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**Classroom Management for ADHD Students:
Impact on Inclusion and Student Perception**

Trabajo de investigación para optar al Grado Académico de
LICENCIATURA EN EDUCACIÓN

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SOLO USO ACADÉMICO

RESUMEN

El TDAH se ha convertido en uno de los diagnósticos más comunes asociados al espectro neurodivergente, no obstante, es aún una condición comúnmente estigmatizada dentro de la esfera educacional, incluyendo colegios y universidades. El problema de investigación abordado en la presente tesis fue “Cómo los profesores manejan situaciones con estudiantes que tienen TDAH, y cómo se relaciona a la percepción de los estudiantes con TDAH respecto a su inclusión dentro de la sala de clases”. Con el fin de llevar a cabo este estudio, fue pertinente el uso de una metodología de naturaleza mixta: tanto cualitativa como cuantitativa. Los hallazgos principales demostraron que existe una noción general sobre el TDAH por parte de profesores y estudiantes, pero que necesita ser profundizada con el objetivo de mejorar el desempeño académico de estudiantes universitarios, como también las metodologías para lograr un buen manejo del aula. En relación a esto, se evidenció el nacimiento de una perspectiva inclusiva sobre el TDAH en el contexto educacional, pero que necesita ser investigada y trabajada colaborativamente en la esfera universitaria.

Palabras claves: TDAH, necesidades especiales, inclusión, juguetes antiestrés, manejo del aula, proceso de aprendizaje, estrategias de aprendizaje, educación superior.

ABSTRACT

ADHD has become one of the most common diagnoses associated with the neurodivergent spectrum; nevertheless, it is still a condition that is frequently stigmatized within the educational sphere, including schools and universities. The research problem that was broached in the present investigation was “How teachers manage situations with ADHD students and how it relates to the perception of ADHD students regarding their inclusion inside the classroom.” To conduct the study, it was pertinent to use a mixed-methods approach, both qualitative and quantitative. The main findings demonstrated that there is a general notion of ADHD in both teachers and students, but that it needs to be deepened in order to improve the academic performance of university students as well as methodologies for classroom management by teachers. In relation to this, it was shown that an inclusive perspective of ADHD is emerging in an educational context, but that it needs to be investigated and worked on collaboratively in the university setting.

Key words: ADHD, Special Needs, Inclusion, Fidget toys, Classroom management, Learning process, Learning strategies, Higher education.

CLASSROOM MANAGEMENT FOR ADHD STUDENTS: IMPACT ON INCLUSION AND STUDENT PERCEPTION

1. Introduction

STATE OF ART

Inclusion inside the classroom has been a constant challenge for the educational community during the last decades, undoubtedly changing the conception of the special needs of students.

First, and in order to avoid any confusion regarding the topic, the term “special needs” is described by MINEDUC in 2015 as a student who requires additional help and resources for their prompt learning, be it humane, materialistic or pedagogical. (p. 15)

Some other sources say “*Children with special needs are children who have obstacles in education or learning caused by internal and external factors (Forbis, et al., 2016). There are two categories of children with special needs based on the causal factors: (1) children who have special needs due to permanent abnormalities in the child (internal or physical factors in the child) (Haryanto, 2011), and (2) Both children with special needs who have temporary disabilities (external factors or caused by environmental situations) (Soendari, 2008).*” Having this been clarified then, what kind of special needs are to be treated in this investigation?

Public awareness and knowledge about ADHD have been increasing day by day as the disorder has been receiving more attention through different sources or social media. At the same time, however, the misconception of ADHD continues to grow stronger as people do not inform themselves correctly; they seem to prefer to stick to what they hear without questioning if what they have heard is true or not. Therefore, it is important that we provide a short definition for this topic.

Attention-deficit/hyperactivity disorder (ADHD), as defined by the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition [DSM-5; American Psychiatric

Association (APA) 2013], is a disorder characterized by developmentally inappropriate levels of inattention, hyperactivity, and impulsivity. As we can see, the symptoms of ADHD affect the focus that a person can have while doing a specific task, which is important to explore taking into account the multiplicity of activities to carry out throughout a person's student life from childhood to adulthood. Starting from this, the focus of this paper is based on students in an educational context.

Within the variety of disorders that affect students, ADHD has proven to be one of the most common that students suffer from. Worldwide, it is estimated that 4% to 12% of school-aged children and between 4% and 5% of adults, including college students, have ADHD. In Chile, studies show that the percentage rises as high as 16,4% in males and 14,6% in females between the ages of 4 and 11. However, when students reach the age between 12 and 18, the percentage changes, with just 2,1% in men and 6,9% in females. This issue is the main mental health problem that affects childhood, exposing figures of diagnostic prevalence between 5% and 8% at a global level. When it comes to Chile, epidemiological studies have shown that there exists an average prevalence of 10%, focusing on the ages of 4 to 18 years. In that sense, only between 2009 and 2013, this disorder doubled its presence in the public health system. Regarding ADHD in higher education, a study implemented in medical students from first to fifth year at the Pontificia Universidad Católica de Chile, concluded that 31% of students presented symptoms of attention deficit disorder. (Santander et al., 2013).

When speaking of special necessities, especially those present in the classroom, we can find multiple kinds of special needs, be they physical, psychological or cognitive, which is the main one to be addressed in this thesis. Besides ADHD, there are many other special needs in the classroom, some more alike than others. One kind of neurodivergence that is considered very similar to ADHD and treated somewhat similarly is Autism Spectrum Disorder (ASD). It consists of "a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviors." (2019)

On the other hand, there are other types of learning disabilities which are not very similar to ADHD, such as Intellectual Disability and Down Syndrome. On one hand, there is Intellectual Disability which, as the name itself says, is defined by Abha Shree as "(...) the circumstance in which a children's cognitive functioning is impeded to the point of causing a significant disability in receiving information from his or her environment. (...) An intellectual disability is defined as an IQ below 70 and deficits in adaptive behavior or daily living skills" (2016, p. 1). Then there's Down Syndrome, also known as Trisomy 21, which is a "genetic disorder caused by the presence of all or a portion of a third chromosome 21. Patients typically present with mild to moderate intellectual disability, growth retardation, and characteristic facial features." (2022) As shown in the quote above, Trisomy 21 is also characterized by a low IQ in those who suffer it.

ADHD, one of the most common neurodevelopmental disorders, is characterized by symptoms of inattention, and/or hyperactivity and impulsiveness, which must be present before the age of seven (American Psychiatric Association, 2000). Its prevalence is much higher than that of autism, with approximately 3–7% of school-age children suffering from this condition (American Psychiatric Association, 2000). Like autism, it is more frequent in males than females with a UK study showing a male: female ratio of 6.4:1 (Keen & Ward, 2004). This male-to-female ratio is dependent upon the subtype of ADHD classified; for example, more females are likely to be diagnosed with the inattentive type than with the hyperactive-impulsive type (Bradshaw, 2001). Unlike autism, diagnostic criteria for ADHD vary slightly according to which set of diagnostic criteria one refers to. This is mainly due to the fact that according to the DSM-IV-TR there are different subtypes of ADHD (inattentive, hyperactive/impulsive and combined), whereas such subtypes are not described by the more conservative ICD- 10. Common to all diagnostic criteria for ADHD is the caveat that it cannot be diagnosed in the presence of a PDD such as autism. It is this contentious aspect on which this review will be largely focused.

