

# Classroom Behavioral Performance of Students with Attention Deficit Hyperactivity Disorder (ADHD) and Students without ADHD

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## Abstract

The present study has assessed the classroom behavioral performance of the students with Attention Deficit Hyperactivity Disorder (ADHD) and students without ADHD. In total, 30 students sample were collected from the ten ICSE schools in Prayagraj, Uttar Pradesh. The Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) was used for the data collection in this study. Children who exhibit the behavioral symptoms of Attention Deficit Hyperactivity Disorder are often considered problematic. Children with Attention Deficit Hyperactivity Disorder are at increased risk of a wide range of adverse difficulties, including low self-esteem, academic underachievement, poor peer relationships, disrupted family relationships, accidents and anti-social behavior. Attention Deficit Hyperactivity Disorder is also associated with an increased rate of other disorders, including depression, anxiety, other behavioral disorder, tic disorders, and specific learning difficulties. Parents, teachers and other children's are often frustrated by the behavior of ADHD children. Therefore it is essential that an understanding of this disorder is created so that those who come in contact with children who have Attention Deficit Hyperactivity Disorder are able to deal with them appropriately. The finding of the study revealed that students with ADHD exhibited poor classroom behavior in comparison to students without ADHD, at their school level.

**Key Words:** Classroom behavioral performance, ADHD, VADTRS

## Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological disorder that develops during childhood and can persist into adulthood. It can affect a child at school, at home, and in friendship. Attention Deficit Hyperactivity Disorder may have signs from these categories (Inattentive, Hyperactive, impulsive).

These symptoms make meeting the daily rigors of school challenging for the students. Inattention may contribute to missing important details in assignments, day dreaming during lectures and other activities, and difficulty organizing assignments. Hyperactivity can be expressed in either verbal or physical disruptions in class. Impulsivity can lead to careless errors, responding to questions without fully

formulating the best answers, and only attending to activities that are entertaining or new. The exhibiting behavior look like that of younger children, children with ADHD often act immaturely and have difficulty learning how to control their impulsiveness and hyperactivity. They can have problems forming friendships with other children in the class and may have difficulty thinking through the social consequences of their action.

### **Significance of the study:**

The issue of Attention Deficit Hyperactivity Disorder (ADHD) is one of the controversial parts in education that has been misunderstood for many years. According to the American psychologist around 5% of children and 7% of adults have ADHD and of that percentage comes from some of the world's most influential people. In the recent years it has generally accepted that ADHD does exist and that study of it is important. This study incorporates the factors that can contribute to the educational outcome of children with ADHD. Many researches have been done in foreign country but there is scarcity of research work done in this field in India. Hopefully this research will provide a better understanding of students with ADHD in classroom behavioral performance and it help those students with ADHD who are experiencing problematic behavioral problems in classroom activity.

**Objective:** To assess the classroom behavioral performance of students with Attention Deficit Hyperactivity Disorder and students without Attention Deficit Hyperactivity Disorder.

**Research Method:** Descriptive survey method was used.

**Sample:** Purposive sampling was used to select the sample collection for the present study. In total, 30 students sample were collected form the ten ICSE schools in Prayagraj, Uttar Pradesh.

**Tool Used:** Vanderbilt Attention Deficit Hyperactivity Disorder teacher rating scale by Wolraich ML

### **Data Analysis**

The information of the entire student's classroom behavioral performances score comes from the Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) and the entire student's classroom behavioral performance score was assessed on the basis of teacher reported scores.

### **Classroom Behavioral Performance**

Five questions are included on the VADTRS to measure Classroom Behavioral Performance by the teachers. The section dedicated to classroom behavior is measured on a 5-point scale (ranging from 1 to 5, maximum score of 25). Higher scores indicate better classroom behavior performance while lower scores indicate poor performance. Before the Classroom Behavior Performance scores were summed, they were evaluated individually. Table 1.1 shows the mean score for each question both for

