

# SUPPORTING STUDENTS WITH ADHD

Inclusive Classroom Communities: Supporting Students with Characteristics of Attention Deficit  
Hyperactivity Disorder

By

Anna-Maria Landolfi

**A research paper proposal submitted in conformity with the requirements  
For the degree of Master of Teaching  
Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education of the University of Toronto**

**Copyright by Anna-Maria Landolfi, April 2014  
“Attribution-NonCommercial-NoDerivs CC BY-NC-ND”**



## TABLE OF CONTENTS

Acknowledgements .....	5
Abstract .....	6
 1. INTRODUCTION	
Introduction to the Research Study .....	7
Purpose of the Study .....	8
Research Topic/Questions .....	9
Background of the Researcher .....	9
Overview .....	10
 2. LITERATURE REVIEW	
Framing the Problem .....	12
Challenges of Building an Inclusive Community	
Social Engagements .....	13
Strategies for Building an Inclusive Community .....	14
Supporting Students with Characteristics of ADHD in the Classroom Community	
Academic Support Strategies .....	15
Communication with Parents .....	16
Setting up the Learning Environment .....	16
Conclusion .....	17

### 3. METHODOLOGY

Procedure .....	18
Instruments of Data Collection .....	19
Participants .....	20
Data Collection and Analysis .....	21
Ethical Review Procedures .....	21
Limitations .....	22

### 4. FINDINGS

Introduction .....	23
Case 1: Samantha	
Background Information .....	23
Strategies for Building an Inclusive Community .....	24
Supporting Students with ADHD in the Classroom Community .....	24
Setting up the Learning Environment .....	25
Case 2: Amanda	
Background Information .....	26
Strategies for Building and Inclusive Community .....	27
Supporting Students with ADHD in the Classroom Community .....	28
Setting up the Learning Environment .....	29
Cross-Analysis .....	30
Conclusion .....	34

5. DISCUSSION

Implications ..... 36

Building and Inclusive Community ..... 36

Supporting Students with Characteristics of ADHD in the  
Classroom Community ..... 36

Setting up the Learning Environment ..... 37

Recommendations ..... 37

Further Study ..... 38

Conclusion ..... 39

REFERENCES ..... 41

APPENDICES

Appendix A: Letter of Consent for Interview ..... 43

Appendix B: Interview Questions ..... 45

### **Acknowledgements**

I would like to extend a sincere thank you to my research supervisor, Dr. Shelley Murphy, for all of her support and guidance throughout this process. Her expertise and advice has been truly invaluable. Next, I would like to thank my mom, dad and my brothers for all of their support and understanding over the past two years. I would also like to thank my soon to be husband, Adam. He has truly been my rock and has supported and encouraged me unconditionally over these past two years. Without my family and Adam by my side, none of this would have been possible. Finally, I would like to thank the Master of Teaching Primary/Junior class of 2014 for all of their advice and support throughout this entire process. We have formed such meaningful friendships and connections that will last a lifetime.

### **Abstract**

This qualitative research study explores the perspectives and experiences of two teachers who have worked with students who have characteristics of ADHD. It also investigates their strategies for supporting those students with their learning and their interactions and relationships within the student community. Interviews were conducted with both participants and the findings are presented in two case studies and a cross case analysis. Findings reveal effective and successful strategies for building inclusive communities in the general education classroom for supporting students with characteristics of ADHD. The strategies utilized by one, or both of the participants include having whole class discussions, communicating with parents, academic supports such as visual schedules, positive reinforcement, support staff and collaborative group work. The findings suggest that both participants were invested in finding ways to support their students with characteristics of ADHD with in the classroom and demonstrate what is possible when educators have an understanding of how to support the diverse needs of their students and a commitment to doing so.

Inclusive Classroom Communities: Supporting Students with Characteristics of Attention Deficit  
Hyperactivity Disorder

**Chapter 1: Introduction**

**Introduction to the Research Study**

According to the National Institute of Mental Health (2013) Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common childhood exceptionalities. Symptoms of ADHD include difficulty staying focused and paying attention, difficulty controlling behaviour and hyperactivity. In the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), ADHD is characterized by a pattern of behaviour, present in multiple settings (e.g., school and home) that can result in performance issues in social, educational, or work settings. Symptoms are divided into two categories of inattention and hyperactivity and impulsivity that can include behaviours like failure to pay close attention to details, difficulty organizing tasks and activities, excessive talking, fidgeting, or an inability to remain seated in appropriate situations. For the purposes of this research study, I will use the term “ADHD” as an overarching term that encompasses both categories and the characteristic behaviours associated with each.

It is very likely that teachers will have at least one student in their class with characteristics of ADHD. Therefore, many educators today may be faced with the challenge of building a classroom community that includes students with characteristics of ADHD. According to Greene & Mitcham (2012), classroom community is a vital part of facilitating a safe and supportive learning environment for students. Therefore, it is especially important that teachers know and understand how to implement different strategies and techniques for building an inclusive classroom community to include students with characteristics of ADHD. This research

study investigates successful and effective strategies that an educator can implement in the general education classroom to support students with characteristics of ADHD in the classroom community and learning environment.

### **Purpose of the Study**

This study investigates how two teachers use strategies for building an inclusive classroom community that supports students with characteristics Attention Deficit Hyperactivity Disorder (ADHD). Furthermore, it also to investigates how an educator organizes their classroom learning environment and how that contributes to supporting students with characteristics of ADHD in the classroom community. By knowing and understanding successful and effective strategies for building community in the general education classroom, educators can create a valuable learning environment that is safe and inclusive for all students.

One study conducted by Law, Sinclair & Fraser (2007) indicated that there is a predominantly negative attitude in children towards their peers who display symptoms of ADHD. Furthermore, previous research conducted by Bagwell, Molina, Pelham & Hoza (2001) found that impairments in peer relations known to be common in children with ADHD also exist in adolescence. Therefore, it is extremely important to build a classroom community where all students and students with characteristics of ADHD specifically, feel safe and included. Taken all together, this study shares with the education community, the strategies that educators implement in order to build an inclusive community in the general education classroom and how the learning environment is set up, to support students with characteristics of ADHD.