Nowadays, some tools and facilities have been discussed that can be used by people with ADHD to find support in the classroom. Organizations such as Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD) suggest their use pointing that “simple fidgeting tools, such as textured putty or squeeze balls that allow quiet, non-distracting movement seem to be helpful”. In the same way, the correct use of “fidget toys” have become popular since they “enable students to manage sensory issues, anxiety, and attention challenges by redirecting their physical and emotional energy into an object”. (p.12). Therefore, many people with ADHD have put their trust in these objects in order to regulate themselves. According to Mei Yee LUI, Lok Yiu WONG, Ho Yin MAK and Yi-Teng SHIH: “Minor repetitive movements can improve the nerve function of the brain and improve concentration when children have to perform long and tedious tasks such as listening to a teacher or reading, playing fidget toys may improve performance [11]” (p.1). As it can be seen, fidget toys do help ADHD students to manage their attention span during a class in order to improve their concentration, especially for long lectures. Nevertheless, we do not know for certain whether fidget toys help all students with ADHD.

The integrative educational program known in Chile as PIE (Programa de Integración Escolar) is a program centered to include students with special needs in the traditional educational context. The main purpose is to change the current vision of teaching, which focuses on the student with a disability individually, and change to a vision that eliminates all kinds of barriers in the educational context. The objective is to educate the students about diversity in order to achieve inclusion in the school environment (Ministerio de Educación [Mineduc], 2016, p.10). However, PIE is currently only applicable in schools from 1st to 12th grade, leaving higher education with no guidelines as to how to work with students who present special needs. Should universities make use of some sort of PIE, naturally adjusted to higher education, then students with ADHD and other special needs would have a smoother ride in their quest to get their degree. In conclusion, the change of vision of the program along with new

learning strategies, and collaborative work can make the inclusion of students with special needs something tangible.

RESEARCH PROBLEM

This investigation was focused on students with ADHD and their teachers who are part of Universidad Mayor located in Providencia, Santiago de Chile, and the sampling of the research was carried out throughout 2023. The topic approached was *“how teachers manage situations with ADHD students and how it relates to the perception of ADHD students regarding their inclusion inside the classroom.”*

JUSTIFICATION

The purpose of this investigation was to inform people concerning the topic of ADHD in students, specially focused in higher education as is University. The goal was to show how this disorder impacts their learning process, and consequently limits their performance in the classroom due to the feeling of alienation they have regarding their classmates. Hence, it is crucial that people grow more aware of the topic, as students are also members of society and have the right for a proper education despite their differences; they are the ones who will build our common future and should therefore be respected as any other. When speaking of the social benefits of this investigation, the aim was that it would even the ground for students without special needs, and students with ADHD. It is hoped that this will, in order, help decrease the exclusion students with ADHD suffer in their educational process.

This study is directed to benefit the ADHD students in the universities and their development and inclusion within the classroom. What is more, it is also considered that the benefits from this study will influence teachers and other members of the community; the knowledge teachers have of ADHD and whether or not they adapt correctly their lessons to these students; and the perception the teaching community has of the subject. The present investigation did not latch onto any existing investigation, but it

sought to initiate a new debate regarding the inclusion of ADHD students. This research focused on the problem and its various aspects.

OBJECTIVES

Main Objective

The main objective of this study was to explore the perception of ADHD students regarding their inclusion inside the classroom. In addition, it was examined how teachers managed situations of ADHD students, and if they were successfully included inside the classroom.

Specific Objectives

- a) To find out how allowing facilities to ADHD students, such as stress toys, influence their inclusion in the classroom.
- b) To identify how the teachers manage situations involving students with ADHD.
- c) To unveil what strategies teachers use to ensure the inclusion of their students with ADHD in their lessons?

Research Questions

1. How can allowing facilities to ADHD students, such as stress toys, influence their inclusion in the classroom?
2. How do the teachers manage situations involving students with ADHD?
3. What strategies do the teachers use to ensure the inclusion of their students with ADHD in their lessons?

Theoretical Framework

ADHD

ADHD, or Attention-Deficit/Hyperactivity Disorder, is a behavioral condition that makes focusing on everyday requests and routines challenging. People with ADHD typically have trouble getting organized, staying focused, making realistic plans, and thinking before acting (American Psychological Association, 2023).

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder affecting 11% of school-age children. Symptoms continue into adulthood in more than three-quarters of cases. ADHD is characterized by developmentally inappropriate levels of inattention, impulsivity and hyperactivity (Children and Adults with Attention-Deficit/Hyperactivity Disorder, 2020).

It is marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development (National Institute of Mental Health, NIMH, 2022).

Inclusion

General Comment No. 4 defines inclusion as

. . . a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.' (United Nations, 2016, para 11)

“Inclusion is accepting all people as equals—regardless of ability, ethnicity, age, religion, or gender identity—and ensuring that they have access to the same services and opportunities as everyone else. (Special Olympics).

Education

“Education is a basic human right that works to raise men and women out of poverty, level inequalities and ensure sustainable development.” (UNESCO).

“Education is the permanent learning process that encompasses the different stages of life of people, and that has as a goal to reach spiritual, ethic, moral, affective, artistic and physical development, through the transmission and cultivation of values, knowledge and skills.” (Original version: “La educación es el proceso permanente de aprendizaje que abarca las distintas etapas de la vida de las personas, y que tiene como finalidad alcanzar su desarrollo espiritual, ético, moral, afectivo, intelectual, artístico y físico, mediante la transmisión y el cultivo de valores, conocimientos y destrezas”) (MINEDUC).

“Education is the basic building block of every society. It is the single best investment countries can make to build prosperous, healthy and equitable societies.” (UNITED NATIONS).

Special Needs

“It is a clinical diagnostic and functional development term used to describe individuals who need help and support for any kind of disabilities i.e. medical, mental, or psychological” (IGI Global).

“‘Special educational needs’ is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age” Nidirect. (2021)

Students

IAEE: A student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an institution of higher learning and registered full-time, (...) and someone who doesn't work full time.

“Individual who is enrolled in an education programme for the purpose of learning. The term pupil may be used for students under the age of 18-20 years who attend school” (UNESCO UIS, 2023).

Perception

According to Britannica (2023), perception is the process whereby sensory stimulation is translated into organized experience, which is the joint product of the stimulation and of the process itself (Epstein, W., Dember, W. N., & West, L. J. 2023, March 18).

According to Hume, the perceptions of the mind take two forms; impressions and ideas. These two forms of perception make up the total content of the mind. He stated that the original perception is an impression, that is, when we hear, see, feel, love, hate, desire, or will. According to him, "these impressions are "lively" and clear, when we have them. When we reflect upon these impressions, we have ideas of them, and those ideas are less "lively versions of the original impressions" (Stump & Fieser, 2003, p. 269).

Learning Strategies

Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills and increasing confidence and motivation in the learning process (Shi, 2017).

A learning strategy is a person's approach to learning and using information for boosting personal efficiency and ability in language use. Students use learning strategies for understanding information and solving language-related problems (Paudel, 2019).

2. Methodological Design

The methodology employed in this research was of a mixed nature, implying consideration of both qualitative and quantitative aspects, including the subjects' characteristics and numerical results. The scope of the investigation was exploratory, since the research explored a certain topic and then made conclusions from that. From this, the visibility of ADHD disorder has been more current, but it is still a subject on which there are many misconceptions and little research in relation to the perceptions of the students. Regarding the design, the research employed the non-experimental cross-sectional model, as data collection occurred once, without any intervention that might alter the results. The instruments were designed considering various dimensions and variables, with care taken to avoid requesting personal information such as age, gender, or economic status, unless strictly necessary.

Population and Sample

The population chosen was a higher educational establishment which educates university students. The sample was focused on students from different grades starting from 1st year and upwards. The main purpose of deciding upon this particular institution was to study how the students with ADHD within our own community are perceived by their teachers. Following that, the focal point of our investigation was ADHD students and how their education was being developed in relation to their teachers' management inside the classroom, in addition to the students' perception of their inclusion. The samples implemented included: a survey using an Agree/Neither-Agree-nor-Disagree format for the students, and a questionnaire with open questions for the teachers.

