

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 (Employment Development Department), she talked about how schools are now being required to have assistive technology present for those who need it in school and how teachers are receiving training on how to operate them to help these students and have a better more productive classroom setting.

In conclusion, it’s easy to say that there are too many students in a class for a teacher to pay attention to all of them at all times or say that teachers already have a lot on their plate with what they do.