homework

Make arrangements for homework to reach home with clear, concise directions with options to check a homework hotline where assignments can be checked by phone or a homework study buddy in the same class who can be called for further clarification. Use the option to do homework on a computer and e-mail finished assignments to teachers.

Reduce the number of problems to solve or questions to answer. Use visual responses such as pictures rather than written responses. Don't require students to answer questions in complete sentences.

Allow assignments to be completed on a computer and e-mailed to the teacher. Allow extra time for all assignments due on Monday following the Friday due date. Don't require the students to show work for all math problems solved. Use graph paper to help with math organization.

Have math problems provided by teacher rather than student copying problems from a book. Have parents or caregivers "scribe" responses to questions. Use graphic organizers for written assignments and book reports. Use computerized study guides. Provide access to a homework hotline or Web site with homework assignments posted.

Provide access to study buddy to help with directions and explanation of assignments. Have support of a nonfamily member as a tutor to help with math homework. Provide access to after school homework supplemental services and support. Provide specific reminders both verbally and visually to turn in homework that has been completed.

Students with ADHD will find it difficult to meet these requirements, and teachers begin to become concerned at the child's assumed lack of ability. Feeling need the for support from others on how to best teach this child, the teacher calls a meeting. This meeting includes his or her peers, an administrator, and school experts, including a school psychologist and special educators to brainstorming strategies to support the student in the classroom.

Potential strategies are identified, and the teacher student work on these strategies for s prescribed period of time. If the strategies prove unsuccessful, another meeting is called, and the team again looks at possible ways to help the student meet his or her potential to be successful in the classroom.

Conclusion

With the support of flexible classroom teachers, even young children with ADHD can be successful with the academic skills that they are required to master. When teachers understand that accommodations and modifications support the learning of children with ADHD, student success, motivation, and subsequent self-esteem will improve. When the unique qualities and gifts that these children present are clearly understood, classroom success is definitely attainable.

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