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CLASSROOM MANAGEMENT STRATEGIES TO HELPING CHILDREN WITH ATTENTION DEFICIT /HYPERACTIVITY DISORDER (ADHD) SUCCEED IN SCHOOL

EDNA NKECHI OFOJEBE, Ph.D
Nkeyjesus@gmail.com

HELEN E. UZOEKWE, Ph.D
efeyaduhelen@gmail.com

Department of Guidance and Counselling
Faculty of Education, Nnamdi Azikiwe University, Awka.

Abstract
This paper focused on classroom management strategies to helping children with attention deficit /hyperactivity disorder (ADHD) succeed in school. It is a theoretical paper. ADHD is one of the most common childhood behavioural disorders. It is associated with classroom disruptive behaviours that appear to be frustrating to teachers and a child that experiences it can hardly succeed in school like his mates who did not have such a disorder. This work highlights the meaning, types, symptoms and classroom management strategies teachers' can employ in order to carry the children along in schools. Conclusions and recommendations are stated. Among other things, the researchers recommend that government will provide helpful teaching aids teachers need to enhancing the teaching of these children. Also, government will be sponsoring counsellors' workshops for handling these children with such behavioural problems so that the target of education for all can be achieved.

Keywords: Classroom Management; Strategies; Attention Deficit; Hyperactivity Disorder; Success.

Introduction

ADHD is one of the most common childhood behavior disorders. This disorder is associated with a variety of disruptive classroom behaviors such as calling out, leaving seat, interrupting activities, distracting attention to mention a few. Some teachers who are not aware of this type of disorder may take the child as being heady, stubborn and dull thereby overlooking such children lagging behind their mates in academic activities. This problem is among those ones that teachers can through their motherly kindness and directions from school counsellors manage in the classroom in order to carry those children along academically. If they are left unattended in that stage without the needful help they may end up becoming frustrated and failures in life. From the counsellors' table, there is hope for these type of children.This write up will state what ADHD means, symptoms, types and strategies teachers will apply in the classroom to carry them along.

ADHD stands for Attention Deficit /Hyperactivity Disorder. ADHD is one of the most common neurodevelopmental Disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviours (may act without thinking about what the result will be), or be overly active (Piffner 2011). Also, (CDC) Centres for Disease Control and Prevention (2015) opines that Attention-deficit/hyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour. Children with ADHD may also struggle with low self-esteem, troubled relationships and poor performance in school. Symptoms sometimes lessen with age. However, some people never completely outgrow their ADHD symptoms. But they can learn strategies to be successful. Symptoms. The primary features of ADHD include inattention and hyperactive-impulsive behaviour. ADHD symptoms start before age 12, and in some children, they are noticeable

as early as 3 years of age. ADHD symptoms can be mild, moderate or severe, and they may continue into adulthood. ADHD occurs more often in males than in females, and behaviours can be different in boys and girls. For example, boys may be more hyperactive and girls may tend to be quietly inattentive.

Types

Mayo clinic (2010) states that there are three subtypes of ADHD, depending on which types of symptoms are strongest in the child. The subtypes are as follows: Predominantly Inattentive Presentation, Predominantly Hyperactive-Impulsive Presentation and Combined Presentation.

Predominantly Inattentive Presentation

Majority of the symptoms of ADHD falls under this inattention. A child that suffers this finds it hard to organize or finish a task he has started, to pay attention to details, or to follow instructions or conversations. He is easily distracted or forgets details of daily routines. He can hardly concentrate in the classroom activities and this leads to poor performance.

A child who shows a pattern of inattention may often:

- Fail to pay close attention to details or make careless mistakes in schoolwork
- Have trouble staying focused in tasks or play
- Appear not to listen, even when spoken to directly
- Have difficulty following through on instructions and fail to finish schoolwork or chores
- Have trouble organizing tasks and activities
- Avoid or dislike tasks that require focused mental effort, such as homework
- Lose items needed for tasks or activities, for example, toys, school assignments, pencils
- Be easily distracted
- Forget to do some daily activities, such as forgetting to do chores

Predominantly Hyperactive-Impulsive Presentation

Under this one, the child fidgets and talks a lot. It becomes hard for the child to sit still for long (for instance, for a meal or while doing homework). Smaller children may run, jump or climb

constantly. The child feels restless and has trouble with impulsivity. A child who is impulsive may interrupt others a lot, grab things from people, or speaks at inappropriate times. It will be hard for the child to wait for his turn or listen to directions. Also, a child with impulsiveness may have more accidents and injuries than others. Concentration in classroom seems difficult too.