Context

The sample studied in this research was taken from students and teachers of a university located in Providencia. The population was not manipulated since the study was carried out within the establishment where their educational tasks are carried out on a daily basis, in addition to obtaining answers from their own notions and perceptions in relation to ADHD from both teachers and students. The students who responded to the survey were from different degrees such as: medicine, veterinary and theater. Moreover, the teachers who answered the interview were from the faculty of education.

Instruments

To conduct our research, we chose to use a survey and a questionnaire as instruments. The survey in this context was a good choice to collect data in a way that allowed us to obtain varied anonymous information according to the perception of students with ADHD. In addition to this, it was easy and quick to implement, taking into account the characteristics of students who have a short concentration period, since they had three possible options to answer. Consequently, it was not overwhelming or invasive. The survey consisted of 9 questions whose possible answers were: Agree, Neither-Agree-nor-Disagree, and Disagree. The survey was applied to 5 students, and it took approximately 10 minutes to complete. In addition, our second instrument was an interview questionnaire asked to 3 teachers. It contained 13 open questions, which were later on transcribed in order to carry out a detailed analysis.

Ethical Considerations

All data collected for this research were not intended for subsequent investigations, and the information remained confidential. The data was anonymous in

our research, and each subject to participate in it was handed a consent form in which they received all the details concerning the investigation, in order to have their agreement upon the guidelines this research followed.

Analysis Plan

From the first instrument, the survey, the results obtained about the perceptions of students with ADHD in relation to their inclusion in the classroom, were tabulated in Excel. As a result, numerical percentages were obtained in order to reflect a trend in some responses. In regards to the second instrument, the interview questionnaire applied to teachers, the open responses were collected, and then organized into different categories. These were previously recorded, interpreted and coded to find common patterns about teacher's management situations of ADHD students, and if they were successfully included inside the classroom. We used ATLAS.ti to code the teachers' answers along with MindMup to organize the codes previously analyzed.

3. Results

This section presents the results of the analysis of the data collected. The results are shown per Data Collection Instrument, tackling each research question. Figures are used to summarize the results, followed by a description of the information.

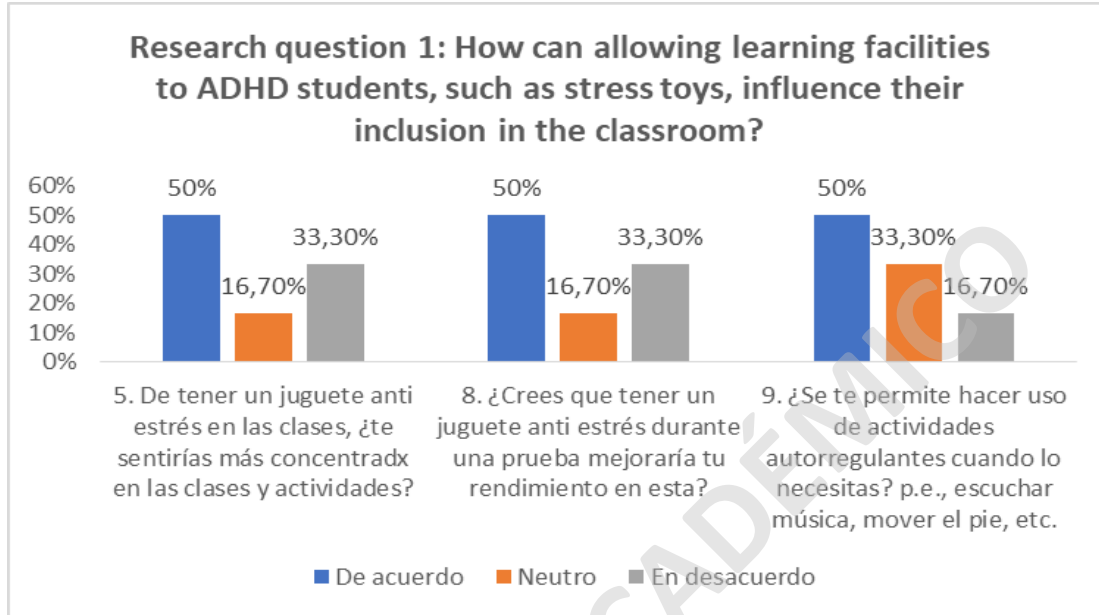
Survey

Research question 1: How can allowing learning facilities to ADHD students, such as stress toys, influence their inclusion in the classroom?

Figure 1 below shows the results regarding the answers to the Likert-scale item, separated into the three different options, related to Research Question 1.

Figure 1

Facilities such as Anti-Stress toys inside the classroom



Source: Own elaboration, 2023.

As it can be seen from Figure 1, 50% of the respondents agreed on feeling more focused during the classes and activities by having an anti-stress object in their possession as well as doing a test and using them as a self-regulatory activity. However, 33,30% of the students disagreed with having an Anti-stress toy during classes as well as evaluations. At the same time, 16,70% of the participants disagreed with the statement that they are allowed to have this sort of activity as self-regulatory when they need it. In addition, 16,70% of the students remained neutral with the possibility of having this sort of anti-stress toy during lessons as well as doing a test, meaning possibly that it might or not have any effects on their attention span. Although, 33,30% of the respondents remained neutral with the fact of using a self-regulatory activity when they need it. In other ways, 50% of the respondents agreed that they are allowed to use self-regulating activities when they need to during classes.

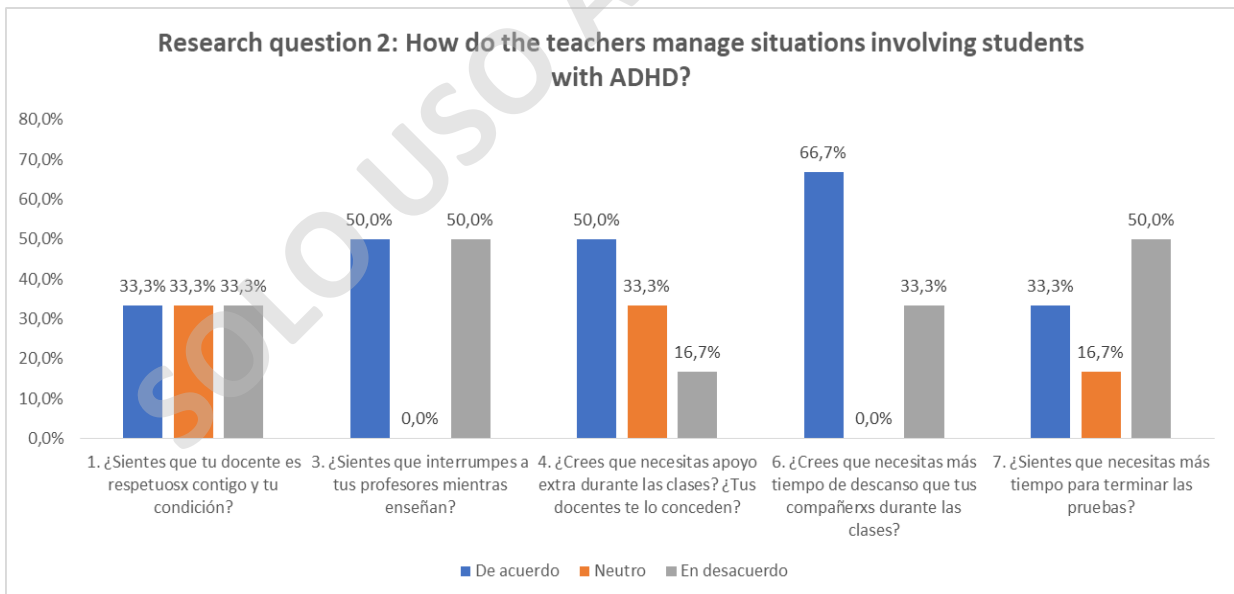
Based on the results, it can be concluded that there was an agreement between 50% of the participants related to having learning facilities such as the possession of an anti-stress toy as a way to help them during lessons, or tests as any other form of facility such as listening to music, repetitive body movements, etc. Nonetheless, it could help some students with ADHD to stay more focused; yet for others it might not be a factor that contributes to their concentration.

