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APPENDIX A

PERSONAL INFORMATION SHEET

Inclusive classrooms refer to the classrooms where children with and without special needs learn together as per their needs, abilities and capacities in the regular schools. Children with special needs(CWSN) can be a child having physical impairment, low vision, blindness, hard of hearing, deaf, slow learner, having reading or writing difficulty, low IQ, gifted, belonging to weaker sections like scheduled castes, scheduled tribe, a linguistic minority and any other condition that makes the child requiring extra assistance in terms of time or teaching learning strategies.

Respected teacher,

My name is Ankita Roy, a Ph.D research scholar of the University of Hyderabad. I am conducting my doctoral study on the topic "Resilience, Self-efficacy and Work Values as predictors of Professional Competence of teachers in inclusive classrooms of schools in Jharkhand". Hence, there are four questionnaires related to your resilience, self-efficacy, work values and professional competence. I request you to kindly help me by responding to the questionnaires. **There is no right or wrong answer. You need to put a tick mark(√) below the response options that is most suited to you. I assure you that your name will be kept anonymous and the responses will be kept confidential and will be used for the purpose of research only. Thank you.**

Email Id-

Name (optional)-

Gender (please tick)- Female () Male() Prefer not to say ()

Name of the school-

Teaching Experience-

APPENDIX B

Checklist for the teachers

Please tick the categories of children with special needs in your classrooms.

Categories of Children with Special Needs	
Scheduled Caste(SC)	
Scheduled Tribe(ST)	
Linguistic Minority	
Blind	
Low Vision	
Hard of Hearing	
Deaf	
Physically disabled	
Child with reading difficulty(Dyslexia)	
Child with writing difficulty(Dysgraphia)	
Low IQ	
Any Special health needs.	
Behavioural problems	
Gifted Children	
Underachievers	
Any other category, please mention	

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APPENDIX C

Professional Competence Scale

Dr. Vijayalekshmi N.S and Aji, K.S (2017)

	Always	Sometimes	Never
1. I develop appropriate teaching aids from the available resources and put them to effective use in the classroom teaching.			
2. I employ multifarious roles in the instructional process such as instructor, facilitator and guide.			
3. I show care and respect for students by maintaining positive interaction.			
4. I use formative and summative assessment for remediation and instructional planning.			
5. I try to keep pace with the latest development in subject as well as theory and practice in education.			
6. I employ various strategies such as large group, small group, individualized instruction and instructive activities.			
7. I assign extracurricular activities to the students in group to foster the co-operative mentality of students.			
8. I plan the instructional program around specific goals and objectives of teaching.			
9. I give provision for active student participation in teaching-learning thereby promoting joy of learning among students.			
10. I use the language appropriate to the age, developmental level, special needs and linguistic background of the students.			
11. I am efficient in regulating and controlling my emotions while interacting with students.			
12. I create a feeling of love and concern for students by attending individually to their academic and personal problems.			
13. I demonstrate the learning aspects which ensure conceptual clarification among students.			
14. I can retain the attention of students in my class by presenting the content in a lively manner.			
15. I am interested in establishing a conducive environment that maximizes student efforts in learning.			
16. I encourage hands on activities among students thereby promoting their process skills.			
17. I employ the modern pedagogical equipment like computers in teaching-learning process.			
18. I give various projects and assignments to students that develop research skills among them.			

	Always	Sometimes	Never
19. I plan to incorporate previously taught concepts into new lessons for effective transfer of learning.			
20. I present directions and explanations in a variety of ways to ensure student learning.			
21. I apply modern management strategies by which the learners could be developed into disciplined citizens.			
22. I give contingent, specific and credible praise and feedback thereby motivating students in learning.			
23. I keep on changing for novel and creative methods to teach new concepts and principles.			
24. I continuously maintain communication with students and parents about student progress.			
25. I reflect my own performance related to teaching.			
26. I try to elaborate the concepts by illustrating examples from life situation.			
27. I foster the students' critical thinking, independent problem solving and performance capabilities.			
28. I choose this profession as I am confident in my ability to each student in their satisfaction.			
29. I correct the home works and assignments of the students by pin-pointing their mistake.			
30. I am adaptable to new situations and conditions and change teaching method to accord with classroom requirements.			

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APPENDIX D

Work Values Scale

Dr. Ranjit Kaur, Dr. Kavita Sharma and Dr. Shamshir Singh Dhillon (2020)

	Very Important	Important	Moderately Important	Little Important	Unimportant
1. Readiness for innovative task.					
2. Active physical participation in your work.					
3. Keep searching for new information/knowledge.					
4. Multiple levels of creativity.					
5. Keep thinking about difficult concepts.					
6. Seeking multiple solutions of a problem.					
7. Integrity in your work.					
8. Positive vision of imagination.					
9. Helping others.					
10. Ability to supervise.					
11. Team work.					
12. Keep count on each other.					
13. Ability to meet your goals.					
14. Flexible in hours to set a specific time table.					
15. Proper arrangement of things and events.					
16. Having peaceful environment.					
17. Healthy attitude to compete.					
18. Stability in your work.					
19. Passion for hard work.					
20. Honesty towards your work.					
21. Taking initiatives.					
22. Stand with self core values.					
23. Availability of friendly/cooperative colleagues.					
24. Delimit the things/work.					
25. Freedom and control of work.					