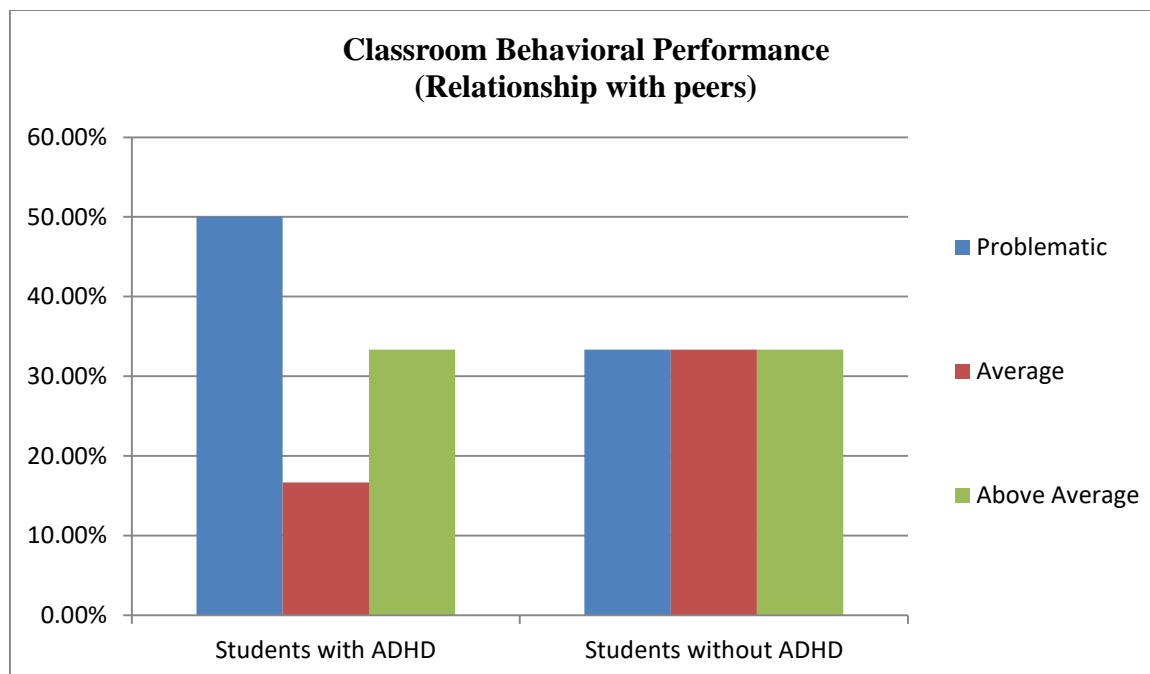
students with ADHD and students without ADHD. For all five questions, students without ADHD performed better than their ADHD peers. Mean implies average and it is the sum of data divided by the number of data. Mean is proved to be an effective tool when comparing different set of data.

Classroom behavior performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Relationships with peers	2.83	3.05
Following direction/rules	2.08	2.77
Disrupting class	2.08	2.77
Assignment completion	1.5	2.66
Organizational skills	2.08	2.72

Table 1.1 shows the classroom behavioral performance of the students with ADHD and students without ADHD.

Classroom behavioral performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Relationships with peers problematic	6	6
Relationships with peers average	2	6
Relationships with peers above average	4	6