**Research Topic/Questions:**

This major research project examines strategies for building an inclusive community in the general education classroom, for supporting students with characteristics of ADHD in the classroom community and learning environment. The main question that this research study answers is: *How do teachers build an inclusive community in the general education classroom for supporting students with characteristics of ADHD?* Strategies for organizing a learning environment that contributes to building an inclusive community and supports students with characteristics of ADHD in the general education classroom are also examined. Therefore, the first sub-question is: *How do teachers organize a learning environment that supports students with characteristics of ADHD?* Lastly, the second sub-question is: *What strategies do teachers find effective in supporting students with characteristics of ADHD in the classroom community and learning environment?*

**Background of the Researcher:**

Through my work with students with exceptionalities, I have learned that building an inclusive community can, at times, be especially challenging when students with exceptionalities, such as Attention Deficit Hyperactivity Disorder, are involved. Over the past three years, I have worked as an instructor therapist for children with autism, conducting Intensive Behaviour Intervention (IBI) therapy. At the same time however, I have also been teaching a social skills class that is open to students with a wide range of exceptionalities. Through this work, I came to realize that many of the students in the social skills class have a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). Many of the strategies implemented in the class were successful in fostering a safe and inclusive community in a

classroom which consisted of students with exceptionalities. However, once I began practicum and gained some insight and experience in a general education classroom environment, I realized the difficulty of building an inclusive community that supported students with a wide range of learning needs. I began to question how an educator of the general education classroom would build an inclusive community that included students with exceptionalities such as ADHD. This experience is what led me to my research and to questions about what successful and effective strategies are for building an inclusive community in the general education classroom that supported students with characteristics of ADHD in the community and learning environment.

This is a topic that I value because I believe that creating an inclusive classroom environment that fosters positive peer relationships is of utmost importance. Knowing and understanding the strategies that are effective in building an inclusive community in the general education classroom that includes students with characteristics of ADHD will inform my overall teaching practice as a teacher in an inclusive classroom.

**Overview:**

Chapter 1 of this major research paper includes the introduction and purpose of the study, the research questions as well as how I came to be involved in this topic of study. Chapter 2 of this research paper contains a review of the literature, looking particularly at the importance of creating a classroom community, strategies for building an inclusive community in the general education classroom as well as strategies for setting up the learning environment that contributes to supporting students with characteristics of ADHD in the classroom community. Chapter 3 provides the methodology and procedure that is used in this research study including information about the participants and data collection instruments. The findings obtained from the interviews

provided are presented in chapter 4. Finally, chapter 5 offers a discussion of the findings which includes the implications of this study on my own learning and for teaching, and recommendations and ideas for future research. References and a list of appendixes follow at the end.

## **Chapter 2: Literature Review**

### **Framing the Problem**

It has been established that Attention Deficit Hyperactivity Disorder (ADHD) is an ever more common diagnosis among school aged children. Research suggests that there is a general stigma associated with ADHD (Kellison, Bussing, Bell & Garvan, 2010). Therefore, social interactions between students with ADHD and their peers may not be the most positive interactions. One study conducted by Law, Sinclair & Fraser (2007) further indicated that there is a predominantly negative attitude in children towards their peers who display symptoms of ADHD, with significant positive relationships found between their attitudes and their willingness to engage in social, academic as well as physical activities with such peers. This research suggests that it may be difficult to build a community in a general education classroom that supports students with characteristics of ADHD. It is especially likely for an educator to have one or more students in the classroom with a diagnosis of ADHD. Therefore, it is crucial to know effective techniques and understand how to organize our classroom environment in the best way in order to break the stigma and negative attitudes students may have towards their peers with ADHD and build an inclusive community in the general education classroom.

According to Greene & Mitcham (2012) classroom community is an integral part of facilitating a safe and supportive learning environment. Teachers recognize the importance of encouraging collaboration and respect among students and teachers who build successful classroom communities can experience the joy of invested students. This research study focuses on what effective strategies are for building community in the classroom and how students with characteristics of ADHD can be supported in the classroom community and learning environment.

## **Challenges of Building an Inclusive Community**

### ***Social Engagements***

Reviewing literature on the topic of building an inclusive classroom community that supports students with characteristics of ADHD suggest that part of the challenge lies in the social engagements between students with ADHD and their peers. These social engagements can often be problematic. One study conducted by Blachman & Hinshaw (2002) examined the patterns of friendship amongst girls with Attention Deficit Hyperactivity Disorder (ADHD) and found that although girls with ADHD were able to make friends to some extent, they differed from comparison girls in terms of the likelihood of making friends and the ability to maintain the friendships they did form. This research overall informed my research as it allowed me to realize the importance of investigating strategies for building classroom communities where students with characteristics of ADHD are respected and included, and where positive social engagements are maintained. Further research led me to a study conducted by Bagwell, Molina, Pelham & Hoza (2001). This research study investigated whether or not childhood ADHD and persistence of the disorder are associated with later difficulty in adolescent peer relations. The findings of this research article overall concluded that impairments in peer relations for ADHD that are known to be common in children, are also common in adolescence. Therefore, the importance of implementing strategies for supporting students with characteristics of ADHD in the classroom community and learning environment in primary and junior general education classrooms is evident as social impairments have the ability to continue to affect their social engagements, and therefore their ability to be active members of a community, even as adolescence.

### **Strategies for Building an Inclusive Classroom Community**

A continued review of literature has revealed strategies for building an inclusive community in the general education classroom that supports students with characteristics of ADHD. There has been a significant amount of research conducted on the effects of peer tutoring or peer training and the positive effects it has on the social behaviours of students with ADHD. One research-based study conducted by Plumer (2005) investigated the effects of Classwide Peer Tutoring (CWPT) and Peer Coaching with three elementary-school students in grades 3 and 4. During the first phase of the study, CWPT was implemented in each of the students' classrooms. During the second phase of the study, CWPT was continued and peer coaching was added. Peer interactions were observed in both academic as well as social settings. The results of the study found that when once CWPT was implemented, students were actively and positively engaged with their peers while in academic settings in the classroom community. However, increases in positive peer social behaviours in a social setting were not observed. Furthermore, the addition of peer coaching resulted in enhanced social behaviours in social setting such as recess and lunch. Classwide Peer Tutoring and Peer Coaching are two examples of strategies that can be implemented into both a primary or junior classroom as a technique for increasing the positive social behaviours amongst students with characteristics ADHD and their peers, therefore creating a more inclusive classroom community. A research article written by Boudouris (2005), a grade 1 classroom teacher, set out to find the answers to questions such as "can general education students help peers with learning disabilities in their classroom?" and "is there a place in general education classrooms for students with severe disabilities?" Boudouris (2005) also discusses the many programs that use peer tutoring as an effective tool in the classroom as well as her experiences with the implementation of peer tutoring in her own grade 1, general education

classroom. The results of this research overall indicate that peer tutoring programs can benefit students of different ages and abilities in three ways; academically, socially and emotionally. This finding compliments the findings of Plumer (2005) as both research articles find peer tutoring to be an effective strategy that teachers can implement in the classroom to encourage positive social interactions between students with characteristics of ADHD and overall create a more positive and inclusive classroom community.