APPENDIX E

Draft form of the resilience scale for teachers in inclusive classrooms

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am aware of my strengths as a teacher to adapt to varying needs of my students.					
2. I do not accept my weaknesses regarding teaching children with and without special needs.					
3. I feel good about my teaching abilities.					
4. I value my opinions and ideas while dealing with children with and without special needs.					
5. I cannot take negative feedback from my students and colleagues in a positive way.					
6. I am not good at experimenting with new teaching strategies for the students with and without special needs.					
7. I am not good at making decisions for my students with and without special needs.					
8. I can form healthy relationships with students having different needs.					
9. I am poor at listening and tackling the problems of my students with and without special needs.					
10. I am very critical of my weaknesses regarding teaching children with and without special needs.					
11. I am good at solving the problems arising while teaching students having diverse need.					
12. I am good at accepting the consequences of my actions in a positive way.					
13. I try to control my emotions while interacting with students with diverse needs.					
14. I cannot avoid disruptive emotions and impulses while teaching diverse classrooms.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. I maintain peace of mind even in an emotionally disturbed Situation					
16. I am unable to stay calm in difficult situations without getting too nervous					
17. I cannot maintain a balance between my feelings and actions when dealing with diverse students.					
18. I remain emotionally prepared for the unexpected happenings while teaching students with and without special needs.					
19. I let negative emotions and moods impact my interactions with students with and without special needs.					
20. I can reframe the thoughts for positive solutions towards teaching children with special needs.					
21. I cannot deal calmly, sensitively, and proactively with the emotional displays of students.					
22. I try to maintain healthy emotional environment in the class especially for students with special needs.					
23. I deal with the issues related to students with special needs very patiently.					
24. I focus on the brighter side of teaching in order to cope with bitter experiences in the profession					
25. I am not able to adopt an optimistic approach in confronting with the stressors related to the teaching diverse children.					
26. I establish friend circle for sharing stress and problems associated with teaching diverse classrooms.					
27. I enjoy stressful situations as it energizes and motivates me to enhance my teaching competence towards children with special needs.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. I seek spiritual support to get rid of from stressors and perform my job peacefully					
29. I cannot set realistic expectations in order to face obstacles arising out from teaching diverse children.					
30. I indulge in recreational activities with all students to refresh the mind and body for my mental-Wellbeing					
31. I maintain a balanced and healthy quality of classroom interaction despite stress.					
32. I let stress demotivate me towards teaching students with and without special needs.					
33. I manage the time effectively to get rid of the pressures and anxiety related to teaching children with diverse needs.					
34. I seek the support of colleagues to deal with matters of teaching children with diverse needs and abilities..					
35. I do not discuss with and seek solutions from my co-teachers to tackle problems related to teaching					
36. I try to develop a professional relationship with mentor teacher for enhancing professional knowledge of teaching children with diverse needs.					
37. I feel more encouraged by and focus on continuous improvement by receiving timely feedback from head of the institution					
38. I do not seek the guidance of seasoned teachers in planning effectively for children with diverse needs.					
39. I try to obtain the support and cooperation from parents for bringing remarkable positive change in students having different abilities.					
40. I try to establish a cordial relationship with parents to have the most accurate picture of the students					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. I am poor at asking help from my co-teachers for better management of inclusive classroom.					
42. I adjust my teaching to the needs and abilities of all my students.					
43. I cannot adjust my thinking to the different learning styles of the students.					
44. Adjusting the time to teach students with special needs is difficult for me.					
45. Since my first day, I have learnt to adjust better with students with disabilities.					
46. I am flexible in adopting various teaching methods and strategies.					
47. I can adjust the teaching strategies even without adequate teaching aids and resources especially for children with disabilities.					
48. I cannot accept the different leaning styles, needs and abilities of my students.					
49. I cannot accommodate the viewpoints of my students which are very different from mine.					
50. I make modifications in my teaching based on students' performance.					
51. I always try to be a positive teacher, even though there are so many problems in profession.					
52. I learn from my experiences so that I can teach children with and without special needs better.					
53. I am not aware about the strengths and weakness of students and cannot accommodate them appropriately					
54. I cannot respond positively to the unique needs of every student to be met					
55. I accept that the objectives I set for the students are subject to change as per their needs.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
56. I am hopeless of students' success if they don't perform well.					
57. I cannot find the good in a difficult classroom situation.					
58. I focus on the mental well-being of myself and my students					
59. I develop a positive mindset to balance out the challenges and tough times that come in the way of teaching children with different needs.					
60. I refresh my mind and focus on positive thoughts and find worthwhile as a teacher					

Inclusive classrooms refer to the classrooms where children with and without special needs learn together as per their needs, abilities and capacities in the regular schools. Children with special needs(CWSN) can be a child having physical impairment, low vision, blindness, hard of hearing, deaf, slow learner, having reading or writing difficulty, low IQ, gifted, belonging to weaker sections like scheduled castes, scheduled tribe, a linguistic minority and any other condition that makes the child requiring extra assistance in terms of time or teaching learning strategies.

Respected teacher,

My name is Ankita Roy, a Ph.D research scholar of the University of Hyderabad. I am conducting my doctoral study on the topic "Resilience, Self-efficacy and Work Values as predictors of Professional Competence of teachers in inclusive classrooms of schools in Jharkhand". Hence, there are four questionnaires related to your resilience, self-efficacy, work values and professional competence. I request you to kindly help me by responding to the questionnaires. **There is no right or wrong answer. You need to put a tick mark(√) below the response options that is most suited to you. I assure you that your name will be kept anonymous and the responses will be kept confidential and will be used for the purpose of research only. Thank you.**

APPENDIX F

Final form of the resilience scale for teachers in inclusive classrooms

Dr. Geetha Gopinath and Ankita Roy

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am aware of my strengths to adapt to varying needs of my students.					
2. I value my opinions while dealing with diverse students.					
3. I cannot take negative feedback from my students and colleagues in a positive way.					
4. I am not good at experimenting with innovative teaching strategies for diverse groups of students.					
5. I can form healthy relationships with students having varied needs.					
6. I am poor at tackling the problems of my students.					
7. I am not good at accepting the consequences of my actions in a positive way.					
8. I am unable to stay calm in difficult situations.					
9. I maintain a balance between my feelings and actions while dealing with diverse students.					
10. I remain emotionally prepared for unexpected events while interacting with students.					
11. I allow negative moods impact my interactions with the students.					
12. I cannot deal sensitively with emotional displays of the students.					
13. I always try to maintain a healthy environment in the classroom.					
14. I cannot deal with the issues that arise among varied students, very patiently.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. I always focus on the positive aspect of my profession in order to cope with bitter experiences in it.					
16. I am not able to cope with the stressors related to teaching diverse children					
17. I seek spiritual support to get rid of from stressors related my job peacefully.					
18. I engage in recreational activities with all students for my mental-wellbeing.					
19. I get easily demotivated by stress while teaching students with and without special needs.					
20. I manage my time effectively to get rid of anxiety related to teaching children with diverse needs.					
21. I seek the support of colleagues for effectively transacting the curriculum for children with diverse needs.					
22. I feel encouraged by receiving continuous feedback from the Head of the Institution.					
23. I do not seek the guidance of experts in the area of planning and implementation of strategies for children with diverse needs					
24. I try to obtain the support and cooperation from parents of students having diverse needs.					
25. I try to establish a cordial relationship with parents to get a proper background history of the students.					
26. I am unable to seek help from co-teachers for effective management of inclusive classroom.					
27. I adjust my teaching to the needs and abilities of all my students.					
28. It is difficult for me to manage my time for teaching students with special needs.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. I have tried my best to adjust with students having different abilities, from the day of joining.					
30. I am flexible in adopting various instructional approaches and strategies.					
31. I am not flexible enough to accept the different leaning styles of my students.					
33. I make modifications in my teaching based on students' performance and learning outcomes.					
34. I always try to be a positive teacher.					
35. My experiences help me to teach children effectively.					
36. I cannot accommodate the strengths and weakness of my students appropriately.					
37. I feel helpless when students don't perform well .					
38. I cannot perform well in a poor classroom situation.					
39. I focus on my mental well-being and that of my students.					
40. I try to develop a positive attitude during tough times while dealing with children with different needs.					