Research question 2: How do the teachers manage situations involving students with ADHD?

Figure 2 below shows the results regarding the answers to the Likert-scale item, separated into the three different options, related to Research Question 2.

Figure 2

Management of situations involving students with ADHD



Source: Own elaboration, 2023.

As it can be seen from Figure 2 above, 66,7% of the respondents agreed on believing the necessity of having more time to rest in comparison to their classmates during lessons. Additionally, 50% of the students feel that they interrupt the professors when they teach, and they consider the importance of having extra support during classes. Moreover, 33,3% of the participants feel the respect of their teachers towards their condition, and they think that having extra time to finish tests is fundamental. In spite of that, 50% of the students disagreed with being an interruption to their teachers when giving a lesson, and felt the importance of having more time to finish an evaluation. In addition, 33,3% of the participants were in disagreement in relation to their teachers being respectful towards their condition, and they considered that having more time to rest in comparison to their classmates is not necessary. Likewise 16,7% of the respondents disagreed with the statement of needing extra support during lessons. Furthermore, 33,3% of the participants gave a neutral response regarding whether their educators treat them with respect or not along with the necessity of extra support during classes. Besides, 16,7% of the students responded with neutrality with respect to needing more time to finish a test.

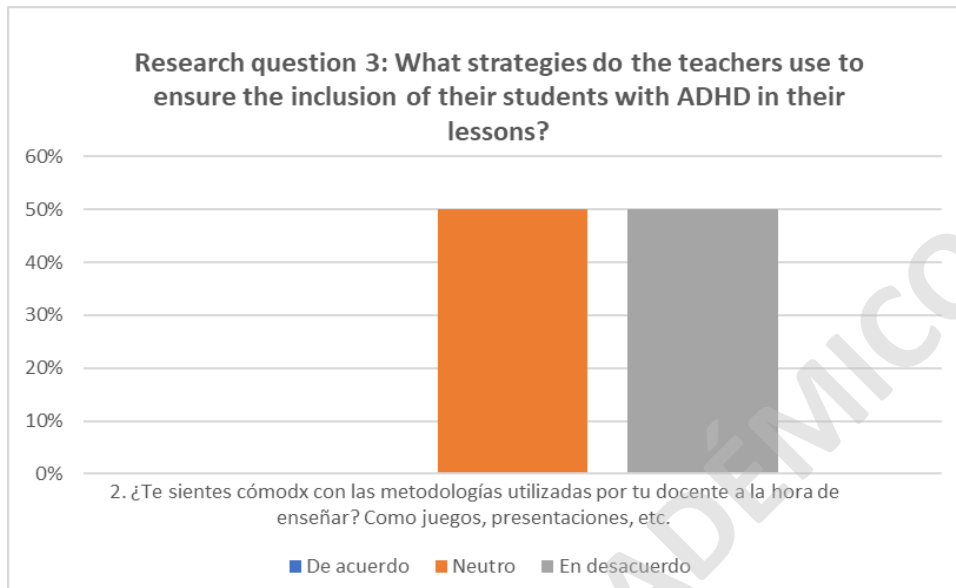
Based on the results, it can be concluded that there was an alarming result from the little percentage of respondents that actually feel comfortable with the treatment they have received from their teachers regarding their ADHD in their learning process. Therefore, an improvement must be done in this aspect, thus no student feels uncomfortable by a teacher's disrespectful behavior. What's more, there must be an answer to the demand related to additional time to rest during lessons in contrast to their peers.

Research question 3: What strategies do the teachers use to ensure the inclusion of their students with ADHD in their lessons?

Figure 3 below shows the results regarding the answers to the Likert-scale item, separated into the three different options, related to Research Question 3.

Figure 3

Teacher's strategies to ensure the inclusion of their student with ADHD in their lessons



Source: Own elaboration, 2023.

As it can be seen from Figure 3, 50% of the respondents answered to be in disagreement with being comfortable with the methodologies used by their teachers inside the classroom, whereas the other 50% remained neutral with the statement, meaning they were not sure that the methodologies used by their professors are good or bad for them to feel pleasant at the time of learning. Nevertheless, none of the students gave “I agree” as a response to the question, meaning that all contestants were certain in the fact that they are not comfortable with the methodologies used by their professors.

Based on the results, it can be concluded that there was a clear outcome from part of the participants which is that there is huge room for improvement in learning methodologies for educators to introduce in the classroom with ADHD students.

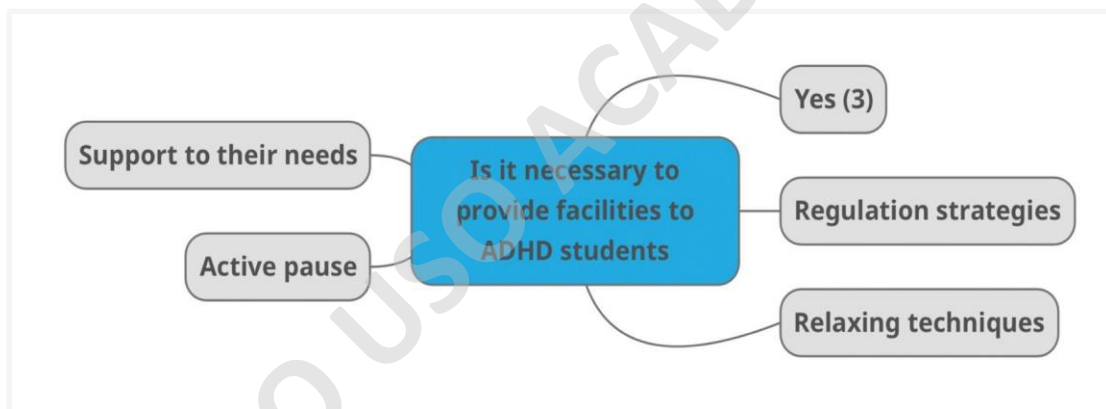
Interview Questionnaire

Research question 1: How can allowing learning facilities to ADHD students, such as stress toys, influence their inclusion in the classroom?

Figure 1 below shows the results regarding the answers to the open-ended question number 12 “Do you think it is necessary to provide facilities for students with ADHD? For example, allowing the use of objects that facilitate concentration (fidget spinner, manual work, etc.)” (Original Spanish version: ¿Cree que es necesario proveer de facilidades a estudiantes con TDAH? Por ejemplo, permitir el uso de objetos que faciliten la concentración (fidget spinner, trabajo manual, etc.).

Figure 1

Providing facilities to ADHD students



Source: Own elaboration.

As it can be seen in figure 1, all participants agreed that providing facilities such as objects that help students with ADHD concentrate is necessary. In relation to objects that can promote a state of calm in students, the three teachers agreed that the use of these is necessary. Participant 1 attributed this to the use of balls and pencils, while Participant 2 was aware of the use of fidget spinners in the classroom. Furthermore, this same teacher, along with participant 3, are aware of the use of objects that help release movement through the feet. One of them commented on her experience in the

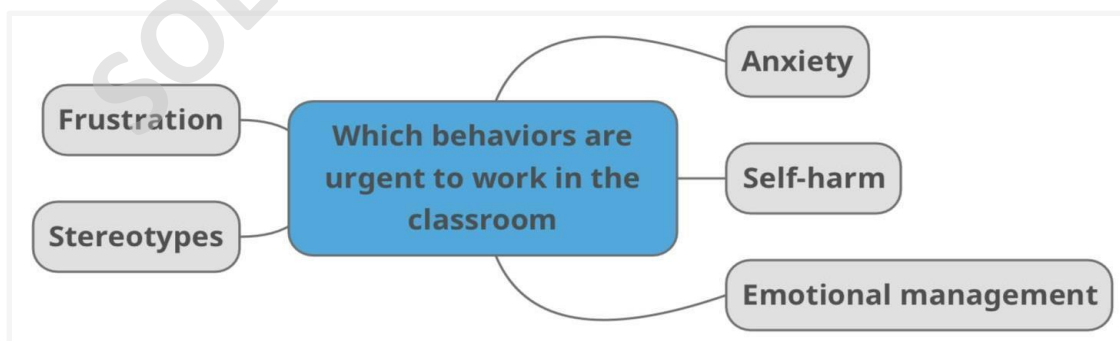
classroom regarding the use of a swing with ropes attached to the table to balance the feet, while the other teacher commented that many teachers are already using bicycle pedals for students to move their legs and release motion. This same teacher pointed out that cell phone use may be necessary as self-regulation for some students. In the same way, she and another teacher agree that students need active breaks, such as leaving the room, or having mental recreation activities such as yoga exercises. Two of the teachers believe that the activities or use of objects as facilitators of self-regulation should also be applicable to all students, not just those with ADHD. This, as a form of integration in the classroom, so that there are no differences between students.