A study conducted by Roffey (2013) suggests using a Circle Solutions philosophy to increase inclusion in the classroom. This philosophy was developed from Circle Time and its pedagogy includes using circle sessions to promote equality and democracy, inclusion, respect, safety and choice, agency and positivity. This study reported that in more than 100 schools in Australia that introduced this intervention in the classroom reported noticing positive changes in class ethos, relational skills and problem-solving, therefore creating a more inclusive community in the general education classroom.

## **Supporting Students with ADHD in the Classroom Community**

### ***Academic Support Strategies***

Reviewing the literature on strategies for supporting students with ADHD in the classroom community suggested that students with ADHD typically have some academic performance difficulties. However the degree that their characteristics interfere with their learning is dependent on the instruction that is taking place in the classroom (Rief, 2004). This study conducted also suggests that in classrooms with motivating and interesting curriculum and when instructional strategies are employed, behavioural problems are minimal. Furthermore, teachers who are trained and committed to implementing differentiated instructional strategies, such as scaffolding, offering challenge and choices and tapping into students' strengths and

interests are successful with students with ADHD (Rief, 2004). These findings therefore suggest that by providing academics strategies, students with characteristics of ADHD will be better supported in the general education classroom.

### ***Communication with Parents***

A continued review of literature revealed that an essential strategy for supporting students with characteristics of ADHD is communication with parents. A study conducted by Nahmias (1995) reported that collaboration and communication among school, home and professionals are essential to meet the needs of students with ADHD. This study also reports that home and school collaboration is an ongoing process that involves communication, reciprocity, and mutual respect and has the student at the center of the goals. Furthermore, the areas that require communication and collaboration with parents include the assessment of the problem, planning, development of intervention strategies and the monitoring of behavior (Nahmias, 1995). The findings of this study overall suggest that when teachers and parents work in a communication partnership, students with characteristics of ADHD are better supported in the general education classroom and in the classroom community.

### **Setting up the Learning Environment to Support Students with ADHD**

Collaborative group work has also been found to improve peer acceptance of students with characteristics of ADHD, therefore contributing to building an inclusive classroom community that supports students with characteristics of ADHD in the learning environment. One study conducted by Tan & Cheung (2008) provides research based evidence that computer collaborative group work, when facilitated by an adult, can raise peer acceptance of a student



with ADHD. In order to conduct this study, sociometrics testing of classmates was used to determine peers' acceptance among a boy's peer group before and after computer group work sessions. During adult facilitated computer sessions, the facilitator used positive reinforcement to increase positive social interactions and behaviours. Overall, the results of this study indicated encouraging improvements as peer acceptance among the boy's classmates increased after the computer sessions. Although this research reported on an isolated case, the results are promising and indicate that collaborative group work can be implemented in a classroom setting in order to encourage positive engagements and build an inclusive community that supports students with characteristics of ADHD.

A research study conducted by Carbone (2001) suggests that by surrounding a child with ADHD with well-behaved, attentive classmates will automatically encourage positive peer interactions. Furthermore, according to Carbone (2001) positive peer attention can directly influence the behaviour of students with ADHD. Therefore, working with others in the classroom can be beneficial for students with characteristics of ADHD and can support them in the classroom community.

## **Conclusion**

There is an abundance of research available related to building an inclusive community in the general education classroom and supporting students with characteristics of ADHD in the learning environment. Each of the research articles discussed above will contribute greatly to the analysis of my data collected throughout this Master of Teacher Research Project. This research study however will focus more directly on how students with characteristics of ADHD are supported in the general education classroom community.

### **Chapter 3: Methodology**

#### **Procedure**

This major research project is a qualitative study that answers the question; how do teachers build an inclusive community in the general education classroom for supporting students with characteristics of ADHD? It also investigates the strategies for organizing a learning environment that contributes to building an inclusive community and supports students. The data obtained during the process of informal interviews was analyzed and organized into themes to answer the questions of what the effective strategies are for building an inclusive community in the general education classroom that supports students with characteristics of ADHD in the learning environment.

In this research project, I reviewed literature on the topic as well as conducted informal, face-to-face interviews with 2 participants. The participants were selected based on a specific set of criteria, which will be discussed in a next section. Prior to beginning the interview, the participants were presented with a Letter of Consent for Interview (see Appendix A) containing information regarding the purpose of the study, the right to withdraw from the study without any prejudice, the confidentiality of their participation in the study, any risks that may be involved, as well as contact information needed should they desire further information regarding the study. Once the participants read and signed the letter of consent, the interview proceeded. The participants were asked a series of 13 questions based on the topic of this major research paper. Both interviews were based on the same set of questions (see Appendix B). The interviews typically lasted approximately 30 minutes and were recorded using a digital technology.

Upon completion of the interview, the data collected was transcribed and read through initially for general impressions. The transcript was read multiple times and the data was

analyzed and coded in order to identify the reoccurring themes. In the analysis, the objective was to find the strategies that reoccur throughout the data as suggested by the participants to be successful and effective strategies for building a community in the general education classroom that includes and supports students with characteristics of ADHD in the classroom community and learning environment. The themes and results of this research study will be discussed in the “results” section of this Master of Teacher Research Project (MTRP).

### **Instruments of Data Collection**

The instruments that were utilized for the purpose of data collection were standardized open-ended interviews with 2 consenting participants. According to Turner (2007), interviews provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic. For the purposes of this research, the questions were based on the experiences and viewpoints of the interviewees on building and inclusive community in the general education classroom and the techniques and strategies that are implemented in their classrooms in order to support students with characteristics of ADHD specifically, in the classroom community. Below are sample questions that will be asked during the interviews. A complete list of interview questions will appear at the end of this research paper (see Appendix B).

