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REVIEW ARTICLE

BEHAVIOURAL STRATEGIES TO DEAL ADHD STUDENTS

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ABSTRACT

The term problem child is generally used to describe children whose behaviour or personality shows serious deviation from the normal/ typical (Panda, 2009). Understanding the psychology of problem children is necessary to distinguish it from normal behaviors. Attention Deficit Hyperactive Disorder (ADHD) is a condition in children which may lead to problem behaviours. Some of the problem behaviours exhibited by the children with ADHD are, not paying attention, making hundred different noises, not following directions, not turning in homework assignments and losing personal belongings. The children with ADHD often act immaturely and have difficulty learning how to control their impulsiveness and hyperactivity. In addition to this, a cluster of associated characteristic may include disorganization, poor peer/ sibling relations, aggressive behaviour, poor self-concept/self esteem, day dreaming, poor co-ordination, memory problem, persistent obsessive thinking and inconsistency. A child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectation with minimal distraction. It is now known that symptoms of the disorders may diminish as a child ages, however many children with ADHD do not grow out of it. Fortunately there are now innovative interventions to cope up with ADHD behaviors. The present paper focuses on behaviors strategies to deal with ADHD.

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INTRODUCTION

The most valuable reward in teaching is hearing a student say, "Thank you for understanding me" Teacher need to understand a subject and knowledge of individual difference to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new instructional strategies put the teacher more into the role of course designer, discussion facilitator, and coach the students more into the role of active learner, discovering the subject of the course. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival, rather than looking at education simply as a means of achieving social upliftment. The society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to the development. Not paying attention, making a hundred different noises, not following directions, not turning in home

work assignments, taking of three hours to do a single page of homework, irritating other brothers and sisters and losing personal belongings are exhibited by children with ADHD. ADHD represents a variety of attention deficit disorder, ranging from milder condition without hyperactivity (ADD or ADHD without hyperactivity primarily inattentive type) to the more severe condition with hyperactivity (ADHD) (Flick, 2000). There are three types of ADHD by DSM-IV defined by three basic characteristics ADHD is thought to manifest at approximately 3 to 4 year of age (Barkley, 1997).

Inattention

Impulsive

Hyperactive

In addition to this, a cluster of associated characteristics may include like disorganization, poor peer/sibling relations, aggressive behavior, poor self – concept/self – esteem, sensation – seeking behavior, day – dreaming, poor coordination, memory problems, persistent obsessive thinking and inconsistency etc.

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Inattention

Lack of focused attention is the basic trait. Such students appear to satiate quickly on task, but because they are easily distracted by all stimuli, they often get off task Zental, (1985) described this trait as an “attentional bias towards novelty” when discussing the tendency of those with ADHD to seek out or be attracted by novel stimuli. These children may sit quietly, but they are not paying attention to what they are doing. Therefore, the child may be overlooked, and parents and teachers may not notice that he or she has ADHD.

Impulsive

Main characteristic is that they reflect a general lack of central, they simply don't think until after they act. These children often interrupt and talk over other or blurt out answer in class; they may also have a characteristically short fuse, explosively venting anger. Dr. Robin, (1998) has divided impulsivity into three separate components:

- Behavioral Impulsivity – where the teen must have things right now
- Cognitive Impulsivity – where the teen might rush through school work
- Emotional Impulsivity – where the teen might become easily frustrated, agitated, moody, and/or emotionally overactive.

Hyperactive

This core characteristic is perhaps the most salient one. Children with ADHD are likely to be described as restless, finding it hard to settle down into a quiet activity, and thus have much difficulty with quiet reading or nap time. Their behavior is described as ‘driven’ as they go from one thing to another, becoming easily bored and satiated on one task and moving to other tasks for increased stimulation. National Institute of Mental Health, U.S. Department of health and human services states inattentive, hyperactivity and impulsivity are the key behaviors of ADHD. It is normal for all children to be inattentive, hyperactive with ADHD, these behaviors are more severe and occur more often to be disgraced with the disorder, a child must have symptoms for six or more months and to a degree that is greater than other children of same age (Lowenthal, 1994).

Again ADHD has three sub types:

Predominantly hyperactive – impulsive

- Most symptoms (six or more) are in the hyperactivity – impulsivity categories.
- Fewer than six symptoms of inattention are present, although inattention may still be present to some degree.

Predominantly inattentive

The majority of symptoms (six or more) are in the inattention category and fewer than six symptoms of hyperactivity-impulsivity are present, although hyperactivity – impulsivity may still be present to some degree.

Combined hyperactive - impulsive and inattentive

- Six or more symptoms of inattention and six or more symptoms of hyperactivity- impulsively are present.
- Most children have combined type of ADHD.