APPENDIX G

Draft form of the self-efficacy scale for teachers in inclusive classrooms.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am capable of responding well to the difficult questions of different students as per their capacity to understand.					
2. I am unable to appropriately assess the understanding of the students with diverse style and rates of learning.					
3. I am unable to frame questions that are understandable by students with different abilities.					
4. I cannot adjust the teaching of lessons to the level of understanding of the students with diverse capacities.					
5. I can use a variety of assessment strategies according to the different learning styles of the students.					
6. I am unable to provide alternative explanations and examples for students who have difficulty in understanding at once.					
7. I am able to provide appropriate challenges to students according to their capacities.					
8. I am able to set appropriate curricular objectives suitable to the diverse needs of the students.					
9. I am capable of arranging cooperative learning activities that benefits both children with and without special needs.					
10. I can provide concrete experiences to students to engage them in learning as per their ability.					
11. I am not capable of fostering self-learning among students with different learning needs and style.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. I am able to teach and reteach to improve the retention of students who have difficulty in doing so.					
13. I believe that my teaching produces a positive change in the lives of my students with and without special needs.					
14. I am not able to use a variety of instructional strategies to support the diverse educational needs of the learners.					
15. I am unable to instruct in a way that learners with diverse abilities can easily comply with.					
16. I cannot frame routines for the smooth running of activities in the classroom.					
17. I am able to work effectively to manage children with problematic behaviour in the class.					
18. I am not capable of managing all students to follow classroom rules.					
19. I am able to properly manage students who disrupt the class.					
20. I trust in my inner feeling while managing classroom having children with diverse needs.					
21. I am unable to set up classroom management strategies with students having diverse needs.					
22. I am able to manage and respond well to the needs of learners who show non-compliance.					
23. I am capable of creating a learning environment suitable to the development of cognitive skills of children with diverse needs.					
24. I cannot design content-based learning experiences to engage students having different learning needs.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. I am can access resources and reference materials that are specific to the learning needs of the students.					
26. I believe that I cannot use humor well to assist the diversified learning of my students.					
27. I am able to reflect on my strength and weakness in teaching students with different learning needs.					
28. I am able to meet the demands of the profession easily.					
29. I can maintain calm and composure and teach diverse learners despite disruption in the class.					
30. I am unable to maintain an impartial stand while dealing with students with special needs.					
31. I believe in my ability to deal with difficult task as a challenge rather than a threat.					
32. I am not able to establish good rapport with students with and without special needs.					
33. I am capable of coping with stressors related to teaching children with different needs, abilities and backgrounds.					
34. I cannot maintain emotional stability while interacting with students with diverse needs.					
35. I believe that I am sufficiently flexible and open in my attitudes, values and behaviour towards the diverse needs of students.					
36. I can maintain healthy intrapersonal relation despite challenges.					
37. I cannot trust in my decision-making ability to analyze and tackle issues related to children with and without special needs.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
38. I believe in my ability to express my views on matters related to teaching and managing children with diverse needs.					
39. I cannot trust in my resourcefulness to be sensitive and handle unforeseen situations while teaching a diverse classroom.					
40. I am capable of diagnosing the learning difficulties of my students and adopt suitable remedial measures.					
41. I can make appropriate decisions regarding the modes of representing the content for diverse learners					
42. I can take decisions quickly and effectively regarding the modes of assessment for children with special needs.					
43. I am unable to help my students with diverse needs to think critically.					
44. I am unable to motivate my students with diverse needs to be interested in school work.					
45. I am able to help my students with different needs and abilities to believe in their capacity to do well in scholastic and co-scholastic areas.					
46. I have the ability to help students with and without special needs in learning values.					
47. I am not capable of assessing and developing the creativity of my students with different abilities.					
48. I am able to improve the understanding of the students who do not perform well.					
49. I can manage classes with diverse students effectively.					
50. I am able to easily handle the issues faced by children with and without special needs.					

Inclusive classrooms refer to the classrooms where children with and without special needs learn together as per their needs, abilities and capacities in the regular schools. Children with special needs(CWSN) can be a child having physical impairment, low vision, blindness, hard of hearing, deaf, slow learner, having reading or writing difficulty, low IQ, gifted, belonging to weaker sections like scheduled castes, scheduled tribe, a linguistic minority and any other condition that makes the child requiring extra assistance in terms of time or teaching learning strategies.

Respected teacher,

My name is Ankita Roy, a Ph.D research scholar of the University of Hyderabad. I am conducting my doctoral study on the topic "Resilience, Self-efficacy and Work Values as predictors of Professional Competence of teachers in inclusive classrooms of schools in Jharkhand". Hence, there are four questionnaires related to your resilience, self-efficacy, work values and professional competence. I request you to kindly help me by responding to the questionnaires. **There is no right or wrong answer. You need to put a tick mark(√) below the response options that is most suited to you. I assure you that your name will be kept anonymous and the responses will be kept confidential and will be used for the purpose of research only. Thank you.**

APPENDIX H

Final form of self-efficacy scale for teachers in inclusive classrooms

Dr. Geetha Gopinath and Ankita Roy

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am unable to assess properly students with different styles and pace of learning.					
2. I am able to set learning outcomes suitable to the diverse needs of the students.					
3. I am capable of using cooperative and collaborative learning experiences for the benefit of diverse group of learners.					
4. I am able to use a variety of instructional strategies to support the diverse educational needs of the learners.					
5. I am unable to instruct in a way that learners with diverse abilities can easily comply with					
6. I cannot frame routines for the smooth running of classroom activities.					
7. I am not capable of managing all students to follow classroom rules.					
8. I am able to manage properly the students who disrupt the class.					
9. I trust in my inner worth for planning activities for children with diverse needs.					
10. I am unable to implement classroom management strategies with my students.					
11. I am capable of creating a learning environment suitable to the development of cognitive and non-cognitive skills of my students.					
12. I cannot design content-based learning experiences.					
13. I can access resources and reference materials that are specific to the learning needs of the students.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. I cannot use joyful experiences to empower diversified learning of my students.					
15. I am able to engage myself in constantly updating my professional competency.					
16. I am unable to maintain an unbiased stand while dealing with students with special needs.					
17. I am able to establish good rapport with students with and without special needs.					
18. I am not capable of coping with stressors related to teaching children with different needs, abilities and backgrounds.					
19. I cannot maintain emotional stability while interacting with students with diverse needs.					
20. I believe that I am flexible and open in my attitude towards the diverse needs of students.					
21. I believe in my ability to decide on matters related to teaching and managing children with diverse needs.					
22. I cannot trust in my resourcefulness to decide on strategies to deal with unforeseen situations in the classroom.					
23. I am unable to choose suitable remedial measures for students having difficulty in learning.					
24. I am able to accept my shortcomings and revise my decisions.					
25. I am flexible in choosing alternative teaching strategies for my students.					
26. I am able to help my students with diverse needs to think critically.					
27. I am unable to motivate diverse students to be interested in school related learning activity.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. I provide opportunities to children to engage in activities to learn values.					
29. I am not capable of engaging students in creative learning activities.					
30. I am not able to provide opportunities to improve the understanding of the students who do not perform well.					