A child who shows a pattern of hyperactive and impulsive symptoms may often:

- Fidget with or tap his or her hands or feet, or squirm in the seat
- Have difficulty staying seated in the classroom or in other situations
- Be on the go, in constant motion
- Run around or climb in situations when it's not appropriate
- Have trouble playing or doing an activity quietly
- Talk too much
- Blurt out answers, interrupting the questioner
- Have difficulty waiting for his or her turn
- Interrupt or intrude on others' conversations, games or activities

Combined Presentation

This is a mix of inattentive symptoms and hyperactive/impulsive symptoms. This implies that symptoms of the above two types are present in a child with this type.Because symptoms can change over time, the presentation may change over time as well.

ADHD can make life difficult for children. Children with ADHD Often struggle in the classroom, which can lead to academic failure and judgment by other children and adults and as a result this, they tend to have poor self-esteem. ADHDcauses learning disabilities**,** including problems with reading, writing, understanding and communicating. These children who are victims of this disorder will not be overlooked in school especially in the classroom. There are strategies teachers need to adapt to in managing them in the classroom so their potentials will equally be developed to the fullest like that of their counter parts in school.

Classroom Strategies for Managing ADHD Children

Classrooms are found in educational institutions of all kinds, ranging

from preschools to universities, and may also be found in other places where education or training is provided. It is within there that actual teaching and learning as in traditional way of teaching and learning in school environment occurs. Classroom management for this work refers to the wide variety of skills and techniques that teachers use to keep students (ADHA children inclusive) organized, orderly, focused, attentive, on task, and academically productive during a class.

Management of the Classroom for this work, refers to the actions and directions teachers make use of in order to create a successful learning environment that will have a positive impact on all students towards achieving a given learning requirements and goals while strategies are methods teachers can make use of in order to adapt to conditions, responding to anticipated situations to achieve a complex goal. Symptoms being portray by these children with ADHA can be frustrating to teachers but they will not be left behind to end up becoming nuisances to the society. Teachers as second mothers to the school children should apply their motherly hearts towards helping these students succeed in school because what is happening to them is not their faults. Also, in the classroom, they tend to exhibit destructive behaviours such as:

Demanding attention by talking out of turn or moving around the room.
Having difficulty in following instructions, especially when they are presented in a list and with operations that require ordered steps, such as long division or solving equations.
Often forget to write down homework assignments, do them, or bring completed work to school in the next day.
They usually lack fine motor control, which makes note-taking difficult and handwriting very hard to read.

Have problems carrying out projects without direct supervision.
They can hardly pull their weight during group work and may even keep a group from accomplishing its task.

Normally, the school setting requires that children will sit still, listen quietly, pay attention, follow instructions and concentrate on the teachers activities in

order to understand and react to the instructions but these things seem very difficult for these children with attention deficit hyperactivity disorder (ADHD or ADD) to do. It is not that they are not willing to do them but because their brains will not let them follow suit and these make teaching them very difficult. They have the brain power but the major problem is that of focusing on the material the teacher is trying to deliver. The resultant effects of being unable to do those basic things require from them is seen in their low grades, scolding and punishment from teachers who did not understand their problems, teasing from their peers, and low self-esteem. Also, when the parents complained that their wards are being neglected by the teacher in the class room, the teacher may be feeling guilty. This situation must not be over looked. There are strategies teachers can employ to help children with ADHD overcome their learning challenges, stay focused without disrupting others, and succeed in the classroom. Segal & Smith (2019) opine that a teacher's role is to evaluate each child's individual needs and strengths in the classroom which will help the teacher to help the child learn like others. With a lot of patience, creativity, and consistency from the teachers including developing strategies to coping with them, these children with ADHD can focus, stay on task, and learn to their full capabilities.