1. What strategies do you find most effective in building an inclusive community in your classroom?
2. Can you talk about the experiences of your students with ADHD within the classroom community, for example, do you find that they are included / excluded in the classroom community?

3. Can you talk about the ways you organize your classroom learning environment (Ex. groups work, reading corner, one-on-one work with students, etc.) and how you believe these contribute to supporting your students with characteristics of ADHD in the classroom community? (Can you give me specific examples of students?)
4. Thinking about your students with characteristics of ADHD in particular, can you talk about any challenges you have faced in your attempts to build an inclusive community in your classroom?

### **Participants**

Two participants were recruited for this research study and will remain anonymous through the use of pseudonyms. Each participant was a member of the Ontario College of Teachers (OCT) and is currently teaching in a general education classroom. Each participant also currently had at least one student with characteristics of Attention Deficit Hyperactivity Disorder (ADHD) in their classroom. These criteria were important to this major research project because the aim of this project is to identify the activities and strategies that are implemented into the general education classroom in order to build an inclusive community which includes students with characteristics of ADHD. Therefore, it was important that the interviewees were currently in teaching positions in a general education classroom because the classroom community in a special education resource classroom is different compared to the classroom community in a general education classroom. Furthermore, it was important that each interviewee has at least one student with characteristics of ADHD currently in their class so they were able to discuss the current activities and techniques that are implemented in their classroom. Most importantly, I selected participants who were knowledgeable and passionate about their role as an educator.

### **Data Collection and Analysis**

Data was collected through the process of standardized open-ended interviews that was audio-recorded. The interview questions and responses were transcribed and initially read through for general impressions. The transcripts was read over multiple times, focusing on the different activities and techniques that are used to promote an inclusive community in the general education classroom as this relates directly to the main research question. The data was analyzed and the consistent phrases, expressions or ideas that were common among the participants were highlighted in order to identify the themes in the data. Once the themes were identified through data analysis, they were consolidated into categories and the results were reported.

### **Ethical Review and Procedures**

The ethical review approval procedures for the Master of Teaching program were followed consistently throughout the entire research project. Prior to the interview, the participants were presented with a letter of consent (see Appendix A) explaining the study as well as their rights as a participant. More specifically, the letter of consent directly stated information regarding the purpose of the study, the right of the participant to withdraw from the study at any time without penalty and the confidentiality of their participation in the study. Contact information was also provided to the participant on the letter of consent should they have had any questions pertaining to the study. Ethical standards were also put in place in order to inform the participant that if they wished to revisit the transcribed responses or receive a copy of the transcript they were able to.

Respect for the participant was of utmost importance throughout the interview, transcriptions, analysis of data and reporting of findings. The participants were ensured that their

names, any indicators of identification and the raw data that they provided to the study will remain confidential and that their contributions to my study will remain anonymous. The dignity of each participant was be respected at all times.

### **Limitations**

There are a few limitations of this study as a result of the framework and parameters for the Master of Teaching Research Project. These limitations are selective literature review, small sample size and lack of generalizability, and researcher bias. Firstly, I was selective in choosing research to be included in my literature review. With so much information regarding education, building inclusive classroom communities and ADHD, there is an abundance of information that could have been shared on the topic. However, due to the limited amount of time to complete the project, a limited but relevant amount of information was presented.

A second limitation is the limited number of participants. We had the opportunity to look through the lenses of only two teachers. Although the information provided by the interviewees was of great value and worth, it is not enough information to determine which strategy or technique is the “best” for building and inclusive community in the general education classroom or to be generalizable to the teaching community. Given this limitation however, I was able to focus my findings to more specific themes and categories.

The final limitation relates to researcher bias. The findings within this study reflect my own interpretations of what constitutes important information and have been influenced by my own assumptions, understandings and past experiences.

## **Chapter 4: Findings**

### **Introduction**

The findings for this research were collected from interviews conducted with two different professionals. Both interviewees are primary teachers with valuable teaching experience and who have made a conscious effort to build an inclusive community in their classrooms. They offered valuable insights based on their professional development and professional experiences. The data from the interviews was reviewed and common themes were extracted. In this chapter, the findings will be presented in two individual case studies. Each case study is comprised of a description of the participants' background information, strategies for building an inclusive classroom community, support for students with characteristics of Attention Deficit Hyperactivity Disorder (ADHD) in the classroom community, and setting up the learning environment. Finally, a cross-analysis of the data from the two interviews will be presented.

### **Case 1: Samantha**

#### ***Background Information***

Samantha is a teacher within the public school board. She has been teaching for 24 years and is currently teaching grade 3. In her teacher education program, she did not receive any specific training on how to support students with characteristics of ADHD in the classroom. In terms of her professional development, she has received sporadic training during her time with the school board. Samantha further believes that if she were offered more training on how to support students with characteristics of ADHD, it would support her in the classroom.

### ***Strategies for Building an Inclusive Community***

Samantha stressed the importance of weekly classroom meetings as a strategy for building an inclusive classroom community where students are respectful of each other. She went on to explain that in her classroom, they talk daily about being respectful to one another. Furthermore, when discussing the most effective strategies for building an inclusive classroom community, Samantha states, “there are a lot [of] case by case situations where when something happens, if it’s appropriate [they] would address it as a whole class community”. Samantha stresses the importance of building an inclusive community at the beginning of the school year. During the interview Samantha shared her experiences on incorporating a literature based unit on how to build friendships, using books such as “Have You Filled a Bucket Today” and “Fly Away Home” at the very beginning of the school year. She explained that this unit taught students how to be kind and how to get along with other people. Throughout the rest of the interview, when discussing other strategies for supporting students with characteristics of ADHD in the classroom community, Samantha consistently stressed the importance of incorporating all strategies from the beginning of the school year, in the months of September and October.