APPENDIX I**LIST OF EXPERTS**

1. Prof. K. P. Suresh
Founder Deana and Head
School of Education
Central University of Kerala
Periya, Kasaragod, Kerala- 671 316
2. Prof. Issac Paul
Department of Education,
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Thiruvananthapuram- 695014
3. Dr. Vijayalekkshmi, N.S.
Associate Professor
M.Ed Department
Fatima Memorial Training College
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4. Dr. Gibi Geevarghese
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Mar Theophilus Training College
Thiruvananthapuram
5. Dr. Rosamma Philip
Principal
Mount Tabor Training College
Pathanapuram



SIGNIFICANCE OF BOOSTING THE SELF-CONCEPT OF CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): IMPLICATIONS FOR INCLUSIVE SCHOOLS

ANKITA ROY

Researchscholar

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Abstract

Inclusive education is not only confined to providing opportunity for all children to get access to the neighborhood schools but also goes beyond. It claims that every child, irrespective of any differences, disabilities or disorders get their due respect and dignity as any other human being. This indicates that the schools have to consider the vast individual differences while developing each child fully. Fortunately, inclusive education embraces within its fold, children with ADHD, a group that is mostly overlooked in the classrooms with majority of so-called normal children. ADHD is defined as a chronic mental health and neurobehavioural disorder affecting children but can continue into adolescence and also adulthood if remain unattended. It is manifested by inattention and hyperactivity/impulsivity. The Diagnostic and Statistical Manual, Fifth Edition (DSM-5) by the American Psychiatric Association lists the symptoms of Inattention and Hyperactivity/Impulsivity. Children with ADHD come across impairments in various domains of their lives as a result of their symptoms. Besides other problems, researches have revealed that children with ADHD have lower self-concept. They tend to rate themselves lower than their peers which in turn affects their lives adversely. However, this paper aims to bring to light the importance of enhancing the self-concept of children with ADHD. Boosting their self-concept may bring about marked improvement in their scholastic and co-scholastic achievements, improve their social relations, better their mental health and well-being, lead to a better adolescent and later, adult life and help them hone their potentials etc. Moreover, in this herculean task the school has a great scope as a large part of the life is spent in the schools. These would include proper assessment, timely and appropriate interventions, if needed medical treatment, counseling of the children, collaboration with their parents, a positive environment and above all active part-taking by the teachers etc. Such practices would not only improve the self-concept and self-esteem of the children with ADHD from the beginning but also enable them to enjoy their life at school and outside. This may help them grow into mentally sound adults and lead healthy lives by counteracting the negative effects of ADHD. Gradually there shall be greater social inclusion for them.

Keywords: Inclusive Education Self-Concept, Attention Deficit Hyperactivity Disorder (ADHD), School.

Introduction

A society is a complex congregation of individuals who are constantly engaged in the process of social interaction. In a society there are people who are dissimilar or different from each other. There are differences on the grounds of caste, religion, culture, language, ability, socio-economic status, education etc. These

differences are a normal phenomenon occurring in a society and add to the diversity in the society. However, these differences become a cause of concern when they are stretched to such an extent that there are significant disparity between and among the groups. Disparity would mean one group getting the privileges while the others getting significantly less or even nothing. This draws the lines of inequalities among various groups and there comes marginalization of the deprived sections of the society. This is why social inclusion is of paramount relevance if everyone in the society should develop and get the fruits of the development. Thus, the World Bank defines Social Inclusion as “the process of improving the terms for individuals and groups to take part in the society or the process of improving the ability, opportunity and dignity of people, disadvantaged on the basis of their identity to take part in the society”. Therefore, social inclusion is related to the elimination of disparities and inequalities among different people with respect to various opportunities

Although there are marked differences in the educational sector, the last decades have seen a call for inclusion in the educational sector. There are attempts at the global level to make education inclusive and equity driven. Education system has transformed all the way from segregation to integration to inclusion. Now, there is increased realization of the importance of development of all learners, irrespective of any differences, according to their ability. “Inclusive education means all learners can benefit from the same education systems, same schools. Learning methods and educational materials that address the needs of all students are mainstreamed into the systems so that barriers that potentially limit participation are removed”. It further mentions that “all students can access and fully participate in learning, supported by reasonable accommodation and teaching strategies”(IIEP-UNESCO, 2019) Therefore, inclusive education means all students irrespective of any disabilities or differences or disorders that they might have are included in age-appropriate general education classrooms in neighbourhood schools. The school and the teaching-learning process are all adapted to their needs and abilities. Inclusive education takes care that no child lags behind and achieves all round development just as his/her counterparts. Such an education favours giving equitable learning experiences to all learners so that learning opportunities are available to them that are conducive to their overall positive school achievement. Inclusive education as a part of social inclusion is a milestone in the complete absorption of every learner leading to greater social acceptance and school success.

But, inclusive education does not only mean mere access to school and general classrooms. It means that while receiving any accommodation, children also enjoy the respect, acceptance and dignity and psychological support that are due to them. The classrooms have to modify themselves in every way possible to accept these children. However, in every classroom, the teacher has to deal with a heterogeneous group of learners. He/she has to look after the needs of all while helping them to develop fully. But, one group that is easily labeled and overlooked as notorious, problematic, However, if one wants to build inclusive classrooms these children although very few in number cannot be left to fend for themselves.

ADHD is defined as a chronic mental health disorder that occurs in the children. It is characterized by an inability in sustaining attention and being overactive or hyperactive and impulsive. The main diagnostic criteria for ADHD is mentioned in the American Psychiatric Association's Diagnostic and Statistical Manual (American Psychiatric Association, 2013). It defines ADHD “as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development”. The Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013) lists nine symptoms of both inattention and hyperactivity or impulsivity. Some of the symptoms of inattention are often failing to “give close attention to details or making careless mistakes in schoolwork, at work, or during other activities (e.g., overlooking or missing details), often having difficulty in sustaining attention in tasks or play activities (e.g., having difficulty remaining focused during lectures, conversations, or lengthy reading), often not seeming to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction), often not following through on instructions and failing to finish schoolwork, chores, or duties in the workplace (e.g., starting tasks but quickly losing focus)”. Some of the symptoms of Hyperactivity and Impulsivity are often “fidgeting with or tapping hands or feet or squirming in seat, often leaving seat in situations when remaining seated is expected (e.g., leaving his or her place in the classroom), often running about or climbing in situations where it is inappropriate, often unable to play or engage in leisure activities quietly, Is often on the go, acting as if driven by a motor. To be diagnosed with ADHD, besides other criteria, it should be evident that the symptoms create interference with, or “reduce the quality of, social, academic, or occupational functioning”.

Academic and social problems of children with ADHD

When it comes to the academics, children with ADHD have poor grades, underachievement, lower scores on reading and writing achievement, lower full scale IQ. Children with ADHD also are more likely to be expelled and suspended from the school (Loe & Feldman, 2007). Children with ADHD are likely to have impaired social

relations and interactions. They have significant problems in their interpersonal relationships with family members, school performances, peer relationship etc. (Soucisse, Maisonneuve & Normand, 2015). In a study conducted by Hoza, Mrug et.al in 2005, it was revealed that children with ADHD were low on social preference, less liked, more rejected and nominated as non-friends by their peers.

These are some of the manifestations of the academic and social impairments as mentioned in the DSM, 5th Edition, 2013.

