

# Elementary-age students identified with adhd receive

[Education](#)



## Elementary-Age Students Identified with ADHD Receive

The main setting in which elementary-age students identified with ADHD receive their education depends on such factors as the time of diagnosis, the presence of other disabilities, or their eligibility for special education services. It is difficult to determine the main setting because development and behavior may vary considerably across elementary-age students, and lack of sufficient data on direction for elementary-age children with ADHD (Friend, 2014, 179).

Elementary-age students diagnosed with ADHD have behavioral problems that may result in their expulsion from the main setting in which they receive their education. Such behavioral challenges include forgetfulness, sleeping problems, and difficulty cooperating with other students. Such behaviors escalate as a child moves into elementary school, and for that reason, make it difficult to identify their appropriate main setting (Friend, 2014, 179).

The results of intervention measures require considerable caution as few studies of intervention effectiveness have been completed successfully with young children. This is despite the effectiveness of parent training, behavior interventions, and medication. The best combination for young children has not yet been comprehensively determined and thus their main setting requires consistent and immediate feedback (Friend, 2014, 179).

The federal government does not collect and publish data regarding the main setting in which children with ADHD are educated. Children with ADHD often have other disabilities, and hence, data from their disability group does not compellingly determine their main setting for education.

Students with both ADHD and a learning or emotional disability have to

adapt to the least restrictive environment provision of IDEA. Even so, one cannot differentiate the application of this dimension of the law from the annual reports issued about ADHD implementation. It is ambiguous and makes it so difficult to determine the main setting in which elementary-age students identified with ADHD receive their education (Friend, 2014, 180).

#### Reference

Friend, M. (2014). *Special education: contemporary perspectives for school professionals*. (Fourth edition). Boston: Pearson.