Research question 2: How do the teachers manage situations involving students with ADHD?

Figure 2 below shows the results regarding the answers to the open-ended question number 9 “Based on your experiences, what behaviors of students with ADHD do you find most necessary and urgent to work on inside the classroom?” (Original Spanish version: Según sus experiencias, ¿qué conductas de estudiantes con TDAH le parecen más necesarias y urgentes de trabajar en la sala de clases?)

Figure 2

ADHD students' behaviors inside the classroom



Source: Own elaboration, 2023

As it can be seen in Figure 2, the contestants pointed out anxiety, self-harm, emotional management, frustration and stereotypes as the most urgent behaviors from students with ADHD that need to be tackled. Participant 1 emphasized self-harm as a behavior that can endanger the student along with anxiety which can be controlled with stress-balls or rest-time. Additionally, Participant 2 highlighted frustration as one factor that contributes to the ADHD student's behavior inside the classroom which can also affect other students who might not be able to understand the situation. Furthermore, Participant 3 drew attention to emotional management along with stereotypes, to that the participant mentioned:

So, it is also important to talk about what emotional management is, and what being different is. That, to this day, although it is a topic that is talked about and it is well known that we are all different from the core, even so, people normalize and stereotype behaviors such as: "Oh, he is weird". (Original Spanish version: Entonces, también es importante hablar el tema de lo que es la gestión emocional, y lo que es el ser diferente. Que, hasta el día de hoy, si bien es un tema que se habla, que se sabe que todos somos distintos por raíz, aun así, la gente normaliza y estereotipa conductas de que: "ay, es que él es raro".)

As it can be observed, Participant 3 considered both behaviors of big importance for a better learning experience for both students and teachers.

In regards to question number 3 ("Do you believe it is necessary to evaluate students with ADHD in a different way? [different assessment situations, different exigency scale, etc]", see Appendix C). Participant 1 says that students might need some adjustment, such as extra support in the instructions, or extra time when taking the test. Participant 2 says that due to personal beliefs they cannot change neither the scale nor the whole evaluation, as it would be unfair for both the student and their classmates; they do, however, mention they can create a different instrument when assessing said student. Participant 3 says that changing the scale is in no way a curricular adaptation, and says that instead one should focus on the students' needs, and adapt the evaluation

instrument should it be needed, always having an individual focus. With regard to question number 4 (“Do you consider students with ADHD cause some sort of disruption in the classroom?”, see Appendix C), both Participant 1 and 3 say that the students are not a distraction inside the classroom. Participant 2 says that they may be a distraction at some level, yet it is also important to be wary of medicating these students, as the side effects can be very damaging to both the student, their classmates and the general learning environment. In respect to question number 10 (“Do you think that students with ADHD can improve behaviors that disrupt the order of a class?”, see Appendix C), two of the teachers agreed that students with ADHD can improve their behaviors in the classroom. Participant 1 stated that in these cases students need not only pharmacological treatments for this, but also conductual ones, attributing specific activities to each type of ADHD. In the same way, Participant 3 agreed that students can improve behaviors that disrupt a class, but that their improvement should not only be addressed in academic terms, but also in social and emotional terms, with the support of the school and their families. In the same way, Participant 2 also pointed out that for students there must be joint work between the educational community, the family, and the student, but he did not explicitly mention that students can improve their behaviors within the classroom. Regarding this, he commented that it is necessary for students to first go through a metacognitive process, merely to achieve an understanding and awareness of what is happening to them, to have greater self-control and executive functions within the classroom. With respect to question number 11 (“Have you talked to your students who have ADHD to find out how they feel about the methodologies implemented in the class?”, see Appendix C), two of the teachers indicated that they have spoken with students with ADHD about how they feel about the methodologies implemented in the class. While Participant 3 emphasized that this must be done, participant 2 pointed that, through conversations with his students, he has learned that they feel very frustrated by the limitations that come with having a traditional class at the university. In relation to this, he mentioned that students feel restricted due to factors that prevent the student from being mobile: such as schedules or sitting in a chair. He also remarked on the frustration of students having to miss classes because of the

drowsiness caused by the medications. In addition to this point, participant 3 highlighted that the university does not have academic freedom to apply methodologies for the diversity of students, and said that expository class methods can be tedious for some of them. At the same time, she mentioned that it is likely that there is no trust between student-teacher to request help regarding methodologies:

I don't know if there is any student who actually tells a teacher: "Teacher, I have this, can you help me?" I don't think that trust exists either. Because pedagogy and the teaching-learning process are also seen differently at the university. In fact, I still think it looks like the teacher is a God of information, and the student is going to fill his head. (Original Spanish version: "Desconozco si existe algún estudiante que realmente le diga a un profesor: 'Profe yo tengo esto, ¿me ayuda?' Yo creo que tampoco existe esa confianza. Porque también la pedagogía y el proceso de enseñanza aprendizaje es visto de otra manera en la universidad. De hecho, todavía creo que se ve como que el profe es un Dios de la información y el estudiante va a llenar su cabeza.)

As for Participant 1, she commented that she has not discussed or identified students with ADHD in the classroom, pointing out that for this to happen, she should have full knowledge of the characteristics of these students.

In regards to question number 13 ("Do you think that the academic performance of a student with ADHD is lower than that of the rest of their classmates?" see Appendix C), two teachers denied that the academic performance of a student with ADHD is lower than that of the rest of his classmates. Participant 1 even stated that there are students with ADHD who are more intelligent than the rest of the class, while Participant 3 mentioned that a student who has ADHD does not necessarily have a lower academic performance, and if so, it is the responsibility of adults. Both teachers also agree that sometimes the reason for low academic performance is because students need certain conditions to feel comfortable, and because the evaluation instruments and

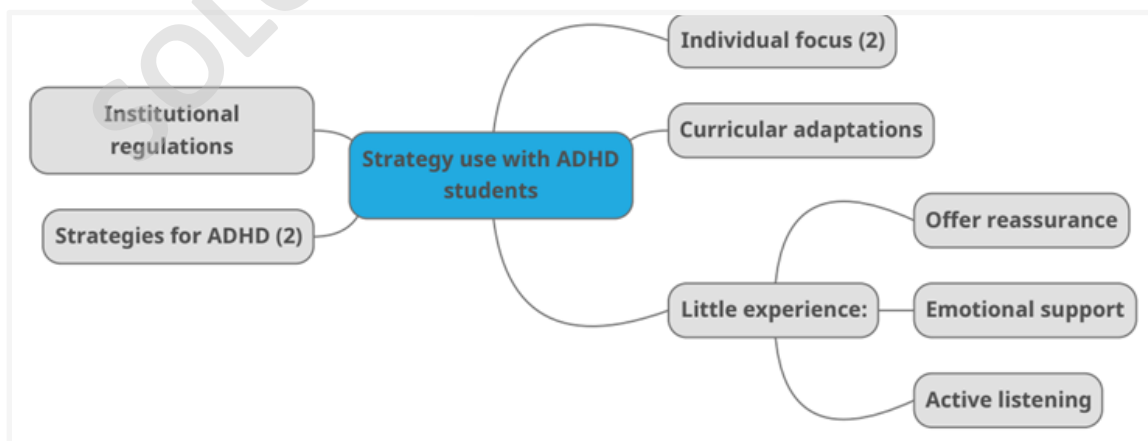
methodologies are not designed according to their condition. Both teachers also alluded to teaching responsibility in these cases. The first participant mentioned that one should not have low expectations about the performance of students with ADHD, and Participant 3 made a self-criticism that if a student has low performance, it is because the teaching practice must be reevaluated. In relation to Participant 2, he mentioned that the performance of students with ADHD is lower in terms of grades. Likewise, he attributes this to the fact that the system excludes this type of student since there are no regulations for them, and because teachers are often unaware of their diagnosis. Regarding this, Participant 3 mentioned that society is often to blame if there is poor academic performance in students with ADHD.