Self-concept of children with ADHD

Self-concept is defined as an individual's knowledge and beliefs about himself/herself i.e., his/her feelings, attitudes and expectations. It is the cognitive structure and a belief about who one is. Self-concept is composed of a number of lower-level and specific aspects like "experiences, traits, relationships, social roles, identities, abilities and beliefs". These lower-level aspects get organised into higher level self-concept. It builds a schema for the organization of impressions, feelings and belief about oneself. Self-concept can also be considered as the individuals' attempt to explain themselves to themselves. On the other hand self-esteem is defined as the total feeling of valuing the self, which takes into consideration the self-concept in different aspects. Hence, it is a "summary judgment about one's worth as a person" (Gore & Cross, 2014; Woolfolk, 2015).

Besides academic and social problems, researches have found that children with ADHD have lower self-concept and self-esteem than their non-ADHD peers. This is another component that teachers and care takers must take care of when dealing with children with ADHD.

The extant literature on children with ADHD shows a poor picture of the self-concept of these children. Lerdpaisanskul, Boonchuduang, Charnsil & Louthrenoo (2017) found out that children with ADHD had significantly lower mean self-concept score than that of the control group. It concluded that children with ADHD have more negative perception of themselves when compared to their normal peers indicating low self-esteem amongst this group. Capelatto et.al (2014) also found that children with ADHD performed below par in attention and executive functions. They also considered themselves more prone to doing things the wrong way and were higher in feelings of guilt and in low self-esteem. Barber, Grubbs & Cottrell in 2005 found that when t-tests were performed on the mean scores of a self-perception questionnaire given to both the school-aged children with ADHD and those without ADHD, the former had a significantly lower overall score than the latter.

Hence, the above studies and many more have mostly found that children with ADHD have a poor self-perception, self-concept and self-esteem. These children rate themselves lower than their peers in measures of self-concept. However a lower self-concept and self-esteem can have grave consequences when it comes to successful school experience and the later adolescence and adult life. It can also hamper the complete social inclusion of these children. Hence, research studies have suggested that there is a need to undertake strong steps and interventions to boost the self-concept as well as self-esteem amongst the children with ADHD in order for them to function effectively not only in school but also in the society as a whole.

Importance of building the self-concept of children with ADHD

Since, children with ADHD have been reported to have problems of lower self-esteem and negative self-perception, boosting and improving their self-concept can help in increasing inclusivity in the school. With developed self-concept they consider themselves a part of the larger system. The benefits of improving the self-concept are worth mentioning.

Self-concept can determine the degree of academic performance. Studies have found that self-concept and academic performance are strongly correlated (Caplin, 2015). This indicates that improving the self-concept of the children with ADHD can in turn improve their performance in the academics. This is because when they perceive themselves positively, they may put greater efforts to attain their full potentialities.

Prevent depressive symptoms- Low self-concept and self-esteem can lead to depression and anxiety. One study found that the inattentive symptoms of ADHD had a negative effect on the self-esteem. Moreover, lower self-esteem led to severe depression (Kita & Inoue, 2017). Thus, better self-concept and self-esteem could prevent the children with ADHD from falling into depression.

Healthy adult life- Children with ADHD often grow up with rebukes and negative words in respect to their abilities. This might have a detrimental impact on their self-concept and self-esteem not only when they are children but also when they grow up into adults (Cook, Knight, Hume & Qureshi, 2014). Therefore, for ensuring a better, healthy and productive adult life, inculcation of positive self-esteem and self-concept is a must for children with ADHD.

Prevention of substance use- Researches have found an interaction between ADHD and low self-esteem that predicted substance use. This signals that the adolescents with ADHD having low esteem are more likely to use

substances(Glass, Flory, Martin &Hankin, 2010). Thus, improving the self-concept and self-esteem can prevent a number of negative outcomes as a result of substance abuse.

Psychological Well-being- Low self-esteem can have adverse effects on the psychological well-being of those with ADHD. In order to function effectively in the school and in the society as a whole, it is very essential that these children develop a positive self-concept to improve their self-esteem. This in turn would benefit them in building up a sound mental health in the present and in the future.

Improved social relations- The direction of development of self-concept determines the way one relates to the environment and those around. Thus, one's behaviour can be a product of one's self-concept (Miller, 2017). Studies have found self-concept and social relations to be related which means both affect each other (Harris, 2019). This indicates that a positive self-concept can be the key to better relations with family, friends and peer. As children with ADHD have problems in maintaining social relationships, a positive self-concept can help them in relating to others.

Self-belief- Continuous negative experiences can take a toll on the self-confidence and the self-belief of the children with ADHD. For reviving their belief in the self, boosting their self-concept is of great necessity so that they understand their utmost potentials and strength.

Building Resilience- Studies have found that children with ADHD can be resilient (Mackenzie, 2018). Resilience is the ability to bounce back to normal after facing difficulties. For this, it is essential that they strongly believe in themselves and their potentialities. Hence, building a positive self-concept in children with ADHD can in turn help in building resilience in these children so that they face life heads on in the face of challenges.

Courage to take chances-Lower self-concept and the self-esteem can withhold a child from being their true selves. They come to expect failure even before starting a new task or grabbing an opportunity in which they might perform extremely well. This is because they might think the chances of their success are very low or even negligible. Thus, high self-esteem is very important for taking risks in education, friendships, career, hobbies and taking advantages of the opportunities in life.

Personality development- An overall development of the personality requires that a person considers his/her strengths and limitations. It is also required to have an overall positive approach to life. Thus, for children with ADHD a positive self-concept can lead to a sound personality at a later stage.

Therefore, it is clearly visible from the above points that a positive self-concept is the key to a positive life and positive development of the children with ADHD. By boosting and improving their self-concept, they can perform well and efficiently in many domains of life. A positive self-concept enables them to view themselves positively in relation to those around them. A better self-concept can build a strong self-esteem which would enable them to be optimistic and realistic. For children with ADHD, a positive self-concept can help in redefining life and how they lead their lives.

Critical role of the schools

School environment and the entire time a child spends in the school have a solid bearing on the personality of the child. In the school, the child spends the major part of his life which includes the foundational years. Thus, at this crucial stage the school has a major impact on each and every aspect of the child. The experiences that the child gains in the school go on to build up the rest of his/her experiences and his/her response to them. When it comes to building self-concept of the children with ADHD, the school has a large scope in this herculean task. Since, children with ADHD are likely to have poor self-concept and low self-esteem; the schools can do a lot in improving the same. Since school experiences go far with the children, the effect that the school puts on the kind of self-concept that the child develops are noteworthy. The role of the school in this regard can help in achieving not only inclusion in the school but also social inclusion of the children with ADHD in the larger society. This is because positive self-concept and success in the school can help these children become socially and mentally sound adults and a productive contributor to the society. The school can help in building up positive self-concept and raise the self-esteem of the children with ADHD in the following manners:

Acceptance- The most important responsibility of the school is to accept the child with ADHD as he/she is. It should understand and know that there can be such children who need help. It should understand that they behave as they do because of their condition. When children are accepted wholeheartedly they develop positive self-concept and value themselves more.

Feedback and reinforcement-It is the duty of the teachers to provide them positive and constructive feedback and reinforcement whenever the child with ADHD performs well or does anything good. Through this their potentialities, efforts and talents are strengthened. Positive feedback can do a lot in how students build their self-concept and how they feel about themselves.