### ***Supporting Students with Characteristics of ADHD in the Classroom Community***

Samantha believes strongly in the importance of communication with parents and positive reinforcement and consequences for her students. According to Samantha, “it is super important to make sure that you are working in a really good communication partnerships with parents”. She believes that if you are not communicating with parents, you are not accessing all the information you need in order to support your students with characteristics of ADHD. She goes on to explain the importance of consistency between home and school and the fact that



strategies that are useful at school should be replicated and home and vice versa. Samantha also discussed the use of positive reinforcement and consequences for unwanted behaviours. For example, Samantha explained that during a unit on classroom heroes, she implemented a system where at the end of the day she would choose a student who she thought was the classroom hero for the day. She believed that this positive reinforcement worked really well for students with characteristics of ADHD. Samantha further stated that since the trophy had been implemented into the classroom “[students with characteristics of ADHD] have really stepped up and almost acted as a unifying force behind their table”. Another example of positive reinforcement that Samantha discussed and uses in her classroom as a strategy for supporting students with characteristics of ADHD in the classroom community is the use of a ‘yellow, green, red system’ which she states “is a way for [her] to focus on positive things that are going to go home but recognizing that there are still challenges”. She describes the ‘yellow, green, red system’ as a small piece of paper on the students desks, where at random times, if the students are on task she will give them a “g”, if they are somewhat off task they will receive a “y” and when they are completely off task and engaged in distractible behaviours they will receive an “r”. She further explained that rewards and consequences for “green days” and “red days” have been discussed with each student and well as their parents in order for there to be consistency between school and home.

### ***Setting up the Learning Environment***

Samantha believes in the importance of collaborative work and discusses the use of talk partners in the learning environment. She explains that “[students with characteristics of ADHD] are really carefully selected with talk partners who are generally patient and focused.” She

believes that this supports students with characteristics of ADHD in partner situations. In her classroom, talk partners are also used for math. According to Samantha, working collaboratively with others is beneficial for students with characteristics of ADHD because

...the [students] who have a challenge to focus to get the ideas down, all they really have to do is work with manipulating the materials and sharing the ideas and the other person usually takes it upon themselves to record.

With that being said, Samantha also mentions that there are some instances, for example during silent reading, where working one on one with a student with characteristics of ADHD is more beneficial than working with a partner or in a group.

## **Case 2: Amanda**

### ***Background Information***

Amanda is a teacher with the public school board and has been teaching for almost 17 years. Currently she is teaching a grade 1/2 split class. In terms of her professional development, Amanda has taken the Special Education Additional Qualification Course. She goes on to explain that she also received informal training on how to support students with various learning needs, including characteristics of ADHD, during staff meetings and has had the opportunity to learn about different strategies through discussions with various colleagues. Furthermore, Amanda discusses the use of various educational documents that are available for teachers to use and states that conducting your own research on the internet provides strategies for adequately supporting students with characteristics of ADHD as well.

### *Strategies for Building an Inclusive Community*

When asked about the type of community that exists in her classroom, Amanda states that she believes it is a very inclusive community where her students feel safe to take risks. She believes strongly in the importance of building discussions into the classroom in order to build an inclusive community and goes on to explain

...we try to build a lot of talk into the classroom to build that inclusionary classroom, doing a lot of work around character and also having a social goal each day. Where students talk about not only what it is but also what it looks like, what it sounds like and why it's important.

Furthermore, Amanda talks about the importance of allowing the students, especially those with characteristics of ADHD, to facilitate their own discussions surrounding their feelings and allowing them to talk and facilitate their own problem solving amongst themselves, in order to build a more respectful and inclusive classroom community.

The importance of working on building an inclusive classroom community right from the beginning of the school year is also something that Amanda strongly believes in. She stated, if you don't have those [strategies or accommodations] I think it would be harder to build that inclusive community and that's where you really have to front load at the beginning of the year. Setting the tone and really working on those agreements and kind of not letting things slide.

Amanda continuously discussed the importance of implementing various strategies very early on in the school year as well as "front loading" in September and October. She also discussed the importance of being respectful and listening to each other.

*Supporting Students with Characteristics of ADHD in the Classroom Community*

Amanda discusses two ways that teachers can support students with characteristics of ADHD in the classroom community. First, she stresses the important roles that support staff, such as an educational assistant (EA), play in the classroom. She also strongly believes in the use of various academic strategies such as having a visual schedule in the classroom, chunking information and scaffolding learning. Amanda describes both as being vital to the support of students with characteristics of ADHD in the classroom community in terms of both academic and social success.

According to Amanda, having support in the classroom largely contributes to the development of an inclusive community. She states “having that extra person really makes a difference and helps a lot to overcome some of the challenges [of building an inclusive community that supports students with characteristics of ADHD]”. Amanda further explains that having the educational assistant in the classroom allows for one on one support during academic activities as well as provides the opportunity for one on one dialogue in order to work through things when conflicts between classmates arise. She further stated that having the extra person in the classroom provides the opportunity for students with characteristics of ADHD to take a “coping break” if needed, as the EA can leave the room with the student, while Amanda continues her lesson in the classroom. Amanda also discusses using different academic strategies to support students with characteristics of ADHD in the classroom community. For example, she talks about the importance of a visual schedule posted in the classroom for students to follow. Amanda states, “the visual schedule is key as well, so that helps [them] understand the routine of the classroom”. She goes on to say that with some students, when the visual schedule is not

enough, she also uses visual prompts that sit on their desk. Furthermore, Amanda also explains the benefits of chunking information and scaffolding learning for students when giving out instructions in order to reduce frustration. She believes that implementing various academic strategies fosters community in the classroom because it allows students with characteristics of ADHD to focus on activities and participate in the classroom routines without becoming overwhelmed.

### *Setting up the Learning Environment*

Amanda strongly believes in the importance of collaborative work between students with characteristics of ADHD and their peers. When talking about the ways she organizes her classroom environment, Amanda explains that the students sit in groups of 4 and are switched each month so they are always working with different people. Each week, the students are also assigned learning partners at random, as well as math partners, based on ability. Amanda believes that it is important to assign partners to the students rather than having them choose on their own. She explains, “if you let them choose all the time they’re predominantly going to a friend and that doesn’t build community because they’re not working with other people”. Furthermore, Amanda explains that with students with characteristics of ADHD in particular there is a lot of discussion surrounding how to work collaboratively with somebody. They discuss what it looks like and sounds like and they have a lot of opportunity to practice it. There are some activities however that Amanda explains are more beneficial for students with characteristics of ADHD to work one on one with either her or the educational assistant. For example, she explains that students with characteristics of ADHD tend to have a harder time in guided reading groups because there is a lot of stimulation and it can become overwhelming.