Research question 3: What strategies do the teachers use to ensure the inclusion of their students with ADHD in their lessons?

Figure 3 below shows the results regarding the answers to the open-ended question number 2 “Have you used specific strategies when teaching students with ADHD? If your answer was “yes”, please give an example.” (Original Spanish version: ¿Ha utilizado estrategias específicas a la hora de enseñar a estudiantes con TDAH? Si su respuesta fue “sí”, por favor ejemplifique).

Figure 3

Teachers’ strategies used towards ADHD students



Source: Own elaboration, 2023.

As it can be seen from Figure 3, both Participant 2 and Participant 3 agreed that specific strategies for ADHD students are needed, and that is then linked to the once again mutual agreement that these strategies should be focused on each individual student and their specific needs. Participant number 2 adds that there is a need for both curricular adaptations and a change in institutional regulations, especially in universities, so that ADHD students -and any other neurodivergent student- can experience a more pleasant college life. All the same, Participant 1 expressed that they don't have much experience, yet they mention things that have worked in situations where students need contention: offer reassurance, emotional support and active listening, in order for the student to feel better.

In regard to question number 1 ("Are you familiar with ADHD? [Attention Deficit Hyperactivity Disorder], see Appendix C). To this question, all three participants answered they are indeed familiarized with the term, yet they each have different levels of experience and comprehension of it. Concerning question number five ("Have you had previous professional experiences teaching students with ADHD?"; see Appendix C), Participant 2 and 3 stated they had previous professional experiences teaching ADHD students both school and university contexts, whereas Participant 1 was the only one who did not have any experience with the special need in question. In regard to question number six ("Do you have a degree or specialty in teaching students with ADHD?"; see Appendix C), both Participant 1 and 3 confirmed they did not have any degrees related to the subject whereas only Participant 2 answered having experience in the matter, however, it was mostly centered in the field of Special Needs as a whole. In respect to question number seven ("Do you feel the need to have some training for dealing with students with ADHD in the classroom?"; see Appendix C), all the contestants agreed and they believed that it is something fundamental for teachers' formation. In spite of that, Participant 2 pointed out that training courses in different special needs should also be taken into account. Moreover, Participant 3 highlighted the significance of these trainings especially in relation to the public politics that exist in Chile which demand a constant education from teachers in order to be able to continue

teaching, to that she added that trainings in the field of special needs should be mandatory for the purpose to prepare teachers especially the ones that belong to more old generations. In addition, concerning question number eight (“Would you be willing to opt for training to deal with students with ADHD in the classroom?”; see Appendix C), all the contestants agreed with no hesitation whatsoever. Additionally, Participant 1 remarked the significance of training courses inside universities and schools as something that helps prepare educators as well as to recognize students with this special need with the purpose of understanding these students and finding different ways to conduct the lessons.

Based on the results collected from the survey and interview, it was possible to delve deeper into the perspectives and experiences of both teachers and students regarding the methodologies used in the classroom, as well as to analyze if the answers determine a real inclusion of ADHD students.

4. Discussion

This study aimed to explore the perception of ADHD students regarding their inclusion inside the classroom. The results obtained showed they don't feel thoroughly included within the classroom, be it with permissions to use fidget toys, or with the methodology used by their teachers. In addition, it was examined how teachers managed situations of ADHD students, and if they were successfully included inside the classroom, to which they responded they do understand the nature of it but aren't fully experienced when it comes to working with them. Teachers do acknowledge the use of fidget toys might contribute to a better learning experience for ADHD students. As stated in the paper “Fidget Toys or Focus Tool?”, fidget toys have been recommended by many health professionals to “help kids stay calm and self-regulated in order to focus, attend, listen, and participate.” (Biel, 2017). The results of the investigation are discussed in more detail following, linking each one to the corresponding research objective.

Objective 1: To find out how allowing facilities to ADHD students, such as stress toys, influence their inclusion in the classroom.

Regarding Objective 1, it was observed that half of the students agreed that having facilities such as stress toys would indeed impact positively on their inclusion, participation and performance within the classroom, as its use would help them self-regulate during classes and evaluations. Nevertheless, in the other half some of the participants remained neutral or in disagreement. Based on this, we can infer that there may be a lack of information or some misconceptions in students about the subject, which encourage psycho-pedagogical instances to self-discover if there are anti-stress objects or facilities that could adapt and be adequate to their disorder. From that vision, their performance could be positively affected, enriching their experience in the classroom as well as the inclusion process. That is why it is important to give them the possibility to have and experiment with self-regulatory objects and fidget toys. It has been said that, when correctly used, fidget toys could enable neurodivergent students to manage sensory issues, anxiety and attention problems, as it helps redirect their physical and emotional energy into an object (Biel, 2017). In this regard, all teachers agreed that the use of stress toys or any other facilities could help improve the focus of the student, by providing them calmness and self-regulation, including the use of the cellphone as an object that may regulate some students, which could be debatable. Moreover, half of these participants mentioned that their teachers allowed the use of self-regulatory activities, which suggests that there is awareness and willingness on the part of teachers about the importance of activities that provide support to students with ADHD, which coincides with the teachers' own response about the need to provide instances of relaxation for students. Furthermore, should institutions provide these facilities for all students, this would help bridge the gap between neurodivergent and neurotypical students that is commonly seen. If these facilities were handed to all students, there would be no evident difference and therefore there would be a deeper inclusion.

Objective 2: To identify how the teachers manage situations involving students with ADHD.

Regarding objective 2, it was observed that the majority of students believe that they need more rest time during classes compared to their classmates. This necessity for “breaks” is also explained by the response given by their teachers about how their students feel regarding the methodologies used at the university, and therefore, how they themselves handle situations involving students with ADHD. In the interview, two professors expressed that the traditional methodologies used in university classes can be tedious due to the nature of the activities such as expository classes, the schedules, or the deprivation of movement, which produces frustration among students with ADHD, who are keen on more dynamic activities, such as active pauses between tasks. Based on this, the factor of rest time during a class could be a good strategy for a teacher to manage situations involving these students, while reducing their frustration and disruption. Through the survey of students with ADHD, half of them consider that they do not disrupt class while the other half consider that they do. From this we can infer that the type of ADHD of each student may be different and the levels of inattention or hyperactivity are varied. In addition, we need to consider whether or not they are under pill prescription. For this, teachers could implement some sort of fill-in handout where students could point out whether or not they have any neurodivergence. This, considering that higher education in Chile doesn't have any kind of regulation such as PIE for these students, which is essential nowadays as the percentages of diagnosed and undiagnosed ADHD students are growing each day. Moreover, a very small percentage of students answered that they felt respected by their teachers, which may have to do with unprepared professionals. If they are not qualified and lack knowledge of special needs, they must participate in training workshops in order to avoid frustration in their students, and also in themselves. If a teacher isn't well-versed in this area, they may feel vexed that their methodologies aren't working and their students cannot understand the content seen. In Chile these trainings, specifically for special needs,

should be mandatory so teachers are well-prepared for educating their students and managing situations involving them effectively.