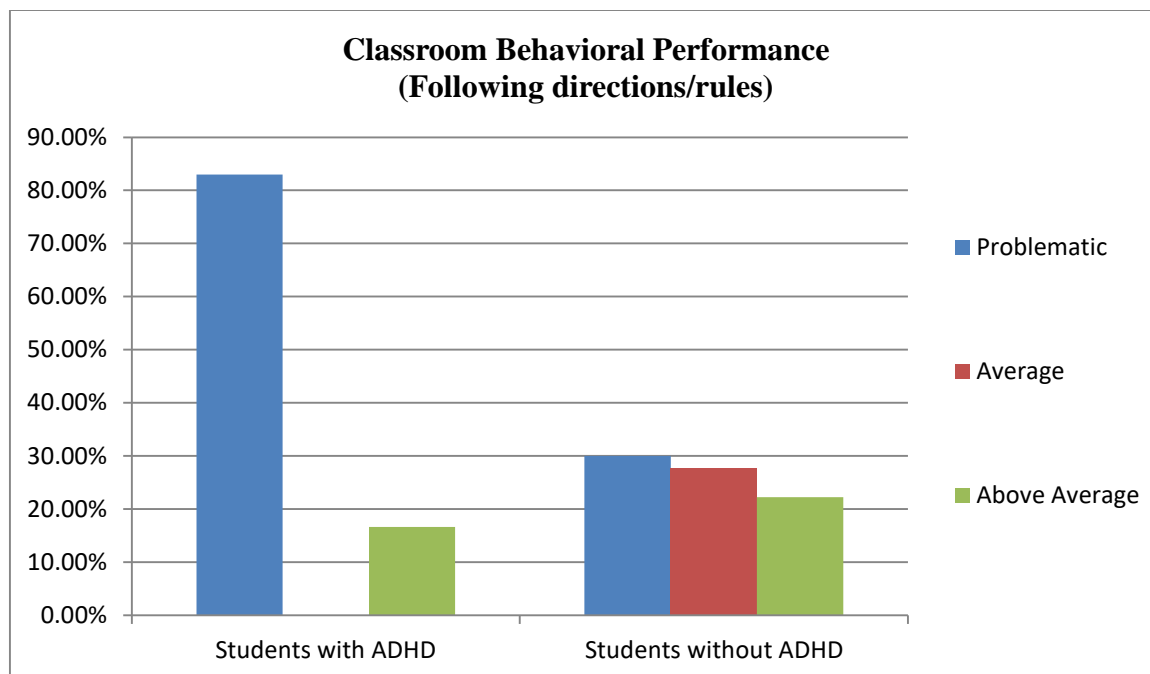
Table 1.2 Classroom behavioral performance: Relationships with peers



Graph 1.1 shows the percentage of the table 1.2 classroom behavioral performances of relationships with peers problematic, average and above average of the students with ADHD and students without ADHD. The students with ADHD having problematic in relationship with peers 50% and students without ADHD 33.33%, in average relationship with peers students with ADHD 16.66% and students without ADHD 33.33%, and the above average relationship with peers 33.33% of the both student with ADHD and students without ADHD.

Classroom behavioral performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Following direction/rules problematic	10	9
Following direction/rules average	0	5
Following direction/rules above average	2	4

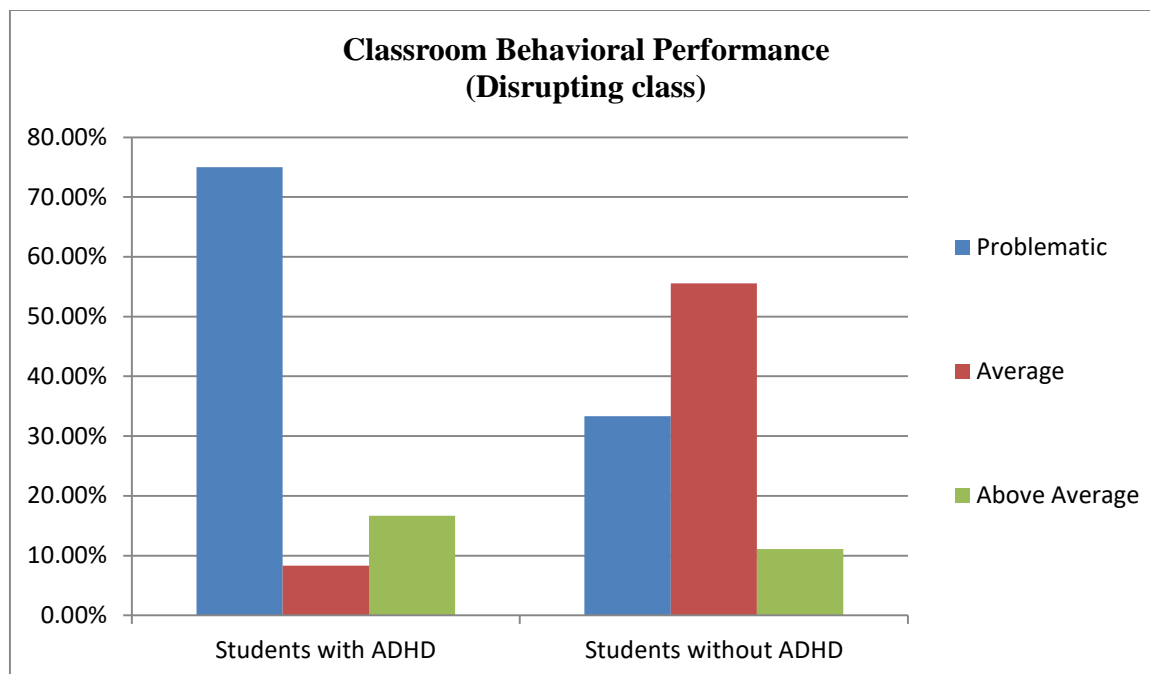
Table 1.3 Classroom behavioral performance: Following direction or rules



