

Justin Stanley

Professor Ellis

FIQWIS

11/1/19

Exploratory Essay

Anyone who's ever struggled in school knows that sometimes their struggle isn't seen in a specific class or their class environment. This could make learning difficult for these students because they aren't understanding the content that is being taught to them or other classroom distractions that are present (friends, seating, etc). What makes this situation complicated is when there's a student in the classroom with a disability that receives little to no attention. ADHD is very common in students but sometimes the student's disability can be mistaken as classroom behavioral problems which is why some teachers tend to ignore the signs. When a student with a disability receives no help, it can lead to more behavioral problems, and can ultimately lead to a long term effect on family and student.

As the school year goes on, some students improve their classroom behavior when told to while the others become more of a distraction to the classroom environment. ADHD can trigger these behaviors as it is described to have fidgety and hyperactivity symptoms. According to the ADHD Editorial Board, they explain how male students with ADHD are most likely to experience obstacles with their studies they when they receive no help. For example, ADHD Editorial Board states " Male high school students are more likely to experience problems with attendance, GPA ... Male teens with ADHD miss school 3 to 10% of the time... are between 2.7

and 8.1 times more likely to drop out of high school... fail 7.5% of their courses.”As seen above, a lot can affect a student with ADHD in school and receiving no help wouldn’t help motivate the student to want to continue. These list of facts show that the students aren’t far from success but continuing to not do anything about their problems now won’t help them and their future. It’s not too late to start helping assistive technology can be used in the classroom environment to help those students who need it. Some statistics that show that assistive technology helps these students with disabilities is an article from Ohio University’s Department of Education Student Areej Ahmed, who took a survey of his school about who used assistive technology and then analyzed it. He stated in the survey” Use of AT. Seventy-five percent of the participants reported having been allowed to use assistive technology in the classroom, while 25% of them have not. Regarding the positive impact of using assistive technology on the academic performance of students with disabilities, 96% believe (AT) makes a significant difference in students’ performance, yet 3% of the participants disagree. The participants who agree on the positive impact of (AT) explained that AT can help students perform tasks that they struggle with. Moreover, the (AT) is one of the strategies that educators must consider to help children better overcome their challenges.” This shows that assistive technology does help more people than we think. This being at the college level and still helping people shows how we can stop this from becoming a problem at a young age and help so when they do get to this level, It can be an essential part of their education.

Having ADHD isn’t only not easy for the student, it will also put the families in positions that they never thought they’d be in before. These are seen to be long term knowing that there is no active cure for ADHD. For example, ADHD Editorial Board states” Raising a child with

ADHD costs 5 times more than raising a child without it... at least one of five students do not receive needed school based intervention services... approximately 41% to 55% of families with at least one child diagnosed with ADHD have at least one parent diagnosed with it also.” There are many other ways that can affect a family but these are just a few and they are all long lasting. Some families might consider using their money to help their child who has ADHD or try different things to help their child. More can be done with assistive technology to help prevent these costs and other long term effects. Thankfully, there are various laws that are in place to reduce some of these obstacles that they face. In the article “Who Pays for Assistive Technology? Parents or Schools?” by Melody Musgrove edD (Doctorate in Development), she talked about how schools are the ones who pay for a provide ATs for students who need to based on the two laws for students with disabilities. Teachers are currently receiving training on how to operate them to help these students and have a better more productive classroom setting. It is not needed for parents to use their insurances on AT for their children, they can just choose a school to put their child in who has assistive technology present and is willing to help them grow in a way that will make bother the teachers and parents happy.

In conclusion, there’s a lot of circumstances present in today’s society that change the perspective on assistive technology and whether it should be used more or less. As seen with all the facts and statistics shown, it’s easy to see that there are benefits that come with assistive technology for a student whether it’s at home or at school. It helps make life outside of school easier and also inside of school a more interactive, fun place. It’s easy to go against assistive

technology because of that fact that some people have never experienced going through life with disability of any sort.