According to the fourth edition of the Diagnostic Statistical Manual of Mental Disorders (DSM-IV) of the American Psychiatric Association (APA) (1994), ADHD can be defined by behaviors exhibited Individuals with ADHD exhibit combinations of the following behaviors:

- Fidgeting with hands or feet or squirming in their seat (adolescent with ADHD may appear restless).
- Difficulty remaining seated when required to do so.
- Difficulty sustaining attention and waiting for a turn in tasks, games, or group situations.
- Blurting out answer to questions before the questions have been completed.
- Difficulty following through on instruction and in organizing tasks.
- Shifting from one unfinished activity to another.
- Failing to give class attention to details and avoiding careless mistakes.
- Losing things necessary for tasks or activities.
- Difficulty in listening to others without being distracted or interrupting.
- Wide range in mood swings.
- In addition to the characteristic of inattention, and/ or hyperactivity, poor self- concept/ day –dreaming, poor coordination, memory problems, persistent obsessive thinking and inconsistency etc. (Durand, 1999).
- Great difficulty in delaying gratification.

Behavior disorder condition which can co - exist with ADHD

ADHD is often found with other disorder such as

Oppositional Defiant Disorder

It is a condition in which child is overly stubborn or rebellious often argue with adults and refuses to obey rules. This type of disorder affects one-third to one-half of all children.

Conduct Disorder

This condition includes behaviors in which the child may lie, steal, fight, or bully other. He or she may destroy property, break into homes, carry or use weapons. It is almost found in 20 to 40% of all children.

Behavior strategy to deal with inattentive ADD

ADHD, inattentive behavior can be remedial in a variety of ways including

Setting up a routine

ADHD children might dislike change more than those without the disorder. Like other children, ADHD children perform

better when they know what will happen next. When ADHD children are given a sense of order and routine, their inattentive behavior can be reduced.

Dividing large projects into small assignment

Teachers can help ADHD children to make them learn in breaking task into a series of steps. These children are less likely to feel overwhelmed and give up when the task is divided.

Choosing on interesting career path

ADHD adults are more likely to thrive and remain attentive in environments where they feel a personal connection or commitment to their work.

Keeping and updated calendar

Keeping an updated calendar of all the important dates and events is important for ADHD individuals. Adults with ADHD should try to keep a written record of important things to reduce the possibility of forgetfulness.

Behavior Strategy to deal with hyperactive ADHD

The children with ADHD often act immaturity and have difficulty in learning how to control their impulsiveness and hyperactivity. Effective teachers use a number of behavioral intervention techniques to help students in controlling their behavior.

Some generalized behavior intervention for controlling hyperactive behavior

Ignoring inappropriate behavior

This teaching is particularly useful when the behavior is unintentional or unlikely to reoccur or is intended solely to gain the attention of teachers or classmates without disrupting the classroom or interfering with learning of other.

Removing nuisance item

Teachers often find that certain objects (such as rubber-bands and toys) distract the attention of students with ADHD in the classroom.

Providing calm manipulative

Some children with ADHD can benefit from having access to objects that can be manipulated quietly, manipulative may help children gain some needed sensory input while still attending to lesson.

Allowing "escape valve" outlets

Permitting students with ADHD to leave class for a moment, can be an effective means of setting them down and allowing them to return to the room ready to concentrate.

Behavior strategy to deal with impulsive ADHD

Impulsive students often have trouble concentrating. According to the National Institute of Mental Health, 3 to 5 percent of students' struggle with ADHD, and boys are twice as likely as to girls to be affected with ADHD. It can cause students to act impulsively, seem unable to pay attention and have trouble focusing.

Classroom strategies to deal with impulsive behaviour

Reinforcing small success

This is helpful for all students, but reinforcement of small successes will be especially motivated for students who struggle with impulsive behavior when we begin to praise the small success. We will also find that our attitude towards that student improves that his classroom attitude will also improve.

Modifying the classroom and Instruction

Some simple modifications can make a classroom easier to manage for impulsive students. This includes seating of impulsive students near the front of the room and away from windows and door, using color coding and other visuals to highlight information, and creating a quiet, distraction-free area for test taking and other focused work. Instructional modification include maintaining eye contact with impulsive students, varying the place and structure of lessons and allowing periodic breaks for all students.

Other measures generally used are

Keeping careful records

Working time of ADHD students while being seated should be recorded. Tracking this weekly enables teacher and the student to measure their progress and this modification can be keenly observed.

Hurdle helping

Teacher can offer encouragement, support, and assistance to prevent students from becoming frustrated with an assignment.

Parent conference

Partnering with parents entails including parental input in behavioral intervention strategies maintaining frequent communication between parents and teachers, and collaboration in monitoring the student's progress.

Peer mediation

In some school students receive training in order to manage disputes involving their classmates.

Some of the strategies to deal with specific behavior problems of ADHD

Attention seeking behavior

It can be in the form of aggressive behavior in the form of self injury or in the form of aggressive behavior in children.