Amanda states, “for students with [characteristics of] ADHD, I find they have a hard time in a guided reading group because everybody is reading at the same time and they can’t tune it out”. Therefore, she believes it is more beneficial for some particular students to work separate from the rest of the group.

### **Cross-Analysis**

The data from this study certainly suggests that the participants both considered it a priority to create an inclusive environment for their students, particularly their students with ADHD. In this chapter I explore some of their shared priorities as well as their individual areas of focus. Both Samantha and Amanda believed in the importance of whole class discussions, building a community from the very beginning of the school year and the importance of collaborative work between students with characteristics of ADHD and their peers.

Samantha and Amanda both stressed the importance of conducting whole class discussions and having classroom meetings to build an inclusive community in the classroom. Similarly, Research conducted by Plumer (2005) on the effects of Classwide Peer Tutoring (CWPT) in grades 3 and 4, revealed that students with ADHD were actively and positively engaged with their peers while in the academic setting when CWPT was implemented. The same study also revealed that the implementation of peer coaching resulted in enhanced social behaviours in students with ADHD, in social settings such as recess and lunch. Samantha and Amanda both believed that by having whole class discussions and weekly classroom meetings that teach all students in the classroom the importance of facilitating discussions with each other and listening respectfully in one another, as well as the importance of working together, contributes to more positive social interactions and a more inclusive classroom community.

This builds an inclusive community in the classroom as it fosters positive peer relationships between students with characteristics of ADHD and other students in the classroom. Previous research conducted by Bagwell, Molina, Pelham & Hoza (2001) found that impairments in peer relations for ADHD that are known to be common in children are also common in adolescence. Therefore, it is important to implement effective strategies, such as whole class discussions and weekly meetings, to promote positive peer engagements and therefore build an inclusive classroom community in the primary/junior classroom, as it is evident that social impairments have the ability to continue to affect their social interactions even in adolescence.

Samantha and Amanda both discussed the importance of working on building an inclusive classroom community early on in the school year. They both stressed the importance of implementing strategies and incorporating units that build community in the months of September and October. They felt that this contributes to the classroom community because it teaches students with characteristics of ADHD early on in the school year how to effectively use the coping strategies provided to them, allowing them to follow the routines and participate as an active member of the classroom community. They also felt that it teaches all students in the class how to work together and to be respectful to one another, while building a community in the classroom that is inclusive and conducive to collaborative work. Samantha and Amanda both discussed the importance of working collaboratively and setting up the learning environment to promote an inclusive community and to support students with characteristics of ADHD in the classroom. They both strongly believed in having students work in groups as well as with learning partners and with math partners. They both believed that working in carefully selected groups and sitting with carefully selected partners, contributes to building an inclusive classroom community as it gives students an opportunity to work together. This idea is supported by

Carbone (2001) who argues that by surrounding the child with ADHD with well-behaved, attentive classmates as desk neighbours, this placement will automatically encourage positive peer interactions. Working within groups or in partners creates opportunities for positive peer interactions to take place. According to Carbone (2001) positive peer attention can directly influence the behavior of students with ADHD. Therefore, working with others in the class can be beneficial for students with characteristics of ADHD and can provide them the opportunity to be included in the classroom community.

There were also some areas that each of the participants focused on individually. Samantha emphasized the importance of communicating with parents and the benefits of using reinforcement and consequences as a means of supporting students with characteristics of ADHD in the classroom community. Amanda felt that in order to support students with characteristics of ADHD in the classroom community, it is important to have support staff in the classroom as well as the use of academic support strategies such as visual schedules, chunking information and scaffolding learning.

Samantha focused on the importance of communicating with parents and states, “it is super important to make sure that you are working in a really good communication partnership with parents”. Samantha believed that communication with parents is key to supporting students with characteristics of ADHD in the classroom community. She stressed that communicating with parents supports students with characteristics of ADHD in the classroom because it allows you to access more information about the student that you would not otherwise have access to. Furthermore she believed that it is important to communicate with parents to inform them on what is working well at school so it could be replicated at home and vice versa. On the other hand, Amanda stressed the importance of implementing academic strategies, such as a visual



schedule and chunking information, to support students with characteristics of ADHD in the classroom. She believed that by providing students with characteristics of ADHD coping strategies, it enables them to actively participate in classroom routines and activities and therefore allows them to be active members of the classroom community.

Another strategy that Samantha discussed for supporting students with characteristics of ADHD in the classroom was the use of reinforcements and consequences to reduce unfocused, off task behaviours and increase focused, on task behaviours. Samantha discusses the “yellow, green, red” program that she has set up in her classroom for students with characteristics of ADHD as well as the benefits that reinforcement has on student behaviours. She also discusses the use of tangible rewards, such as a trophy, to increase on-task behaviours. Samantha describes how all forms of positive reinforcement contribute to supporting students with characteristics of ADHD in the classroom. Similarly, Carbone (2001) states that positive reinforcement is an excellent tool for reducing impulsive activity and improving on-task behaviour and academic performance. Furthermore, Samantha states that in her classroom she often hears students encouraging each other to complete their tasks. Carbone (2001) also describes the benefits of incorporating a token economy into the classroom. He states that all students classified with ADHD or not, should participate in a type of token economy as it lends itself nicely to the use of group contingency models and positive peer pressure from typical students onto those identified with ADHD. Therefore, it is evident that including positive reinforcement into the classroom, increases on-task behaviours in students with characteristics of ADHD and provides the opportunity for more positive peer relationships and the opportunity to become active members of the classroom community. In contrast, Amanda focused more on the importance of support staff, such as an educational assistant (EA), and the role that they play in supporting students

with characteristics of ADHD in the classroom community. Amanda believes that having an educational assistant in the classroom plays a large role in the support of students with characteristics of ADHD in the classroom community as it provides the opportunity for one on one support and dialogue when and if needed. She states,

having that extra person really makes a difference and helps a lot to overcome some of the challenges. Having that support is huge because if [a students with characteristics of ADHD] needs a coping break, and not just a walk to the fountain and back, but if they are having a meltdown, at that point one of us can go over and go through everything with [the child], until they are ready to join the class again. With two of us, that's possible.

Amanda believes that having support in the classroom contributes to building a more inclusive classroom community because it also allows students to take breaks when needed, giving them the opportunity to re-enter the classroom when ready and able to actively participate in the classroom community.