Realistic goals- Children with ADHD have problems in the academic, social domains. Inability to perform better in academics or interact with the others in the way the school expects, might frustrate the child. This points that the school should recognize the problems and set realistic goals that can be attained by such children. As children accomplish the goals one step after other, they feel empowered and thus develop a positive self-concept.

Reminding the positive qualities- Every child is unique i.e. all of them have some talents or the self-efficacy to accomplish tasks. It is for the teacher to always remind the children with ADHD that they too have positive competencies. For e.g. research studies have found that children with ADHD are more creative than the non-ADHD counterparts (Gonzalez-Carpio, Serrano & Lopez, 2017). Therefore, rather than repeating that children with ADHD are not good enough, their positive qualities should be promoted to build a healthy self-concept in them.

Creating opportunities for success- The school should try to create opportunities where children with ADHD can get chances to showcase their potentialities. For e.g. if they are good at sports, after school sports coaching can help them hone their skills. In the classroom, if such children have difficulty understanding and going through long paragraphs at once, the teacher can help by breaking them into chunks for easy comprehension or if they don't understand a concept or mathematical problems, extra time can be devoted to make them understand them. When they are in a position to understand, learn or do tasks they grow confident and this in turn builds up their self-concept.

Active involvement of teachers- In order to deal effectively with those with ADHD, it is of paramount importance that teachers are first of all aware of ADHD, the possibility that there may be students with the condition in the class and be sensitive to it. After this, the teacher needs to properly identify and assess if the child is grappling with poor self-concept and self-esteem. After this the teacher needs to take positive, constructive steps such as some of those mentioned above to build positive self-concept in the child to ensure his/her success in other areas of the school life.

Collaboration with the parents- The teachers alone can do only till the child with ADHD is at school. There is little that the teacher can do while the child is at home. Hence, meeting with the parents of those children can help the teacher plan goals together; discuss the measure that can be taken and discussing the progress and what more needs to be done. Thus both the teachers and the parents accept the child and work for his/her progress. When there is a serious effort from both the sides, the child feels accepted, loved and taken care of.

Interventions in the school- Certain school based intervention strategies have shown positive result for children with ADHD. For e.g. Behavioural classroom management and organizational training. The former encourages students' positive behaviour while discouraging negative ones. This can improve their behaviour and academic engagement. On the other hand organizational treatment teaches time management, planning skills and organizing material to reduce distractions. All these directly or indirectly improve the performance of the children and ultimately their self-concept.

Socialization of the child- Since, children with ADHD have a hard time getting socialized or may have troubles making and keeping friends. Nevertheless, the teachers in collaboration with the parents can find opportunity to enable the child mingle with their peers and provide a close supervision where the child might go wrong. Moreover, the teachers might serve as a role model for the other students in accepting, loving and keeping patience with the child with ADHD. Overall it is important that the school tries to create an ADHD-friendly atmosphere in the school. The feeling of being accepted by their peers can boost positive feeling about the self.

Avoid labeling- Children with ADHD are often subject to labeling such as stupid, lazy or simply as ADHD. This in turn can force the students to believe that they are not good, that they have no positive qualities and can go deep down to forming a negative self-concept. Therefore, children with ADHD should be treated just as the other children are treated. Labeling might also create negative impression on the child's peer group. Thus, in order to develop a positive self-concept labeling the child in any way should be avoided.

Counseling – School counselors can help the children with ADHD in managing time, planning and organizing their tasks. They can also help them with building social skills and maintain sound emotional health. When they have the appropriate social skills, a sound mental health then an ADHD child naturally feels good and positive about him/herself and their life.

Medications- certain medications along with other environmental accommodations and interventions can help with the symptoms of ADHD. A combination of psycho-social treatments and medication can prove effective in reducing the symptoms of ADHD and improving their overall functioning (Johnston & Park, 2015). Thus, as their overall symptoms improve, their functioning in other areas might show positive changes which ultimately

give a strong support to positive self-concept in the children with ADHD. hence, the school can refer severe cases to clinical experts but only after ensuring that medication is not the only treatment option to be used. The above few points highlight the paramount role that the school can play in helping children with ADHD boost their self-concept. As schools start taking up this responsibility in full spirit that a lot of problems related to those with ADHD can be solved.

Conclusion

All said and done, children with ADHD do face a lot of problems in the academic and social domains. These problems when coupled with lower self-concept and self-esteem can be very harmful for the overall growth and development of these children. It can also lead to the marginalization of this group. As this group is small in size, the sidetracking may not be even come to view. This in turn may lead to greater educational, economic and social exclusion. However, there are proved benefits of building a healthy self-concept that can counteract many problems that these children face. From general well-being to overall development of personality, boosting self-concept can do wonders. Therefore, in this direction the school can be of great help. A number of measures can be taken by the school to help children with ADHD develop solid self-concept. As a result of the school taking on this task and responsibility, children develop into productive members of the society. They are mentally and socially sound to take up the challenges of life and emerge victorious. As a result, they are able to make a place for themselves in the school and the society and there is greater social inclusion for them.

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NIU International Journal of Human Rights

A UGC CARE Listed Journal

ISSN : 2394 - 0298

CERTIFICATE OF PUBLICATION

This is to certify that

Ankita Roy, Dr. Geetha Gopinath

for the paper entitled

**Inclusive education using technological innovations
for mainstreaming children with ADHD**

Vol. 9, 2022

in

NIU International Journal of Human Rights

UGC Care Group 1

ISSN : 2394-0298

Impact Factor : 4.7



Inclusive education using technological innovations for mainstreaming children with ADHD

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Abstract

Inclusive Education is a new welcoming philosophy. Fortunately, the children with Attention Deficit Hyperactivity Disorder (ADHD) are covered within its folds. Children with ADHD are commonly overlooked in the classrooms. As a result of their ADHD symptoms, these children face severe impairments in the academic domain. Researches have revealed that they are more likely to get poor grades, repeat a class, have lower rates of work completion. These academic problems need to be solved because they can persist into the adolescence and adulthood. Hence, this paper highlights how teachers and school can help by providing proper environment and interventions to counter the negative academic experiences of these children. In this direction, technology can play a positive role in how children with ADHD overcome their difficulties. There are a range of innovative technological tools that can be implemented in the classroom and support academic mainstreaming of these children.

Keywords: Inclusive education, Attention Deficit Hyperactivity Disorder (ADHD), Technology.

Introduction

Inclusive Education is the new catchword in the arena of education. Inclusive education as against segregated education is a welcoming philosophy for all children with diverse learning needs on a common platform. Inclusive Education is the “process of addressing the diverse needs of all learners by reducing barriers to learning and within the learning environment. It means providing opportunities to the child to attend age appropriate class in the local school, with individually tailored support” (Singh, 2016). Inclusive education thus, ensures that no child is left behind of the educational gains because of the various barriers he/she may be encountering. The goal of the World Conference on Education For All held at Jomtein (1990) stated that “every person -child, youth and adult- shall be able to benefit from educational opportunities which would meet their basic learning needs” The Salamanca Statement (1994) stated that “inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality

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education". During 2015, the United Nations General assembly adopted the resolution of "Transforming our world: the 2030 Agenda for Sustainable Development". Goal 4 of the Sustainable Development Goals (SDGs) focuses on "inclusive and equitable quality education and promotion of life-long learning opportunities for all" (United Nations, 2015). The SDGs therefore provide great impetus to inclusive education as against segregated education for diverse range of learners.

