

Research update



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Research update By: Sandra Corpas Velasquez * Academic articles 1. Title:

Nothing works!' A case study using cognitive-behavioral interventions to engage parents, educators, and children in the management of attention-deficit/hyperactivity disorder. Author: Levine, Eva S., Anshel, Daphne J.

Source: Psychology in the Schools Year: 2011 b) Currently, attention deficit disorder (ADHD) is one of mental health problems most

frequently identified in children aged escolar. Its consequences manifest themselves in social difficulties children to interact with their environment, and development of mental disorders who whose side effects on

performance, leading to school failure. Today there are protocols of behavior based on the evidence for the management of

impairments associated with ADHD, and yet the school

psychologists are sometimes difficulties in which participating teachers and parents in the sustained implementation of these interventions.

Cognitive-behavioral therapy (CBT) can overcome obstacles with

emphasis on education and addressing the disorder that presents including a strong emotional support, developing a collaborative environment,

identifying the

thoughts and assumptions that maintain maladaptive behavior patterns. c)

the article mentioned above, is highly productive in the research project, because it shows clearly

part of the origins of disorders and difficulties expressed in (ADHD) is

also important, because it must take into account various attitudes taken as a teacher in the classroom that I am definitely not suitable for dealing with

students with special needs, also highlight the role to be played

by teachers and parents to work together for the proper conduct

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of the activities proposed. 2. Title: School-based treatment of attention-deficit/hyperactivity disorder. Author: Schultz, Brandon K., Storer, Jennifer, Watabe, Yuko, Sadler, Joanna, Evans, Steven W. Source: Psychology in the Schools Year: 2011 b) There are several sources of research about (ADHD), and their treatment in general, the affected student works not receive access to appropriate treatments for this problem, in spite of all consequences derived from this disorder, which causes difficulties in learning, teachers and administrative school staff. Several psychosocial interventional shows that in reading research are reflected good results.

though the authors approach is anchored to the service provided to these children with special needs, based on opportunities to developing a cognitive-behavioral versus (ADHD). c) This article, it is important for my research project, that we as teachers not only fulfill an academic role in front of students, but a role focused on the opportunities afforded to children with these disorders, based on psychosocial interventions are the approach taken by the authors of everything related to the disorder (ADHD) 3. Title: Authentic Learning Experience Prepares Preservice Students to Teach Art to Children with Special Needs. Author: Bain, Christina, Hasio, Cindy Source: Art Education Year: 2011 b) The article focuses on the use of authentic learning experiences in art teacher education programs to prepare teachers to teach students with special needs in an art classroom setting. The authors address the limited instruction given to many preservice art teachers regarding the education of children with special needs. They emphasize the inclusion of students with special needs in the art classroom in school districts across the U. S. through the implementation of the Individuals with Disabilities Act

(IDEA). The authors describe a course in which preservice art teachers were given experience with students with special needs. Topics include fair and appropriate education (FAPE), Individualized Education Plans (IEP), and the attitudes of the teachers toward the challenges of the program. c) is very important because we can create new strategies for inclusion in the classroom to improve the environment and that students with special needs special to achieve the targets, taking into account the question Research this article is helpful. 4. Title: ADHD and academic performance: why does ADHD impact on academic performance and what can be done to support ADHD children in the classroom? Author: DALEY, D BIRCHWOOD Source: CHILD: CARE, HEALTH Y DEVELOPMENT Year: 2010 b) According to the study conducted by research, we can see that the disorder attention deficit hyperactivity disorder (ADHD) and academic achievement are related the relationship at different stages of development under review, focuses on preschoolers, children, adolescents and adults. In this article provides that, if left untreated (ADHD), will directly influence the student's academic development. Finally concluded that we should evaluate strategies that can address an academic improvement or deterioration of persons with ADHD. c) Development of my research project, this paper brings together key aspects of the way we treat symptoms (ADHD) and as teachers our relationship with them should be strategically as previously studied by different actions, and provide appropriate management to avoid these symptoms influence fully in the academic performance of students. 5. Title: ADHD expressive writing difficulties of ADHD children: when good declarative knowledge is not sufficient. Author: Re, Anna;

Cornoldi, Cesare Source: " European Journal of Psychology of Education - EJPE (Springer Science & Business Media B. V. Year: 2010 b)

Related to a particular case (ADHD) and the difficulties of expressive writing, this problem has not been explored. Several

investigations show that way (ADHD) Influences the critical factors affecting expressive writing, and not have to do with knowledge about how to write. Academic difficulties not only affect the student's

learning but also affects performance or ability to interpret a situation that either of their knowledge. C) This article is important in my research

project that we understand the great difficulty in facing parents,

teachers and students in management (ADHD). Also keep

in mind that the issues affecting school performance are not only skills but they must reach the poor performance in skills already acquired. * Academic

article from internet Title: Academic and Educational Outcomes of Children with ADHD Author: Irene M. Ioe, Heidi M. Feldman Source: Year: 2006

Attention-deficit/hyperactivity disorder (ADHD) is associated with poor grades, poor reading and math standardized test scores, and increased grade retention. ADHD is also associated with increased use of school-based services, increased rates of detention and expulsion, and ultimately with relatively low rates of high school graduation and postsecondary education.

Children in community samples who show symptoms of inattention, hyperactivity, and impulsivity with or without formal diagnoses of ADHD also show poor academic and educational outcomes. Pharmacologic treatment and behavior management are associated with reduction of the core symptoms of ADHD and increased academic productivity, but not with

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improved standardized test scores or ultimate educational attainment.

Future research must use conceptually based outcome measures in prospective, longitudinal, and community-based studies to determine which pharmacologic, behavioral, and educational interventions can improve academic and educational outcomes of children with ADHD. b) ADHD is directly related to low grades, poor reading, and continued retention, symptoms of inattention, hyperactivity, and impulsivity.

Thus the pharmacological treatment and behavior management are associated with the reduction of the main symptoms of the disorder (ADHD).

in this way must be

based on research that educational interventions should be made to improve academic performance. c) This article is very functional for understanding that children with special needs cannot have a level of academic demands as well as others such as teachers must implement strategies within the classroom which will allow them to feel comfortable, accepted and included and conduct all their activities as best as possible, this is how we as teachers achieve harmony in the classroom and normal development of the class. In my day job I bring this article too, as research for my job that I learn much more from the topic and improved strategies to support children with special needs. * Article from a book Title: ADHD A SURVIVAL GUIDE FOR PARENTS AND TEACHERS Author: RICHARD A. LOUGY, MFT and DAVID K. ROSENTHAL, MD Year: 2002 B) This book

is very useful for parents and teachers to find solutions, resources and suggestions to questions about their children or students. a

section of advice is especially useful for all parents and teachers to face and work with special needs children with ADHD found a

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tool that can be understood easily for use at home and in the classroom.

Taking into account the research on ADHD, it is easier to understand the difficulties right through the treatment and how to conduct a psycho educational intervention to meet the new challenges posed by ADHD. C)

This text gives us very far and more precise guidelines to work

Children with Special Needs ADHD must

be a complementary and comprehensive work with parents, teachers and students, noting that the latter have the confidence to

develop the responsibilities assigned to and accept failure without

feeling reported by others. This book is very helpful to work

research that has clear and precise guidelines that we routed the final goal. *

NON-PRINTED SOURCE Video NAME: Recognizing ADD and ADHD in Children

Source: <http://www.youtube.com/watch?v=o2B9JmsnFAC> Author: www.

SaberHacer.com