Segal & Smith (2019) propose that teachers will integrate the following three components:

Accommodations

Accommodation has to do with what a teacher can do to make learning easier for students with ADHD.

Instruction

This involves methods one can use in teaching them.

Intervention

This has to do with how a teacher can handle disruptive behaviours from such children that disrupt concentration or distract other children in the classroom.The most effective tool in helping a child with ADHD is a positive attitude. Make the child your partner by figuring out ways together to help him get his work done. Assure the student that you, the teacher will be looking for

good behaviours and quality work and when the good behaviours are manifested the teacher must reinforce it with immediate and sincere praise. Finally, look for ways to motivate a child with ADHD by offering rewards on a point or token system.

Dealing With Classroom Disruptive Behaviours

To deal with disruptive behaviours that takes time from other children, teachers can work out a couple of warning signals with the child who has ADHD. It can be a hand signal, an unobtrusive shoulder squeeze, or a sticky note on the child's desk. The discussion of the child's behaviours will be done in private and not in public. Teachers will be ignoring mildly inappropriate behaviours that are unintentional and are not distracting other students or disrupting the lesson.

Classroom accommodations for students with ADHD

A teacher can make changes in the classroom to help minimize the distractions and disruptions of ADHD.

Seating

Seat the student with ADHD away from windows and away from the door.

The child with ADHD will be put right in front of the teacher's desk unless that would be a distraction for him or her.

Seats in rows, with focus on the teacher, usually work better than having students seated around tables or facing one another in other arrangements.

Create a quiet area free of distractions for test-taking and a quiet study.

Instruction/information delivery

Give instructions one at a time and repeat as necessary.

If possible, work on the most difficult material early in the day.

Use visuals: charts, pictures, color coding.

Create outlines for note-taking that organize the information as you deliver it.

Child's Work

Create worksheets and tests with fewer items, give frequent short quizzes rather than long tests, and reduce the number of timed tests.

Test students with ADHD in the way they do best, such as orally or filling in blanks.

Divide long-term projects into segments and assign a completion goal for each segment.

Accept late work and give partial credit for partial work.

Organization

Provide a three-pocket notebook insert for homework assignments, completed homework, and mail to parents (permission slips, PTA flyers). Make sure the student has a system for writing down assignments and important dates and uses it. Allow time for the student to organize materials and assignments for home. Post steps for getting ready to go home.

Teaching techniques for students with ADHD

Teaching techniques that help students with ADHD to focus and maintain their concentration on the teacher's lesson and their work can be beneficial to the entire class also.

Starting a lesson Signal the start of a lesson with a sign, such as ringing of a bell or a horn.

Establish eye contact with any child who has ADHD.

List the activities of the lesson on the board.

In opening the lesson, tell the children what they are going to learn and what the teacher's expectations are. Also, tell them exactly what materials they will need.

Conducting the lesson

In conducting the lesson, keep instructions simple and structured. Use props, charts, and other visual aids. Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense. Have an unobtrusive cue set up with the student who has ADHD, such as a touch on the shoulder or placing a sticky note on the student's desk, to remind the student to stay on task. Allow a student with ADHD frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet. Try not to ask a student with ADHD perform a task or answer a question publicly that might be too difficult.

Ending the lesson

Summarize key points.

If an assignment is given, have three different students repeat it, then have the class say it in unison, and put it on the board.

Be specific about what to take home.

Conclusion

ADHD is one of the most common childhood behavioural disorders that if it is not properly handled earlier, the child will carry it into adulthood. This disorder is associated with disruptive behaviours as one can see from the write up. A child with such problem can hardly succeed in school without teachers' and counsellors' intervention. The authors therefore are of the opinion that if the stated strategies addressed above are to be put in practice by those teachers that have such children in their classes can help them succeed in school just like other children who do not have the problem.

Recommendations

Based on the possible strategies teachers can employ in managing these ADHA children in the classroom for them to succeed in school, the following are recommended:

1. The researchers recommend that government will provide helpful teaching aids teachers need to enhancing the teaching of these students such as props, charts, and other visual aids.
2. Government will be sponsoring counsellors' workshops for handling these children with such behavioural problems so that the target of education for all can be achieved.
3. And also, government will provide incentives for those teachers who have ADHA children in their classes for encouragement.

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