Effect of Instructional Strategies on Enhancing Achievement of Students with Attention Deficit Hyper Activity Disorder (ADHD)

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is characterized by symptoms of inattention, hyperactivity, and impulsivity (DSM-IV; American Psychiatric Association [APA], 1994). It is traditionally perceived as a disorder of childhood (Willoughby, 2003). The rationale for this study is to find out the achievement of students with ADHD and improve their academic achievement with the help of Instructional Strategies (Attention Activation Strategies). The Methodology of this study involves both normative survey and Quasi – Experimental Designs. In order to identify 50 students (Higher and Higher Secondary Level) In Salem District, 10 Government schools will be randomly selected and only 50 students with ADHD will be identified. In order to intervene the ADHD students with Instructional Strategies (IS), one-group Pre-test, and Post-test Experimental design will be adopted (John W.Best). findings of the quantitative analysis in the study The ADHD scores are higher in Pre Assessment than the Progressive and Post assessment (68.72, 52.90, and 33.02) which shows the participants have more symptoms at the beginning and ADHD symptoms were reduced at the time of post assessment. Likewise the scores in the directions of ADHD Inattention and Hyperactivity were also high in the pre-assessment and considerably reduced in their progressive and post-assessments.