THE CHALLENGES OF MAKING STUDENTS EXCEL DESPITE HAVING ADHD

by:

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Teachers encounter challenges in the classroom almost every day. Aside from preparing lesson plans and examinations, discussing in front of the class and taking home tons of paper works, there are problems that teachers have to deal with. Included in the dilemmas are the students' tardiness, absenteeism, inattentiveness and behavioural problems. However, there are some instances that teachers encounter students with Attention Deficit Hyperactivity Disorder or ADHD. This is not considered as a problem but rather a challenge to the teacher.

According to Melinda Smith, Lawrence Robinson, and Jeanne Segal (2018), it is normal for children to occasionally forget their homework, daydream during class, act without thinking, or get fidgety at the dinner table but inattention, impulsivity, and hyperactivity are also signs of ADHD. Students with this condition are more likely to encounter problems at home and school and can affect their learning and socialization with other children.

Children with ADHD are often forgetful, easily distracted, disorganized and have very short attention span. There are instances that those who have this condition get low grades and have poor performance in class. It is not because they are not smart enough but because they get easily distracted that is why they often lose their focus on the lessons. Also, they are often inattentive and easily divert their attention into other things because they cannot focus on one thing or one action in a quite long period of time.
These are the reasons why students with ADHD must be seated near the teacher so that the teacher could easily monitor them. They must be given considerations because there may be times that they are unable to cope with lessons and other activities in the class. Also, they must be given enough time or extension if needed. Collaborative learning could also help them because they could be assisted by their classmates and they would feel a sense of belongingness in the classroom.

Ruth Manna (2009) said that an ADHD student feels out of control, but a structured, predictable setting offers him a measure of control. Despite having many strategies in handling students with ADHD, there is no strategy that would be effective for too long because they lose their interest very quickly. This is one of the tough challenges that the teacher might encounter because he/she has to think of several ways how to deal with them aside from thinking of the strategies to be applied to the other students.

Even though ADHD students have the negative characteristics based on observations and studies, there are still positive sides of being a student with ADHD because they are the ones who are creative, flexible, energetic and enthusiastic as stated by Smith, Robinson and Segal (2018). They said that the child who daydreams and has ten different thoughts at once can become a master problem-solver, a fountain of ideas, or an inventive artist. They also noted that ADHD has nothing to do with intelligence or talent. Many children with ADHD are intellectually or artistically gifted.

They must not be separated from other students because even they have the special condition, they must be treated as if they were like the normal students so that they will not feel that they are outcast. Despite having ADHD, these students can still excel in different ways. They can become visual or performer artists, musicians, and many other talents in which they can be considered as gifted. They can still excel in many ways and their condition is not a hindrance for them to still shine as the normal students do.
References:


https://www.scholastic.com/teachers/articles/teaching-content/how-can-i-handle-student-adhd/