**Conclusion:**

Both Samantha and Amanda believed in the importance of conducting whole class discussions often and shared similar ideas on the importance of working on building an inclusive community at the very beginning of the school year. Similarly, Samantha and Amanda stressed the value of collaborative work and the use of talk partners and math partners when setting up the learning environment. In terms of supporting students with characteristics of ADHD in the classroom, Samantha focused more on the importance of communicating with parents and on the use of positive reinforcement. On the other hand, Amanda stressed the importance of support staff, such as an educational assistant and the use of academic support strategies such as; visual

schedules, timers as well as chunking information and scaffolding learning. In the end, Samantha and Amanda both shared many valuable insights. Although they had different priorities and a different focus at times, they were both committed to ensuring that their classroom community and learning environment was set up in a way that supported their students with characteristics of ADHD to succeed.

## **Chapter 5: Discussion**

In this final chapter, I provide the implications of the findings of this study, particularly the implications for me as a researcher and teacher and for supporting students with ADHD in the general education classroom community. I also offer recommendations for teaching practice and discuss possible future research studies that stem from my current research.

### **Implications**

The findings of this study have implications for me as both a researcher and a teacher particularly because it is very likely that there will be at least one student in my classroom with characteristics of ADHD.

### ***Building an Inclusive Community***

The results of this study have taught me the importance of having whole group conversations with my students about how to work together and be respectful of one another from the very start of the school year. In my classroom, I will make it a priority to regularly have conversations with my students about what it looks like, sounds like and feels like to work together and be respectful to each other. This contributes to building an inclusive classroom community and fosters a learning environment where all students feel safe and included and therefore confident to take risks and extend their learning.

### ***Supporting Students with Characteristics of ADHD in the Classroom Community***

The findings of this research has also influenced my thinking and my teaching practice as it has taught me a variety of strategies for supporting students with characteristics of ADHD in

the classroom community. I have learned the value of support staff such as educational assistants (EAs) and the important role that they play in supporting students with characteristics of ADHD in the general education classroom. I believe that support staff is vital to the support of students with diverse learning needs, such as those with ADHD, in the classroom community.

Furthermore, as a result of this research the use of academic strategies such as visual aids and schedules, communication with parents and the use of regular positive reinforcement in the classroom, has been more strongly validated and will most definitely be a part of my teaching practices.

### ***Setting up the Learning Environment***

The findings of this research study strongly support collaborative work and the use of talk partners and math partners, with some one on one support, to best support students with characteristics of ADHD in the classroom community and learning environment. As a result of these findings, my teaching practices in my classroom will also include talk partners and math partners. Students with characteristics of ADHD will be carefully and strategically partnered up with students who can model and reinforce positive learning habits and behavior. Furthermore, my students will sit in groups in order to complete work collaboratively. I believe that this would create an inclusive and supportive learning environment for all students in my classroom.

### **Recommendations:**

The findings of my research have led to many recommendations for the educational community, for pre-service education programs and for what can be done in schools. In order for teachers to feel confident in building an inclusive community that supports students with

characteristics of ADHD in the learning environment, I recommend that all pre-service education programs include a special education course. I believe that by including a special education course as a requirement in all pre-service education programs, many new teachers would feel better equipped and knowledgeable on the topic of supporting students with diverse learning needs in the general education classroom. Secondly, I recommend that all schools provide staff training sessions on supporting students with characteristics of ADHD in the classroom community, on a regular basis. By regularly holding training sessions for teachers, at staff meetings for example, there is a greater possibility that teachers would learn and share resources and strategies that are research informed and supportive. Supporting students with characteristics of ADHD in the learning environment can be an overwhelming task. Therefore, I recommend that the Ministry of Education include suggestions and tips for teaching students with diverse learning needs in the curriculum documents. By building this into the curriculum documents, teachers would have a starting point to build on when supporting students with diverse learning needs, such as ADHD, in the general education classroom.

### **Further Study**

The results of this research study have led to a lot of interesting findings regarding supporting students with characteristics of ADHD in the learning environment and in the classroom community. Although I have learned a great amount from the findings of this research, I believe that further research can lead to even more insights and learning. I believe that this research can be further extended to include more participants. With a greater number of participants, broader insights can be gained from a wide variety of educators who practice various strategies for supporting students with characteristics of ADHD in the classroom

community and in the learning environment. In the future, I think it would be especially interesting to extend this current research study to include the perspective of students with characteristics of ADHD. I believe that by interviewing students with characteristics of ADHD on whether or not they feel supported in the classroom community and learning environment and on what strategies work best for them, educators can gain valuable insights and learn effective strategies that can be integrated into the general education classroom. Another idea for future research can include a longitudinal case study of one student over a few years. I believe that it would be especially interesting to interview a student's teachers over a variety of years to investigate the ways they support that student with characteristics of ADHD in the classroom community and learning environment. In this study, I would also measure the student's academic and social success year to year. I believe that this study would lead to extremely interesting findings related to the most effective strategies for supporting student's in the classroom community and learning environment and to whether or not those strategies lead in increased academic and social success.

**Conclusion:**

The results of this study have led to many implications, recommendations and raised many questions that have led to ideas for future research studies. I have learned from both my literature review and my interviews with both of my participants that having whole group conversations with my students about how to work together and be respectful of one another from the very start of the school year can contribute to building an inclusive classroom community. I have also learned the importance of support staff, the use of academic strategies, communication with parents and the use of positive reinforcement can all be effective strategies

for supporting students with characteristics of ADHD in the general education classroom. In terms of setting up the learning environment to support students with characteristics of ADHD, it is important to incorporate collaborative work and carefully selected talk partners. The findings of this research study indicate that my participants were interested and invested in finding ways to support their students with characteristics of ADHD with in the classroom. Their efforts demonstrate what is possible when teachers have an understanding of how to support the diverse needs of their students and a commitment to do so.



