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Summary/Reflection Inquiry Project

Step Four-Synthesis

EDU 370- Jacque Smith

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The first article I chose for this step of the project was taken from volume 4, no. 2 pp. 80-90 of the *Journal of Attention Disorders*. The title of the article is ***Preschool Inattention and Impulsivity-Hyperactivity: Development of Clinic-Based Assessment Protocol***. This article entailed preschoolers classified as having *ADHD* compared to their typically developing peers. The objective in this study was to determine whether the preschoolers with *ADHD* exhibited significantly more inattention and/or impulsivity than their fellow peers who were not classified as having *ADHD* using a developmentally appropriate clinical assessment protocol. Fifty preschoolers participated in this study. Twenty-five of these students were classified with *ADHD* and matched with preschool students who did not have *ADHD*. The initial results of this study, in specific regard to inattention, indicated that the preschoolers with *ADHD* were found to be significantly more off-task in both low and high structured settings. The period of play was noticeably shorter in span than with their fellow peers, though the *ADHD* child did not move from different activities any more frequently. Regarding the children with impulsivity-hyperactivity *ADHD*, they were considerably more active and more talkative than their fellow peers. The final conclusions of this study in regards to preschoolers was, developmentally appropriate assessment protocols do provide convergent, clinically valuable information that may possibly assist in the early stages of the assessment of children with *ADHD* and may support a connection of monitoring and assessing of *ADHD* symptoms into the school-age years.

The second article that I have chosen to summarize flowed nicely into the previous articles that I have included with my inquiry project thus far. The title of the article is ***Measuring Teacher Attitudes and Expectations Toward***

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Students with ADHD: Development of the Test of Knowledge About ADHD (KADD). Attitudes, expectations, and behaviors of teachers toward children with *ADHD* may have a lasting impact on the academic self-efficacy and overall success of the students with *ADHD*. Unfortunately, there are no standardized measures of any teacher attitudes and/or expectations toward children with *ADHD* that would allow for understanding of a possible relationship. The main objective of this study was to develop an instrument to assess teacher attitudes and expectations toward children with *ADHD*. **The Test of Knowledge About ADHD (KADD)** was created based on the error-choice method that is an indirect method of attitude measurement. The psychometric method was used in order to reduce patterns of response distortions that would produce systematic errors in direct attitudinal assessment. Elementary school teachers completed the error-choice instrument. The results of this study indicated that adequate to good internal consistency reliability for the KADD was present for this sample. The results generated initial discriminant evidence that the KADD has construct validity for this sample study. The authors concluded that the instrument could be useful in identifying relationships between teacher attitudes and student success and also for developing training interventions to reduce the negative impact of harmful attitudes and expectations.

The final article I have chosen to include in my inquiry project is entitled ***A Meta-Analytic Review of Gender Differences in ADHD***. This particular article was relevant to the articles I have chosen for this paper, as well as with the previous articles in my other two papers. This review of gender differences is a study of studies. It examined gender differences in *ADHD* through meta-analysis. Effect size estimates for the primary symptoms and correlates of *ADHD* were calculated in an attempt to replicate and also extend a previous meta-analysis on gender differences in the disorder. Within this review, relatively lenient inclusion criteria were used in order to maximize the number of studies that were included in the effect sizes. The results of this indicate that *ADHD*

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boys in direct comparison to *ADHD* girls had higher ratings on hyperactivity, inattention, impulsivity, and externalizing problems. Also, *ADHD* girls had greater intellectual impairments and more internalizing problems than *ADHD* boys. The clinical implications of these gender differences and future research considerations are that more girls need to be included in *ADHD* studies in order to better understand gender differences. Also, studies need to be community-based rather than just within the clinic.

Taken together, these six articles have given me a range of clinical and educational issues regarding *ADHD*, both inattentive and hyperactive types. The table below shows how I have organized my thoughts and information.

Attention Deficit Hyperactivity Disorder

Physicians/Psychologists/Clinical

1. Treatment guidelines, what do professionals do.
2. Long-term research study on treatment strategies.
3. Assessment of preschool *ADHD*.
4. Meta-analysis of gender differences.

Teacher

1. Understanding of *ADHD* as reflected in classroom attribution and strategies.
2. Teacher attitudes and expectations: Development of test of knowledge about *ADHD (KADD)*.

The first study outlined clinical practices and demonstrated that medication and psychosocial treatments together are widely used and apparently effective. The second study validated what the first study suggested were useful treatments. It also was significant for pointing to the

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importance and effectiveness of medication. This is the study that the professional community had long awaited. The third study indicated that it is possible to identify *ADHD* in preschoolers if a developmentally appropriate clinical assessment protocol is used. Often we hear that preschoolers are too young to identify as *ADHD*, but this study indicated that identification is possible. Therefore, children and families can be helped sooner.

We often hear about assumed gender biases in identification of *ADHD* and study four demonstrated that there are real gender differences in *ADHD* behaviors. As a developing teacher, I believe that the articles on teachers and attitudes toward *ADHD* were significant.

In study five, the attitudes, expectations, and behaviors of teachers toward children with Attention-Deficit/Hyperactivity Disorder (*ADHD*) may have a significant impact on the academic success of students with *ADHD*. With this new information I've acquired I will be better prepared in the classroom avoiding being negative toward students who are having a difficult time.

The final study article I have included is a review of studies on gender differences within *ADHD*. The study looked at gender differences in *ADHD* through meta-analysis. The topic of gender differences is present in this study, though it is an overall comparison of the differences with *ADHD* boys compared to *ADHD* girls. Knowing the different symptoms of *ADHD* boys and girls will be an important tool for a teacher to possess in the classroom.

As a person who will be working with elementary students, and may have to refer some children to professionals for testing for possible *ADHD*, these articles have been invaluable. I understand some of the clinical issues as well as the impact that my understanding of *ADHD* can have on children in my classroom.