ADHD, THE NEW NORMAL

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ADHD is in epidemic proportions in our youngsters. This might sound like a panic statement is not intended to incite fear. It doesn’t even need to be a crisis, except that children with ADHD test the tutorial system at every turn. Hence, the Educational System is failing these children. Our answer to the present seems responsible to the scholars, medicate them, and demand that they continue within the system that's not equipped to handle them.

Part of the matter, when it involves students with ADHD, is that they learn in a different way than other students. In an institutional school setting, it's difficult to affect one child who has trouble sitting quietly during a desk, can't be still, and is distracted. But suppose there are two, three, or maybe four students who have this issue? What's an educator of 30 students alleged to do with the scholars who are disruptive by under the very fact that they're constant motion and noise of the students?

This is the dilemma of an educator, children today, even those without ADHD, seem to be wired differently from the scholars of 1 hundred years ago. From a real age, we bombard them with stimulation. Before a baby can even turn over by themselves they need music, lights, and sound within the cribs, within the sort of toys, mobiles, and stuffed animals that make sounds or lullabies. By the time they're toddling, many of their toys make sound, light up, or more.

It is shortly before we've educational programs for a baby on the TV. We are giving our youngsters computer access at progressively earlier ages. Everything moves fast. And this is often all before we send them to high school, during those years when the pathways
within the brain are still being formed. We make children wired to think about being alone and quiet remains bad. We push for them to find out such things as colors and numbers at an early age when maybe they ought to be learning other things. We force our youngsters into a continuing input state.

And then we send them to high school. This is often where the difficulty begins. We expect to take a seat quietly, expect them to satisfy with repetition, and limit the quantity of your time that they spend physically expending energy because we do not allow them quite a few short recesses every day. Altogether the remainder of the time we expect them to take a seat, and still quiet.

References:

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