



Methods to Improve Learning in Students Diagnosed with Attention Deficit/Hyperactivity Disorder

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Abstract

Attention Deficit/ Hyperactivity Disorder (ADHD) is a long term condition which often causes difficulty in learning and academic work in children and teenagers. Not only does it affect the student's ability to pay attention in the school environment and complete tasks on time, ADHD also impacts their social skills and emotional health, especially playing a major role on their self-esteem and behaviour. This paper reviews proven and effective measures put in place to help students with ADHD to perform better at school.

Keywords : Attention Deficit/Hyperactivity Disorder, inattentiveness, hyperactivity, learning techniques.

Introduction

Attention Deficit/Hyperactivity Disorder (ADHD) is a neurological disorder which has been diagnosed in many around the world. Although it has been thought of as a condition of children and youths, it is also common in adults as well. Generally, there are three major types of ADHD: predominantly inattentive, predominantly hyperactive/impulsive, and combined presentation (**American Psychiatric Association, 2022**). Although a particular cause of ADHD has not been discovered by scientists, there has been some evidence that it could be related to genetics. As of recently, no specific gene has been directly linked with the disorder. In a school setting, teachers and school staff can assist medical professionals and parents to examine characters and learning behaviors. However, these school staff cannot diagnose the disorder, nor can they give treatment for it. Nonetheless, they can make possible arrangements in the school that will surely improve learning for students with ADHD.

Managing Hyperactivity and Inattention

The Movement Technique is a great strategy to help hyperactive students. It combines the channeling of physical energy with studying, thereby keeping their brain engaged while focusing on academic work. A study discovered that ADHD can actually be managed through exercises (**Chung et al., 2022**). Body-engaging activities could be done before tasks are performed. Usually, introducing games into the system of learning makes it more fun and interactive for students diagnosed with ADHD. Research conducted in 2020 showed significant improvement in motivation for study after the system of gamification was introduced into the academic life of ADHD students (**Hwang & Kim, 2020**). The use of fidget tools help the student to keep their hands busy while



they study through listening or reading. This helps students with ADHD to focus more, rather than distract them (**Sood & Bhattacharya, 2022**).

Simplifying Tasks

The Pomodoro Technique has proved to be greatly effective, not only for students with ADHD, but for any individual who struggles with focusing to accomplish goals (**Sood & Bhattacharya, 2022**). Teachers should break down tasks to last for shorter periods of time. This motivates students to focus and complete assessments; therefore, achieving better results in smaller time intervals. This technique is commonly measured with the 'Reward System' to obtain better results in children diagnosed with ADHD (**Zentall, 2021**). Physical rewards provide a sense of accomplishment which encourages the students to perform more tasks; it stimulates the brain of disordered students, which is less sensitive to mental rewards, to recognize their achievements. Most importantly, breaks should be provided after tasks to enable students to relax mentally and be eager to get in on the next assessment (**Zentall, 2021**).

Building of Self-Confidence and Social Skills

To improve upon the low self-esteem of most students with ADHD, tutoring in pairs is encouraged. It is most effective when the participating students are trained (**Pfiffner, 2011**). This may majorly entail a student teaching another; however, it may also involve the mere presence of another student providing company and being more of a silent pressure to stimulate perseverance while studying. Peer tutors can also implement the respect for boundaries on ADHD students who show signs of rebellion (**Pfiffner, 2011**). Research has shown that collaborative study with ADHD students develops a sense of belonging, reduces loneliness, and improves social interaction (**Hwang & Kim, 2020**).

Conclusion

The adjustments which schools can make to support better education for students with Attention Deficit/Hyperactivity Disorder will bring forth more educated persons who would no longer see the disorder as a limitation to growth, rather as a different means to learning.

Despite the difficulties encountered while tackling academic work, ADHD students can be assisted using techniques that do not aim to remould them into being accustomed with the normal education system. Instead, methods are introduced to help them re-discover themselves and embrace their abilities, thereby teaching the students to control what formerly stood as obstacles and transform them into stepping stones for success.

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