Objective 3: To unveil what strategies teachers use to ensure the inclusion of their students with ADHD in their lessons.

Regarding Objective 3, it was noted that in the survey, half the students felt neutral regarding the methodologies implemented by their teachers whereas the other half disagreed. The lack of positive answers means that this is an issue that must be attended to with utmost importance. Students may feel resigned, accepting the fact that expository classes are the norm in a university context; yet, they don't feel comfortable enough to raise their worries to their educators. By not having a methodology that is fitting to them, we can't be sure that the teachers' instruction is effective and students are truly learning, and many times this is reflected in their grades too.

The university context is widely different from the school context, where in Chile there is PIE, defined by MINEDUC as an educational strategy with an inclusive focus, in order for all students to be supported. However, there is no such regulation in higher education, which means most university teachers are not well-prepared for students with special needs. When asked about this issue, two thirds of the teachers interviewed answered they have no degree regarding ADHD nor Special Needs as a whole. Teachers were also asked whether they would opt for training so they can deal with ADHD students in the classroom, and all three of them responded that they would happily take part in one. Adding to this, both Participants 2 and 3 agree that it should be a public policy to train teachers not only about ADHD, but about other neuro divergences and special needs too.

Suggestions for future research

It is relevant to mention that for future investigations there could be more work related to ADHD students inside the classroom as it is a quite common diagnosis to find within our society. However, there could also be more investigations regarding the field of special needs to help many people with different disabilities and give them the opportunity to educate themselves as well as any other neurotypical person.

Also, it is important to say that this type of research can also be applied in different contexts such as schools. Nevertheless, it is in universities where ADHD students do not have much support regarding this matter as the lessons are mainly taught as lectures and the evaluations are long and tedious.

Another important point to broach is that definitions in relation to special needs as well as ADHD could be more actualized not only to make future research handier but also to make people with special needs more comfortable about their condition so as to not stigmatize them with wrong definitions and concepts about the subject. Another important point to broach is the definitions surrounding special needs and ADHD. The ones found in order to carry out this research were not completely accurate and it was difficult to not stigmatize people with ADHD by making use of these. It is important that for further investigations there are precise and correct definitions so that better work can be delivered.

Limitations of the study

Regarding the limitations found in the study, they were mainly related to questions that could have been asked to both teachers and ADHD students.

There was only one question in the interview for teachers associated with Objective 1 which is related to facilities for ADHD students. This affected the analysis of the results, especially because our thesis is focused on classroom management and the factors that can contribute to a lack of inclusion.

In addition, there could have been added a question related to any protocols that teachers may follow when a student with ADHD suffers a meltdown. If there is a protocol in the university or if the interviewed think there should be one, we would have known by asking this question. What's more, it could have complemented our research with respect to Objective 2, that is connected to how teachers manage situations involving ADHD students.

Furthermore, a question focused on how the students felt about their ADHD, how hyperactive their ADHD is, and in which situations they feel more uneasy during classes as well as if they have any family support that can also affect their learning process. A question like this could have contributed tremendously to clarify our findings and complement it with our thesis.

Finally, it is fundamental to create questions that are precise or with different parameters because sometimes the answers given by the participants, more specifically the students, were neutral which did not contribute as much as we thought it would to our investigation.

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APPENDICES

APPENDIX A. Interview Questionnaire

UNIVERSIDAD MAYOR
FACULTAD DE HUMANIDADES
PEDAGOGÍA EN INGLÉS PARA
EDUCACIÓN BÁSICA Y MEDIA

ENTREVISTA

Objetivo: Con la siguiente entrevista se tiene como objetivo principal conocer cómo los profesores manejan diversas situaciones que involucran a estudiantes con TDAH en la sala de clases, junto con indagar la efectividad de su inclusión dentro de las actividades universitarias.

Instrucciones: La siguiente entrevista consta de trece preguntas, cuyas respuestas se mantendrán anónimas. Para cada pregunta se espera una respuesta reflexiva y honesta en base a su experiencia profesional como docente, con estudiantes que padecen TDAH.

1. ¿Está familiarizado/a con el TDAH? (Trastorno por Déficit de Atención con Hiperactividad)
2. ¿Ha utilizado estrategias específicas a la hora de enseñar a estudiantes con TDAH? Si su respuesta fue “sí”, por favor ejemplifique.

3. ¿Cree que es necesario evaluar de distinta forma a estudiantes con TDAH? (Situaciones evaluativas distintas, escala de exigencia distinta, etc)
4. ¿Considera que los estudiantes con TDAH causan algún tipo de distracción en la sala de clases?
5. ¿Ha tenido experiencias profesionales previas enseñando a estudiantes con TDAH?
6. ¿Tiene algún título o especialidad en la enseñanza de estudiantes con TDAH?
7. ¿Siente la necesidad de tener alguna capacitación para lidiar con estudiantes con TDAH en la sala de clases?
8. ¿Estaría dispuesto/a a optar a una capacitación para lidiar con estudiantes con TDAH en la sala de clases?
9. Según sus experiencias, ¿qué conductas de estudiantes con TDAH le parecen más necesarias y urgentes de trabajar en la sala de clases?
10. ¿Cree que los estudiantes con TDAH pueden mejorar las conductas que interrumpen el orden de una clase?
11. ¿Ha conversado con sus estudiantes que presentan TDAH para saber cómo se sienten respecto a las metodologías implementadas en la clase?
12. ¿Cree que es necesario proveer de facilidades a estudiantes con TDAH? Por ejemplo, permitir el uso de objetos que faciliten la concentración (fidget spinner, trabajo manual, etc.)

13. ¿Cree que el desempeño académico de un alumno con TDAH es más bajo que el del resto de sus compañeros?

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APPENDIX B. Survey

UNIVERSIDAD MAYOR
FACULTAD DE HUMANIDADES
PEDAGOGÍA EN INGLÉS PARA
EDUCACIÓN BÁSICA Y MEDIA

ENCUESTA ESTUDIANTES

Objetivo: La siguiente encuesta tiene como objetivo principal conocer cómo se sienten los estudiantes con TDAH frente a diversas situaciones que enfrentan en la sala de clases. Asimismo, se apunta a indagar la efectividad de su inclusión dentro de las actividades universitarias.

Instrucciones: A continuación, hay nueve (9) preguntas respecto a tu experiencia como estudiante con TDAH. Por favor, responde de manera honesta. Recuerda que tus respuestas son anónimas.

| | DE ACUERDO | NEUTRO | EN DESACUERDO |
|---|------------|--------|---------------|
| ¿Sientes que tu docente es respetuoso contigo y tu condición? | | | |

| | | | |
|---|--|--|--|
| <p>¿Te sientes cómodo con las metodologías utilizadas por tu docente a la hora de enseñar? Como juegos, presentaciones, etc.</p> | | | |
| <p>¿Sientes que interrumpes a tus profesores mientras enseñan?</p> | | | |
| <p>¿Crees que necesitas apoyo extra durante las clases? ¿Tus docentes te lo conceden?</p> | | | |
| <p>De tener un juguete anti estrés en las clases, ¿te sentirías más concentrado en las clases y actividades?</p> | | | |
| <p>¿Crees que necesitas más tiempo de descanso que tus</p> | | | |

| | | | |
|---|--|--|--|
| compañerxs durante las clases? | | | |
| ¿Sientes que necesitas más tiempo para terminar las pruebas? | | | |
| ¿Crees que tener un juguete anti estrés durante una prueba mejoraría tu rendimiento en esta? | | | |
| ¿Se te permite hacer uso de actividades autorregulantes cuando lo necesitas? p.e., escuchar música, mover el pie, etc. | | | |

APPENDIX C. Mind Map

Figure 4: Question number 1 “Are you familiar with ADHD? [Attention Deficit Hyperactivity Disorder]”



Figure 5: Question number 3 “Do you believe it is necessary to evaluate students with ADHD in a different way?”

