

Homework is Beneficial to Students with Disabilities Such as ADHD

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“Don’t study because you need to. Study because knowledge is power. Study because they can never take it away from you. Study because you want to know more. Study because it enhances you. Study because it grows you.” – unknown. The act of studying should not end in the classroom. Rather, it should always be extended to home. The key to success is to accomplish all educational goals; goals like completing primary and secondary education, as well as a college degree. By doing this, we are setting ourselves up for a lifetime of success and stability in our lives. It is important that children are encouraged to fulfill their primary and secondary schooling.

Homework can become a gateway in developing a parent-student-teacher relationship and in improving the skills of an ADHD student. It is the inevitable part of student growth. . It is important to know what ADHD means and all its aspects to be able to write about it. ADHD disability is not common to a lot of people. According to the data gathered from Survey Monkey, eighty seven percent have agreed that homework is beneficial to students with disabilities such as ADHD. (2017) Teachers can only provide so much information in the classroom for learning. It is crucial that parents follow up at home through homework. Homework creates familiarity and consistency of lessons learned in school. As a result, an ADHD student will get used to acquiring skills by instruction. This ensures consistency both in the classroom and at home. Students with ADHD needs the same education as other children. Their disability requires a lot of understanding to be able to know how to deal with their learning. Each one of them has different capabilities, and their capabilities depend on the level of their symptoms and medical treatment. Homework is beneficial to students with ADHD because it enhances the student learning outside of school, it informs parents of what students are learning about in the classroom, and it builds

the proper foundation for these specific students to support them on activities for the following day.

“ADHD or Attention Deficit Hyperactivity Disorder is a chronic condition marked by persistent inattention, hyperactivity and sometimes impulsivity. ADHD begin in childhood and often lasts into adulthood” (WebMd, 2017). People with ADHD have some differences on the parts of their brain that control attention and activity. This means that they may have trouble focusing on their task or activity. “People can be trained to improve attention. All of us can improve brain function by training daily, intensely, and for a significant period of time. When habits are formed by repeating an action every day for four weeks; new neural pathways are created in the brain. Training for attention is no different. It takes work, but result can be significant.” (Johnson, 2011)

Understanding and being aware of each student’s ADHD symptoms has a great impact to improve their academic achievement. There are different types of ADHD, it can be inattentive or hyperactive. An inattentive ADHD student has a short span of focus or sometimes can’t focus at all. They stare at blank spaces and keeping quiet all the time. Hyperactive ADHD students are those who can’t stop moving and it is hard to keep them seated. Teaching students with ADHD is challenging, although it is not impossible for them to learn. By providing constant and proper education in school and at home, we can make them be achievers and successful in life. (Mcgee 2017)

Based on my experience, working with students who have ADHD can be very challenging. There is a big difference in their behavior, learning skills, intelligence, and overall attitude. For example, Student A is very quiet, slow moving, struggles with focus and organization. This characteristic is not a hindrance for him to learn. This student needs enough

attention to guide him appropriately in order to learn what is being taught in the classroom. Furthermore, motivation also helps in completing his task. The time span spent on his movement is limited. The student would need to pause from time to time but will still be able to finish the assigned activity. Student A is currently going through speech and occupational therapy twice a week to stimulate his motor ability. Student B is the opposite of the first; she is hyperactive, smart, and quick in doing all her tasks. She is an outgoing student. She can follow instructions instantly, but proper guidance is still necessary. She is friendly, outspoken, and helpful to herself with several things. However, her tantrums can be overwhelming. Both students are capable of learning. Proper guidance and treatment will get them through their primary and secondary education. (Tinian Elementary School SPED, 2017)

The learning capability of an ADHD student depends on the severity of the symptoms; however, aside from the severity of the symptoms, the intelligence quotient of a student with disability should be considered. Students with mild and moderate symptoms can be treated the same as the regular education student, and they are fit to do the same lessons and activities like others do. Severe cases of ADHD in a student needs medical and behavioral interventions. A medicine for this disability helps them to be calm and focus. Once the student is calm and focus, learning will then be a lot easier. (Mcgee 2017)

Homework improves effectiveness of the ADHD students in school. It is important for teachers to know the element aid in making homework more effective to learners. There are three types of homework assignments: interpersonal, interactive, and project-based assignments. Project based homework is the best; it is where the family can be involved. A correct motivation from the teachers and the parents is highly valued in the effectiveness and success of a learner.

