

Help For All: ADHD Edition  
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### **Abstract**

We all know that there are many classrooms around the world that have students with disability in them. About 6.4 million American children around the age of 4-17 have ADHD. Most of the time, these students with ADHD are separated from the normal population of students due to workload and needed attention. While the rest of the students are kept in regular classes throughout the day. Every child with attention issues are able to receive help from their school under the IDEA (Individuals with Disabilities Education Act) but in order to qualify for IEP (Individualized Education Program), school officials need to see determine if the disability has an impact on your learning. This is a bad standard to go by just because of the fact that it won't show much about what area the student would need help in and the timespan of this evaluation might not be long enough to understand the student and their needs There can be a more effective way to evaluate these students and get everyone the help they need instead of a number of students.

Many rules/laws have been put in place in order to make sure that students with disabilities in the nation are treated with care and receive the help needed like everyone else. Under IDEA (Individuals with Disabilities Education Act), schools find and evaluate students that are thought to have a disability free of charge but not all students that have a diagnosis of a disability aren't always qualified to be under IDEA. Meaning, if a student has been diagnosed for ADHD, it's not a 100% guarantee that they will receive help from the school. Further evaluation would need to go on before or none at all and the child with a diagnosis will remain receiving no help. This is an unfair circumstance for any child to be in especially when the student can receive no help for his/her disability. More can be done so that all the students can get help when diagnosed not just some of the students. The school officials are basing it on if the disability has an impact on their learning which bring some students to a disadvantage because it might not impact the student at the time of evaluation or impact the student himself but the others around him. There's different ways and reasons that you can think about why this might be a downside for some students but instead of only helping some students we can help all that have disabilities, it's only fair.

Leaving some students with disabilities out from receiving help because of the process to qualify really demotivates them to do better. There's a lot of assistive technology today that can be used to help their disability and help them develop good habits for themselves so they can continue and be the best they can be. According to the article, Assistive Technology for ADHD Challenges at school, the writes say " Talking calculators have a built-in speech synthesizer that reads aloud each number, symbol, or operation key a student presses, as well as the answer. The

aural feedback lets a student with ADHD know whether he pressed the right keys and verifies the answer before he transfers it to paper.” (Stanberry, Raskind, 2017). Talking calculators are seen as a useful tool for students with disabilities and people in the disabilities community. It can be used in various ways in the classroom environment and would push the student a step further towards wanting to do work and staying on trackage but most importantly enjoy their time learning new things and making them feel like they are apart of their community and like everyone else. This makes school easier for many disabled students and giving it to only some students and not all is somewhat absurd to me. I know a lot goes into it like funding and allocating resources but it should be available for everyone with disabilities to use not only the ones who qualify because they can be missing out on a part of their learning that is crucial to their development as a student. “ Speech synthesizers/screen reader systems can display and read aloud text on a computer screen, including text that has been typed by a student, scanned in from printed pages (books, letters), or material from the Internet.” (Stanberry, Raskind, 2017). This is another example of an assistive technology that can be used with helping students with visually impaired student so that they can get a better understanding of the article or story. This will even help if they can read at all. Using this device will bring these students a sense of relief because they have help and they know that there will be someone or something there with them. Portable word processor are used to help students of adhd who have an occurring problem with their handwriting. “Portable word processors are lightweight devices that look like a computer keyboard with a screen. They can be helpful to children with ADHD who have trouble with handwriting. These battery-powered machines can be brought to school for note-taking and writing assignments.” (Stanberry, Raskind, 2017). With all the examples showed, you can now

see how there are a lot of vital technology made that can help improve life in and outside of school forever. The fact that most students that have disabilities won't technically be able to use these in class because of an eligibility process that can prevent you from doing so.

As said before, Assistive technology can help students with disabilities show an improvement in schoolwork aspect of their life. What about how they feel emotionally or their mental health? Students with disabilities are the same as use with feelings, emotions etc. That's an aspect of anyone that we sometimes fail to remember. Something as small and inclusion can help bring people in the community of disabilities together and also all communities in general. This all has been proven to help improve their in-school performance followed by other positive outcomes. As seen in the article "The Impact of Inclusion on Students With and Without Disabilities and Their Educators", the author explains how the studies collected suggest that the placement of a student with disabilities in an inclusion program ( IEP, IDEA, etc.) led to several improvements across all his/her assignments and exams. Including the standardized tests, mastery in goals set for themselves, and growing confidence to help complete daily tasks in a timely matter (Salend, 2017). Keeping in mind the fact there is a process to even be able to receive help at all is bizarre and it will delay all students with disabilities from being proactive in school. All the time spent on evaluation period and it could have gone to putting effort into the students well being and it's education.