- At least 15 – 30 minutes a day should be spent with these child.
- Let him/her know this is his or her special time and allow the child to choose the activity you are going to perform.
- Negative conversation should be avoided.
- Words of encouragement and physical affection should be frequently provided.

Child Aggression

Many children have meltdown temper tantrums and aggression whenever unable to do a desirable activity, when asked to do something they don't want to do, or when changing activities – transitions.

- If child becomes easily frustrated when trying to learn a new skill or when putting together a difficult puzzle, one should identify this as a trigger for child's aggression.
- One's own non-verbal language should be watched. Some examples of non-verbal body language are things such as crossing arms, rolling eye, loud sighs, harsh tone of voice, and angry or annoyed facial expression.

Oppositional Defiant Disorder

The most commonly use treatment for Oppositional Defiant Disorder (ODD) is parent training. One very small, but powerful method of interacting with children diagnosed with ODD is to constantly provide choices in as many areas of that child's life as possible.

Examples:

- Do you want to wear the red shirt or blue shirt?
- Do you want shower before or after dinner?
- Do you want to brush your teeth now or in 5 minutes?

If every request is phrased as a choice that always leads to compliance of your request, the child will feel like he/she has more control over the situation and is choosing to do the request instead of being forced or demanded to do it. We may also say later on when the child refuses a request that does not have any possible choices.

School Bullying

School bullying is becoming an increasing problem today. Statistics show that at least 30% of children are involved in bullying as either the bully, the victim or both.

Dealing with the school bully

If a child reports that another student is bullying him/ her then action need to be made immediately with the bully. It's important for the bully not to be punished for his/ her bullying. This can increase his/ her anger and make him/ her more likely to bully in the future. A child that bullies often feels insecure and has difficulties managing his/ her own anger. The best option would be making sure there is a protocol in place at schools that involves counseling for the bully, teaching way to develop appropriate relationships with others, and/or teaching

the bully better anger management techniques. There may be some challenges within child's home that are causing him/her to take out that frustrating on other children at school. Therefore, working with that child in a non-punitive manner that provides support and helps the child learn other ways to interact with children is very important.

Excessive Talkative and Disruptive

At primary, chitchatting and interrupting the teacher frequently when he/she is teaching is the most familiar problem of an ADHD child. Listed below are some tips to deal with these two problems:

- Limit should be set to the child when discussing in a group for example, use a timer to do so and ensure that ADHD child is not allowed to speak beyond a limit.
- All children should be instructed not to speak more than just a sentence, before teacher asks them to respond/answer/speak.
- Students must be instructed to lift their hands before speaking and wait until the teacher asks to speak.
- Children should know to think and then to speak. To do so, 20 seconds should be given to the class before listening to the answers/responses. In this way one can help the ADHD child to talk less, but meaningfully.
- All the students must be informed about the standard rules of interrupting. They should know the consequences of not following the rules – possibly list them on a wall where children can see ADHD children should not be pinpointed while speaking about these rules.
- Reward system that is apparent to the child should be established and implemented. For example: use color – coded cards wherein an ADHD child needs to get through the session of the red card. On doing so, he/she is rewarded a star; or else, he/she is aware of the consequences.

Problem related to Homework

Homework issues include not doing the homework at all, forgetting about it, or doing it partly listed below are the certain guidelines to deal with this problem:

- Home – school diary should be provided in which deadlines are mentioned about homework.
- Parent must be informed about homework.
- Child should be motivated to show even a part of the homework done, even if he/she has not finished it.
- Teacher must be confirmed that ADHD child has submitted the homework
- Student should be made a habit of checking their homework after completing it.
- Confirm that the child with ADHD has submitted the homework.

Conclusion

Inattention, hyperactivity and impulsivity are the core symptoms of Attention Deficit Hyperactivity Disorder (ADHD). A child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom

expectations with minimal distraction such skill enables a student to acquire necessary information, complete assignments, and participate in classroom activities and discussions (Forness and Kavale, 2001). It is now known that while the symptoms of the disorders may change as a child ages, many children with ADHD do not grow out of it (Mannuzza, Klein, Bessler, Malloy, & Lapadula, 1998). When selecting and implementing successful instructional strategies and practices, it is imperative to understand the characteristics of the child, including those pertaining to disabilities or diagnoses. There are ways to make these problems more manageable and multiple coping strategies may ease ADHD difficulties. ADHD students in the classroom are real and confronting to teachers and overshadow these ongoing debates and controversies, (Giorcelli, 1997). School creates multiple challenges for kids with ADHD, but with patience and an effective plan to overcome these obstacles. Teachers and administrators can help to provide this support but it is the parent who can make the biggest differences in child's successful education. If someone is the parent of a kid with ADHD, they have not to suffer all the time. Fortunately there are safer, more effective, more affordable behavioral strategies to cope up with ADHD.

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