### References

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing
- Bagwell, L.C., Molina, B., Pelham, E.W., & Hoza, B. (2001). Attention-deficit hyperactivity disorder and problems in peer relations: Predictions from childhood to adolescence. *Journal of the American Academy of Child & Adolescent Psychiatry*, 40(11), 1285-1292.
- Blachman, D.R., & Hinshaw, S.P. (2002). Patterns of friendship among girls with and without attention-deficit/hyperactivity disorder. *Journal of Abnormal Child Psychology*, 30(6), 625-640.
- Boudouris, C. (2005). Peer-tutoring: Positive peer interactions. *Ohio Reading Teacher*, 37(1), 11-19.
- Carbone, E. (2001). Arranging the classroom with an eye (and ear) to students with ADHD. *Teaching Exceptional children*, 34(2), 72-81.
- Greene, K., & Mitcham, K.C. (2012). Community in the classroom. *English Journal*, 101(4), 13-15.
- Kellison, I., Bussing, R., Bell, L., & Garvan, C. (2010). Assessment of stigma associated with attention-deficit hyperactivity disorder: Psychometric evaluation of the ADHD Stigma Questionnaire. *Psychiatry Research*, 178(2), 363-369.
- Law, G.U., Sinclair, S., & Fraser, N. (2007). Children's attitudes and behavioural intentions towards a peer with symptoms of ADHD: Does the addition of a diagnostic label make a difference? *Journal of Child Health Care*, 11(2), 98-111.
- Nahmias, M.L. (1995). Communication and collaboration between home and school for students

with ADD. *Intervention in School and Clinic*, 30(4), 241-247.

National Institute of Mental Health (2013). Attention deficit hyperactivity disorder (ADHD).

Retrieved from <http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/complete-index.shtml>

Plumer, J.P. (2005). The relative effects of classwide peer tutoring and peer coaching on the positive social behaviours of children with ADHD. *Journal of Attention Disorders*, 9(1), 290-300.

Reif, S. (2004). Instructional strategies and accommodations to motivate and boost academic performance of students with AD/HD (K-8). *Conference Papers – Children & Adults with Attention Deficit Disorder*.

Roffey, S. (2013). Inclusive and exclusive belonging - the impact on individual and community well-being. *Educational & Child Psychology*, 30(1), 38-29.

Tan, T.S., & Cheung, W.S. (2008). Effects of computer collaborative group work on peer acceptance of a junior pupil with attention deficit hyperactivity disorder (ADHD). *Computers and Education*, 50(3), 725-741.

Turner, D.W., (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.

## Appendices

### Appendix A: Letter of Consent for Interview



Date: \_\_\_\_\_

Dear \_\_\_\_\_,

I am a graduate student at OISE, University of Toronto, and am currently enrolled as a Master of Teaching candidate. I am studying how teachers build a community in the general education classroom that includes students with Attention Deficit Hyperactivity Disorder (ADHD). I am doing this for the purpose of investigating an educational topic as a major assignment for our program. I think that your knowledge and experience will provide insights into this topic.

I am writing a report on this study as a requirement of the Master of Teaching Program. My course instructor who is providing support for the process this year is Dr. Susan Schwartz. My research supervisor is Dr. Shelley Murphy. The purpose of this requirement is to allow us to become familiar with a variety of ways to do research. My data collection consists of a 40 minute interview that will be audio-recorded. I would be grateful if you would allow me to interview you at a place and time convenient to you.

The contents of this interview will be used for my assignment, which will include a final paper, as well as informal presentations to my classmates and/or potentially at a conference or publication. I will not use your name or anything else that might identify you in my written work, oral presentations, or publications. This information remains confidential. The only people who will have access to my assignment work will be my research group and supervisor, and my course instructor. You are free to change your mind at any time, and to withdraw even after you have consented to participate. You may decline to answer any specific questions. I will destroy the audio recording after the paper has been presented and/or published which may take up to five years after the data has been collected. There are no known risks or benefits to you for assisting in the project, and I will share with you a copy of my notes to ensure accuracy.

Please sign the attached form, if you agree to be interviewed. The second copy is for your records. Thank you very much for your help.

Yours sincerely,

Researcher name: Anna Maria Landolfi

Phone number, email: 416-804-7654, annemarie.landolfi@mail.utoronto.ca

Instructor's Name: Dr. Susan Schwartz  
Phone number: 416-524-3035 Email: susan.schwartz@utoronto.ca

Research Supervisor's Name: Dr. Shelley Murphy  
Email: shelley.murphy@utoronto.ca

Consent Form

---

I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw at any time without penalty.

I have read the letter provided to me by Anna Maria Landolfi and agree to participate in an interview for the purposes described.

Signature: \_\_\_\_\_

Name (printed): \_\_\_\_\_

Date: \_\_\_\_\_

### **Appendix B: Interview Questions**

Hi my name is Anne-Marie and I am a Masters of Teaching student at the University of Toronto. Thank you for participating today. The data collected in this interview will contribute to my Masters of Teaching Research Paper which is a requirement for completing my teaching degree. Any personal identifiers will be taken off the record for your confidentiality. The topic we are going to discuss today is strategies for building an inclusive community in the general education classroom that includes students with Attention Deficit Hyperactivity Disorder (ADHD). I'll ask you about 10 questions and it will take about 30-40 minutes. I would like to record this interview so I will be able to quote you without any flaw

#### Professional Background:

1. What grade do you teach?
2. How long have you been teaching?
3. Have you had the opportunity to receive any specific training around how to support students with ADHD, either in your pre-service program or in a professional development setting?
  - a. If so, what was it?
  - b. If not, do you think it would support you in the classroom if you were offered more training?
4. Where did you get your information about supporting students with ADHD?
5. Outside of the school environment do you know anyone with ADHD?

#### Strategies for Building an Inclusive Community:

6. Can you describe the kind of community that exists in your classroom?
7. How have you gone about building community in your classroom?
8. What strategies do you find most effective in building an inclusive community in your classroom?

Experiences Teaching Students with ADHD:

9. Have the students with characteristics of ADHD in your class been identified on an Individual Education Plan (IEP)?
10. Can you talk about the experiences of your students with ADHD within the classroom community? For example, do you find that they are included or excluded in the classroom community?
11. Thinking about your students with ADHD in particular, can you talk about any challenges you have faced in your attempts to build and inclusive community in your classroom

Setting Up the Learning Environment:

12. Can you talk about the ways you organize your classroom (Ex. group work, reading corner, one-on-one work with students, etc.) and how you believe these contribute to supporting your student with ADHD in the classroom community?
  - Can you provide specific examples?
13. Do you have anything else you would like to share about building an inclusive community in your classroom, specifically for students with ADHD?