Graph 1.2 shows the percentage of the table 1.3 classroom behavioral performances of following direction or rules problematic, average and above average of the students with ADHD and students without ADHD. The students with ADHD having problematic in following direction or rules 83% and students without ADHD 30%, in average following directions or rules students with ADHD are 0% and students without ADHD 27.77%, and the above average following directions or rules students with ADHD are 16.66% and students without ADHD 22.22%.

Classroom behavioral performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Disrupting class problematic	9	6
Disrupting class average	1	10
Disrupting class above average	2	2

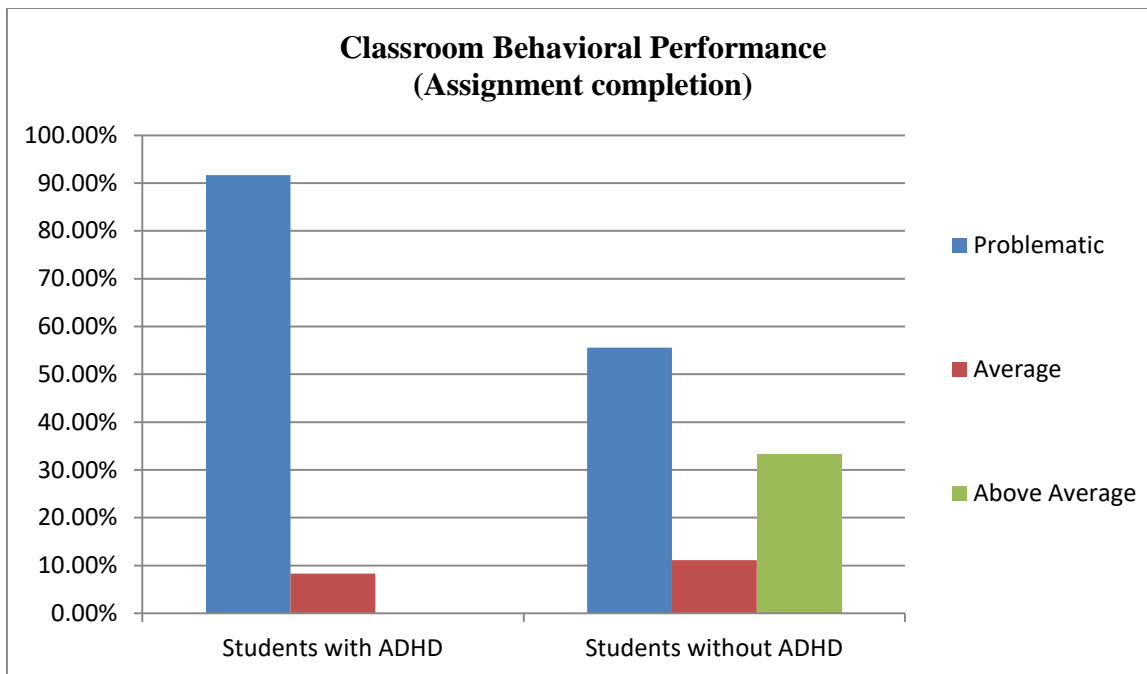
Table 1.4 Classroom behavioral performance: Disrupting class



Graph 1.3 shows the percentage of the table 1.4 classroom behavioral performances of disruption class problematic, average and above average of the students with ADHD and students without ADHD. The students with ADHD having problematic in disruption class 75% and students without ADHD 33.33%, in average disruption class students with ADHD are 8.33% and students without ADHD 55.55%, and the above average disruption class students with ADHD are 16.66% and students without ADHD 11.11%.

