

Vulnerable population workplace project

[Profession](#), [Teacher](#)



I am a psychiatric RN for children for the past 8 years. I wrote this essay from my experience. I am currently working towards completing my bachelor's degree and eventually working to become a psychiatric NP for children. Not only do I specialize in psychiatry, I myself have ADHD and can understand how children and adults struggle when not properly treated.

Vulnerable Population in the Workplace Ronya Bentz NUR/440 February 27, 2010 Pauline Rogers Vulnerable Population in the Workplace Most staff members become anxious when asked to speak with a group of teachers about educating children with Attention-Deficit-Hyperactivity-Disorder (ADHD). Staff members may experience intimidation instructing teachers in how to educate children. To decrease stress a verbal and visual program assisted coworkers to become more confident. Information provided to staff members was a brochure as a tool for teachers, and a PowerPoint to assist with a presentation. During the presentation obstacles were addressed concerning the importance of educating the school systems for improving a child's learning and social abilities regardless of possessing ADHD. When an employee uses his or her expertise, this creates an opportunity to educate the community in helping ADHD children become more socially recognized and accepted. Support from the community allows greater opportunities to improve special education programs and developmental resources. The ability to teach employees in promoting awareness of ADHD to the school system will broaden the perceptions of teachers working with ADHD students. Many teachers do not understand how to support students with ADHD. According to Smith (2012), " Approximately three to five percent of all children in the US currently suffer from ADHD which translate in real

terms into 2 million children" (How to teach ADHD child-effective teaching techniques for ADHD students). Strategies to assist teachers in improving children's written expression could include written instructions to the parents, organizers to provide visual aids, and " post-it" notes to create ideas for essay writing (Low, 2012). A personal strategy is to use head phones to prevent other noises from interrupting the child's train of thought. Math educators can use peer tutoring, and the teacher can clarify problems to the pupil. To encourage self-confidence, the student can create his or her own examples, and discuss the answers (Low, 2012). Another indication needed is to the education of staff members in how to embrace the community by concentrating on specific community resources. These resources are " teachers, social workers, and allied health professionals" (Russel, et al 2011 p. 404). Other resources that are available include spiritual advisor, " parents, child and adolescent mental health, community pediatrics, GPs, OT and education services" (Russel et al. 2011, p. 406) and spiritual advisor. Using resources outside of the school system allows the student to receive holistic care by addressing his or her mind, body, and spirit. Staff members optimistically responded with various questions on how to educate the teachers and the community during the power point presentation. Also each employee received a brochure that provided teaching strategies and ideas to improve educational success for children with ADHD. This endorses the third concept: to provide educational material to staff while promoting quality information to those with ADHD. A teacher is vulnerable if he or she is not educated in recognizing a child's special needs. Staff members can be the resource for teachers to contact while teaching a child with ADHD. Some

examples of facts to improve teacher's abilities in educating children with ADHD were in the brochure and the power point. An example according to Davis (n. d.), " understanding the struggle a student with ADHD has and provide an ordered, safe, predictable environment" (Ideas for Teaching ADHD children). Another example provided according to Davis (n. d.) is to " establish a courteous, working relationship with the student's parents. Learn about their child's strengths, weaknesses, interests, and achievements and ask for learning methods the child learns most effectively" (Ideas for Teaching ADHD children). As parents become involved in the education of the student, the child's learning ability improves and builds self-esteem for the child and the parent. The final concept: staff members will learn how to enhance special education programs and child-development resources. To accommodate children with ADHD, there are two resources. Ascertaining how the child is altered by his or her disability will determine the type of assistance he or she should receive. A 504 Plan and an IEP are programs to protect and assist a student with a disability by improving his or her opportunity to learn in a less restrictive setting. Establishing the requirements for a child is different in each program. It is more of a challenge for a child to qualify for special education services and obtain an IEP. A student must meet detailed conditions to qualify for special education. A pupil can have a disability such as ADHD, yet not meet the requirements for special education programs. The student must have a " major life function" that influences his or her education in a negative manner. To meet criteria for a 504 Plan, a student can achieve academically but requires behavioral modifications or fundamental skills enhancement because of

symptoms of ADHD. While discerning the disability impairment in school, a direct link will influence, which program the child needs. For example, a child who has learning challenges in reading or math and has ADHD would not necessarily qualify for a 504 program plan. One would have to establish that the reading or math complications are a direct result of the ADHD (King, 2008). Staff members expressed excitement in learning to ascertain the difference between IEP and 504 Plans. This will boost his or her confidence in teaching about students who may be struggling in the school system. With use of the brochure and the knowledge given to staff members of the power point presentation, an educational package is available to educate teachers in the school systems and other community resources. Coworkers have requested more material to set up an educational program to teach parents how to educate and build confidence with children with ADHD. In conclusion, coworkers need to understand how to encourage and educate teachers and the community to meet educational and social needs of children with ADHD. There are four concepts in determining obstacles in the workplace by improving understanding of the importance of working with school systems. This begins with educating staff members in raising teacher awareness, and bringing together the community to improve services for disabled children who have ADHD. This program will teach staff members how to provide quality constructive information to teachers, help children with ADHD recognize strengths, and teach the community how to improve educational and developmental learning resources. Each coworker will be confident in his or her presentation to the school system and the community. Reference Davis, L. (n. d.). Meet Kelly bear. Retrieved from <http://www.kellybear.com>

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