Thus, inclusive education considers that every child must gain equal opportunity to education at all levels. As education is a fundamental right of all children, the school has to take up the responsibility to ensure that no child is neglected in enjoying this basic right. However, providing access to education per se may not be sufficient, the schools have to ensure that every possible step is taken to ensure complete absorption of children with diverse differences in the mainstream of education. This will ensure true inclusivity in every classroom in particular and every school in general as well as prepare the diverse learners for a better life by bringing out their true potentialities. This will also help in bridging the gap between those privileged and those who are not. Inclusive education would be a step towards making the children productive persons of the society.

With the march of time, inclusive education has expanded its fold to include children with disabilities and also children, underprivileged or disadvantaged due to various educational, social, psychological, economical or geographical reasons. One such group within the ambit of inclusive education is made up of children with Attention Deficit Hyperactivity Disorder (ADHD), who are present in the classrooms, have diverse problems which are generally overlooked in the crowd of so called normal children.

This paper attempts to review the academic problems of the children with ADHD and how technology can be used to improve their learning process and outcomes. Besides, the paper reviews and highlights some of the technological innovations that can practically benefit these children in achieving the desired learning outcomes.

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a chronic neurobehavioral and mental health disorder that usually occurs in children. This is characterized by an inability to pay attention and hyperactivity and impulsivity that interferes with functioning or development. The main diagnostic criteria of ADHD has been given in the American Psychiatric Association's Diagnostic and Statistical Manual, 5th Edition (American Psychiatric Association[APA], 2013). According to the manual there are nine symptoms of Inattention which include failing to "give close attention to details or making careless mistakes in schoolwork", "difficulty sustaining attention in tasks or play activities" etc. The manual also enumerates the nine symptoms of hyperactivity and impulsivity which includes symptoms of fidgeting with or tapping hands or feet or squirming in seat, often leaving "seat in situations when remaining seated is expected". In order to be diagnosed, "at least six (or more) of the symptoms of both inattention and hyperactivity and impulsivity should persist for at least 6 months to a degree that is inconsistent with developmental level". In addition, the manual states that ADHD can be diagnosed if the symptoms were present before 12 years of age and "in two or more settings (e.g., at home, school, or work; with friends or relatives; in other activities)". Moreover, there should be "clear evidence that the symptoms interfere with, or reduce the quality of, social, academic, or occupational functioning" (APA, 2013).

Academic difficulties of children with ADHD

Considering several impairments, children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD) are more vulnerable to academic and social failure in the school environment compared to the non-ADHD peers (DuPaul & Eckert, 1997). These children are beset with academic underachievement and have certain learning disabilities. It has been found that around 27%-31% of the students who have ADHD also have learning disability (DuPaul & Volpe, 2009). Children with ADHD may have poor grades, poor standardized test scores in reading and math and more class repetition. Children with ADHD are more likely to be detained and expelled and may have lower rates of school completion and post-secondary education (Loe, Heidi & Feldman, 2007). Children with ADHD tend to show higher off-task behaviour and lower work completion rates (Baweja, Mattison & Waxmonsky, 2015; Keilow, Holm & Fallesen, 2018). Besides, inattentiveness and impulsive and hyperactive symptoms as a consequence of ADHD can cause academic difficulties (Corkum, McGonnell & Schachar, 2010). Thus, it can be concluded that ADHD can play havoc and take a toll on the academic performance and fulfillment of the capabilities of these children.

Need to Improve the Academic Performance of Children with ADHD

The reading above makes it clearly visible that the prevalence of ADHD poses obstruction to the educational attainment by presenting with serious problems and impairments. However, when it comes to building inclusive classrooms, where all children, irrespective of any difficulties or disabilities that they might have; comparable educational attainment needs to be given attention. Thus, mitigating the educational failure of children with ADHD would require devoted efforts. Now it is being understood that ADHD is not pathology or a mere medical condition that can be treated simply by referring to clinical experts and prescribing medicines. Now, ADHD is considered as a social construct with various environmental and emotional factors contributing to the child's disruptive behaviours. According to Breggin (1994) children need attention, love, improved parenting, better schooling and more equal opportunity. The adults of the society, as parents, teachers or child advocates need to take the responsibility of these children (as cited in Neophytou, 2004). Thus, the role of teachers in the schools is paramount in ensuring healthy learning environment and positive life experiences for these children. Moreover, these children may be a challenge for the teachers who deal with them in the regular classrooms with other diverse type of children. They have a big responsibility to provide assistance and scaffolding to these children so that they reach educational standards and more importantly overcome academic difficulties. As a result, a number of targeted interventions like behavioural management interventions; educational interventions etc. have been suggested to improve their academic functioning.

It has been found through researches that ADHD is not only associated with childhood or stops as the child grows into an adolescent. ADHD may persist even longer and carried on forward into adolescence and later into adulthood. A study found that 70% of children with ADHD who were properly diagnosed, met the diagnostic criteria for ADHD in adolescence (Sibley et.al. 2012). Even adolescents with ADHD continue to face severe academic problems like lower Grade Point Average (GPA), higher rates of course failure, lower rate of assignment submission, not working according to their potential, absenteeism, drop out etc. (Kent, et.al, 2011).

However, children with ADHD can also perform well if they are provided with the appropriate kind of assistance that they require. Certain accommodations can be extremely helpful to children with ADHD and they may perform extremely well and succeed in school (Staff, 2008; Williams, 2015).

All the above reasons make it significant why and how the performance of the children with ADHD should be improved that would ultimately help them live a worthy life. In the present scenario when the quality of academic life impacts a child's present and future, alleviating the negative effects of ADHD and improving the academic performance of these children becomes highly important. Here the role of educational and academic interventions and services becomes pertinent. These interventions may include a change in teaching methods, adapting the curriculum to meet the needs of all and particularly children with ADHD, classroom interventions, environmental modifications, Individual Education Plan etc. With regard to classroom interventions and curriculum adaptation, technology can be significant in countering some of the academic problems that children with ADHD come across.

Important role of technology

Technology over the last few decades has revolutionized almost every field and education and the teaching learning process to be more specific has not remained untouched either. Technology has made the teaching learning process more effective, catchy, motivating, comprehensible, interesting and colourful. Various hardware and software have together made this possible. Technology in the 21st century is an important aid in the hands of the teachers to supplement their deliberations possibly reaching all students in an understandable manner. It helps the teacher in meeting the learning needs and learning time of diverse group of students in the classroom. Technology is not only a help for those learning normally but also a boon for all those children who need a little bit more scaffolding, assistance, help and support to learn in their own way, understand the content better and express it in ways suitable to them. Thus, it is no wonder that technology can be of great help to the children with ADHD to counter or overcome their academic difficulties and impairments and to achieve their latent potentialities. Technology can be of help to this group who have a hard time in organizing themselves, focusing on the classroom deliberations, completing tasks.