Classroom behavioral performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Assignment completion problematic	11	10
Assignment completion average	1	2
Assignment completion above average	0	6

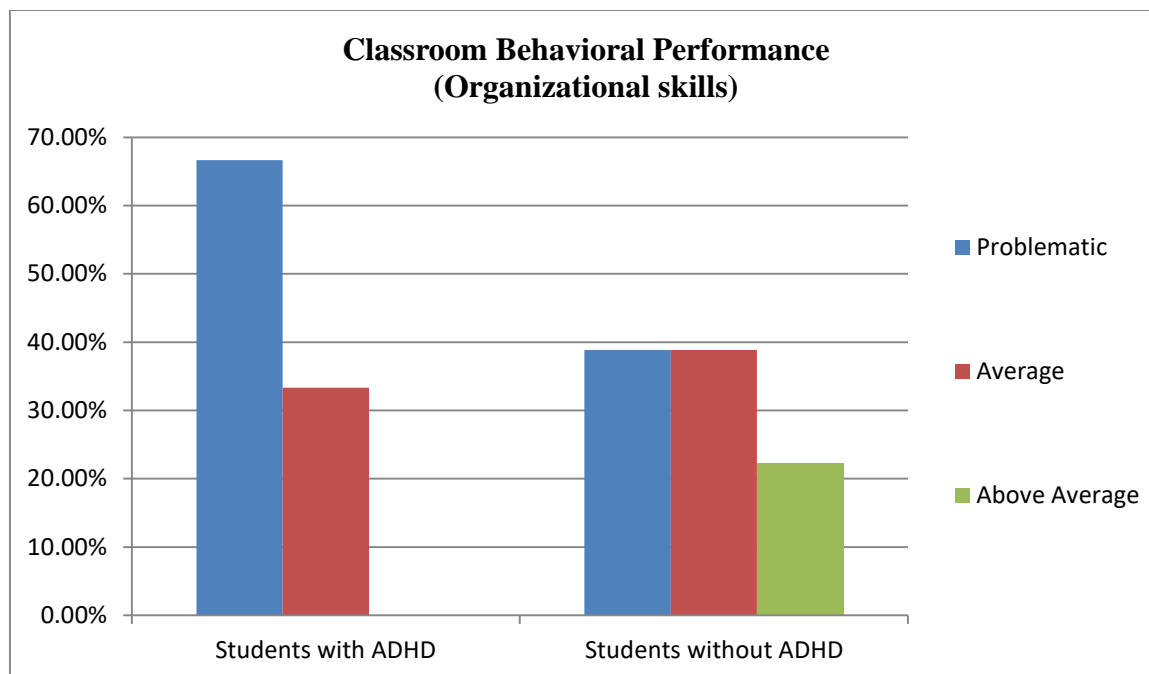
Table 1.5 Classroom behavioral performance: Assignment completion



Graph 1.4 shows the percentage of the table 1.5 classroom behavioral performances of assignment completion problematic, average and above average of the students with ADHD and students without ADHD. The students with ADHD having problematic in assignment completion 91.66% and students without ADHD 55.55%, in average assignment completion students with ADHD are 8.33% and students without ADHD 11.11%, and the above average assignment completion students with ADHD are 0% and students without ADHD 33.33%.

Classroom behavioral performance	Students with ADHD (n=12)	Students without ADHD (n=18)
Organizational skills problematic	8	7
Organizational skills average	4	7
Organizational skills above average	0	4

Table 1.6 Classroom behavioral performance: Organizational skills



Graph 1.5 shows the percentage of the table 1.6 classroom behavioral performances of Organizational skills problematic, average and above average of the students with ADHD and students without ADHD. The students with ADHD having problematic in Organizational skills 66.66% and student without ADHD 38.88%, in average organizational skills students with ADHD are 33.33% and students without ADHD 38.88%, and the above average organizational skills students with ADHD are 0% and students without ADHD 22.22%.

### Conclusion:

The study revealed that Out of 30 student's 40% of students were identified with ADHD and the 60% of students without ADHD. The finding of the study revealed that the analyses of the classroom behavioral performance of the students with ADHD are performed poor as compared to the students without ADHD. The classroom behavioral performance is very challenging for the students with Attention Deficit Hyperactivity Disorder. Students are generally identified only after consistently demonstrating a failure to understand or follow rules or to complete required task. And the Other common reasons for referral include frequent classroom disruptions and poor classroom performance. The disruptive behavior sometimes associated with the expulsions. Overall, students with ADHD are having more problems in classroom behavioral performance than their nondisabled peer.



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