An exploratory case study was made to further understand the learning capacity of ADHD in which parental involvement is very important.

The study reflects on the “child and parent responses to an educational intervention designed to facilitate self-regulation and deep learning. It concludes, an innovative approach using a combination of exploratory talk and deep learning educational techniques was tested for feasibility with social skills learning in ADHD children. The sample size was small and thus not generalizable, but allowed for more in-depth analysis of both quantitative and qualitative data, and supported findings in other research of positive self-perception bias and pragmatic language difficulties. Results for exploratory talk were inconclusive but promising insights into maximizing engagement in similar future interventions with ADHD families.” (Colton, 2013)

There are several types of tests done and most of them are collaboration with parents. Parents are so valuable in the foundation of learning and social responsibilities of ADHD

Homework creates opportunities for the ADHD students to interact with their parents. This may be seen when parents help their child in doing their homework. It is through homework where bonding, giggles, and even difficulties in completing the task are being shared. It can promote student independence and self-discipline; this is where the student has to challenge and be responsible in doing the homework alone, and to make sure that the lesson was understood. It also provides opportunities for parents to be engaged with their child’s learning progress. Parents are usually occupied from earning a living for the family, and homework somehow allows parents to inquire or intervene during the process of doing the task. There are circumstances that do not guarantee that students’ learning gains will be higher. This happens when the student procrastinates;

they become irresponsible and may not be properly supported by parents. Students who study hard will always gain. There is always a right time for everything. A student must know which is more important during the given time. Time management will come in this part. (Williams, 2017)

Homework informs parents of what their child is learning about in school. Isn't it good for parents to know the level or the accomplishments of their children in school? Homework is one step to awareness of how well a student performs in school. Parents who help their children with their homework will have the information if the student is being able to cope with the lessons taught in the classroom. It could also be a way to improve the student's study habits. Usually, students who have hands-on parents on their studies become more successful in life. Homework builds the proper foundation for students with ADHD to support them on activities for the following day. Teachers and parents are working closely to ensure ADHD students are provided a proper education according to the level of their disability. Homework, most especially, are of great significance to ADHD students because this is where the parents-student-teacher interaction takes place. It is very important for both parties to identify the development or the issue that needs improvements towards a successful ADHD learner.

There are essential factors to consider about ADHD learning. The school and the home should be structured according to how an ADHD student is. They need a room which is quiet, and no distractions, and where they can stand up once in a while to be able to get back to focus. Medication is very important to keep them focused and to lessen hyperactivity and impulsivity. They need proper attention and they need to be understood. (Mcgee, 2017)

It is important for educators and parents to know and understand the level of a child's symptoms and their intelligence quotient, so that the ADHD student can acquire good knowledge and skills of what is being taught. Homework and learning depends on the severity of the symptoms. The medication provided for this type of disability is a great help to keep them focus and attentive while studying. In order to keep their focus, the students with ADHD needs a structured learning environment. All data and information gathered and analyzed proves that students with ADHD disability are no less than a regular education student when it comes to homework and learning, because all of them have the same right to education and to be successful. Therefore, homework is beneficial to students with disabilities such as ADHD. (Mcgee, 2017)

Education is for everyone whose desires are to achieve and to be successful in life, and students' with ADHD are not limited to be one. To study is to expand the knowledge and to have the ability to deal effectively with the challenges in life. A person with ADHD is not exempted to the opportunity that education provides. They have the capacity to be as successful as a normal person, provided with proper guidance and treatment to the level of their disabilities. Homework, therefore, is beneficial to students with ADHD because it helps improve their learning. Homework also allows parents to know and understand the level of complexity towards the pursuit of academic achievements of an ADHD student.

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