Technology has several features which are favourable to efficient teaching and learning. For example, computers can be used to present novel learning information with illustrations, writings, a mix of sound effects and gaming presentations and colourful animated simulations. Technology provides opportunities for attempting tests several times till mastery is achieved and learning at their own speed. Besides, the information to be presented and learnt can be broken down into different amounts for ease of learning. Also, instruction can be given gradually in short steps and also providing the learner with prompt feedback. These characteristics of educational software may be utilized in helping children who cannot focus for a longer stretch at a time while at the same time retaining their motivation and active engagement in the teaching learning process. (Fitzgerald, 1994, as cited in Xu, Reid & Steckelberg, 2002). Children with ADHD confront attentional and issue in focusing for a long time besides other problems in their academic learning. A number of technological options are now available to the teachers and the school to help the children with ADHD to learn and succeed.

Educational Technology and learning outcomes of children with ADHD

A brief review of the effect of technology has shown positive results when it comes to improving the academic performance and learning outcomes of children with ADHD. Mautone, DuPaul & Jitendra (2005) studied the “effects of computer assisted instruction on the mathematics performance and classroom behaviour of children with ADHD”. It aimed to study the effect of computer software on the second to fourth grade students with ADHD. They found that there was improvement in the participants’ mathematics performance. Besides, the intervention had positive impact over „on the task” behaviour during Computer Assisted Instruction periods in contrast to the autonomous seatwork situations. Thus, Computer Assisted Instruction might prove a helpful strategy for learners with Attention deficit Hyperactivity Disorder struggling” with mathematics. Solomonidou et.al. (2004) explored “Information and Communication Technologies (ICT) and Pupils with Attention Deficit Hyperactivity Disorder (ADHD) Symptoms: Do the Software and the Instruction Method Affect Their Behaviour?” The participants with and without ADHD were made to work on the computer with educational software having different features either independently or with others. The study found that the educational software that the learners with ADHD used enhanced their attention. Those with ADHD favored to read brief scripts, viewing brief videos and listening to brief narratives at the time of working on the computer. Epstein et.al (2000) conducted a study on “Attention Deficit Hyperactivity Disorder to Initiate and Complete Daily Tasks: An Exploratory Study”. It was a single subject study which aimed to examine the influence of a prompting paging device for supporting a learner with inattentive type of ADHD to begin and fulfill everyday tasks. The researchers tried to study the efficiency of the device in helping the learner remember everyday tasks. The results suggested that the use of a prompting device may be an efficient technological solution for helping learners with ADHD having problems related to memory.

Stanberry & Raskind (2020) also comment that Assistive Technology (AT) can help children with ADHD to excel in the school. Assistive Technology can improve skill deficits and increase self-reliance of the children. Hurley (2020) further comments that apps and computers can enable those with ADHD to remain organised, reach deadlines and goals and resist distraction.

These evidence and many more substantiate the point that use of technology in the classroom situations would be of much benefit to the pupils with ADHD. Many of these technologies are helpful in sustaining attention, improving memory, organizing themselves etc. These act as a cushion against many of the disadvantages that children with ADHD face as a result of their symptoms. Certain subject specific aids help in overcoming the shortcomings or difficulties that these children face in understanding the content.

Examples of applying educational technology in the classroom for children with ADHD

There is a range of technology options for the children with ADHD, like apps, video games, gadgets, timers etc. (Lynch,2018; Garrigan-Durant, 2020). A review of the extant literature provides the following evidences as options for improving the learning outcomes of children with ADHD.

Reminder devices: The teachers can help the students with ADHD to take control of their own reminders with the assistance of programmable aids like a vibrating watch. Students can get reminders on fixed intervals to focus back on their classwork; without the knowledge of others.

Audiobook services: It might be quite difficult for the children with ADHD to sit and read the class texts. However, the subscription of an audiobook service like Audible might help them listen while someone reads the book to them.

Speech recognition software: Writing an entire assignment all by hand may be irritating to the child with ADHD. Speech recognition software allows the child to express themselves easily while they just need to tell the computer what they want to say and the rest is done by the computer software.

Talking calculators: Many students with ADHD may have a hard time working with numbers in the mathematics textbook. A talking calculator can help them hear the numbers while working out the problems and submit the final answer. They can then copy this number to their notebooks.

Electronic Math Worksheet Software: This enables the learner in organising and working out the mathematical problems on the computer screen. The numbers can be read out loud by a speech synthesizer (Stanberry & Raskind, 2020).

Word Prediction Software: It predicts the words the student wishes to type. These programs can be extremely helpful by enabling the student to produce grammatically correct and topic related sentences and paragraphs on a word processor.

Interactive White Boards: These may be of immense help to overcome the issues with focusing and remaining engaged for a longer duration. They stimulate the vision by using colours that highlight key ideas and concepts. This not only helps in longer attention but also longer retention.

White noise: A study found that white noise may be as effective as drugs for children with ADHD. When asked to remember “verb-noun sentences” with white noise, children who generally face problems remaining attentive, functioned better (Soderlund et al., 2010, as cited in Taylor, 2010). White noise may stimulate the neural activity of the brain. This helps the learners to remain attentive and focused in their studies (Taylor, 2010).

Cloud Storage: This can help students stay organised and prevent losing completed works. Apps such as Google drive and drop box can help in saving a homework, paper, project or assignment at home which can be accessed from the school.

Video Games: Parents and teachers may select video games that help the children by training their minds to sustain attention and focus (Hodges, 2018). They can also be helpful in building flexible thinking, memory and planning.

The above list is only indicative and not exhaustive. There are host of such software, hardware, applications etc. that can be easily employed in the teaching learning process to make learning joyful and rewarding for the children with ADHD. Thus, inclusive education is does not mean only physical mainstreaming. It also means incorporating the most appropriate tools for academic mainstreaming of the children with ADHD.

Conclusion

Inclusive education is a way to realize the dream that every child has an equal right to learn and grow. Equitability in the educational process and programs can be realized only through the incorporation of inclusive practices in the entire teaching learning process. However, as the children with ADHD face tremendous problems in the academics which might have a serious impact on their future life, helping them learn better and more importantly in ways suitable to them is to be given attention. As it is seen that technology can be one of the most effective ways that can help children learn and enjoy learning and overcome some of the serious shortcomings that they may have due to their symptoms of ADHD, for e.g., inattention, disorganization etc. However, while using technology, it is very important that the right and appropriate technology is used to draw maximum benefits. Moreover, students should not be made overly dependent on technology. It is also important that the teachers are techno-pedagogically literate so that they can help the children with ADHD use the devices and get benefitted. Lastly, technology as a boon can do a lot in improving and modifying the classroom making it more adapted to the children with ADHD but the personal touch and patience of the teacher would make the benefits of technology even more effective and fruitful.

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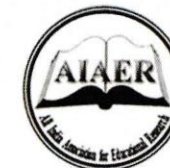
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