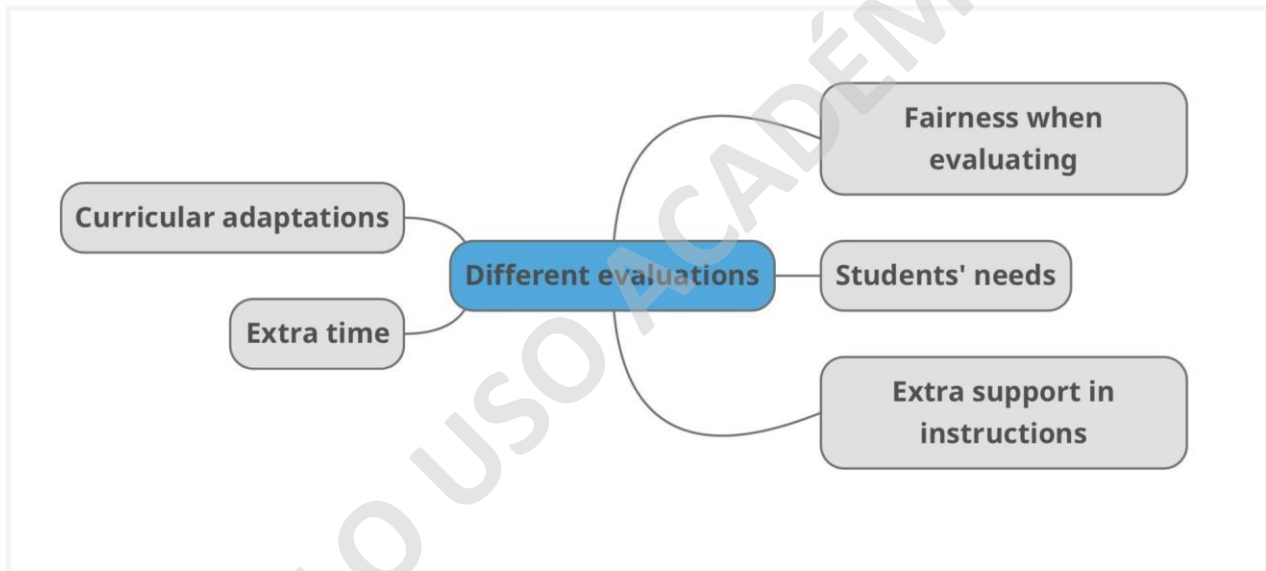


Figure 6: Question number 4 “Do you consider students with ADHD cause some sort of disruption in the classroom?”

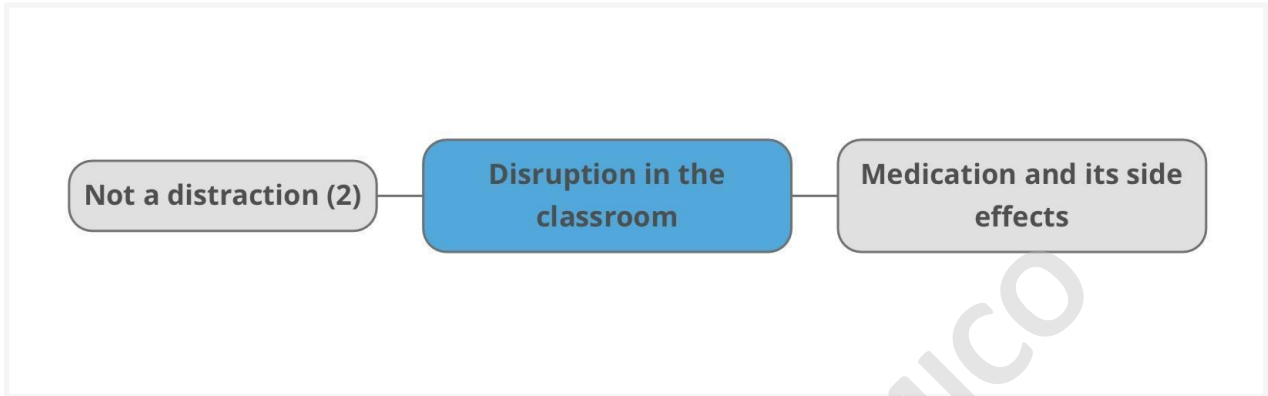


Figure 7: Question number 5 “Have you had previous professional experiences teaching students with ADHD?”



Figure 8: Question number 6 “Do you have a degree or specialty in teaching students with ADHD?”

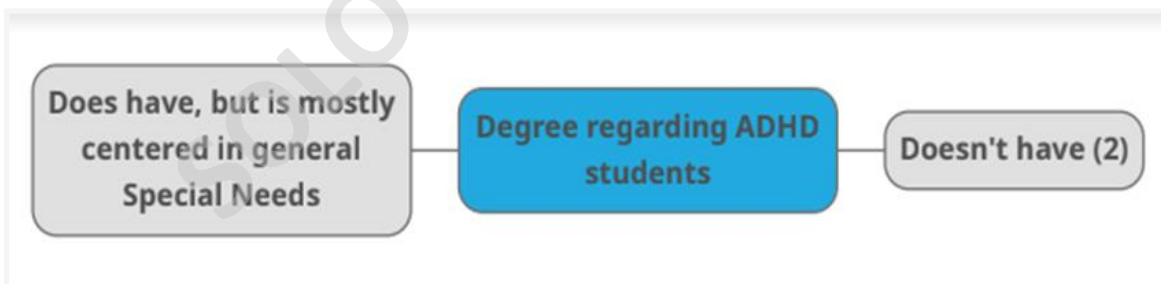


Figure 9: Question number 7 “Do you feel the need to have some training for dealing with students with ADHD in the classroom?”

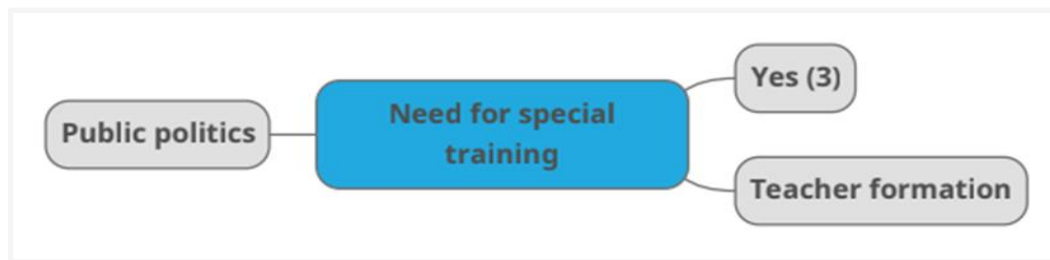


Figure 10: Question number 8 “Would you be willing to opt for training to deal with students with ADHD in the classroom?”

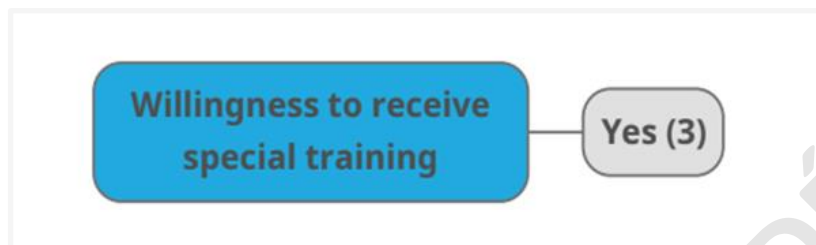


Figure 11: Question number 10 “Do you think that students with ADHD can improve behaviors that disrupt the order of a class?”

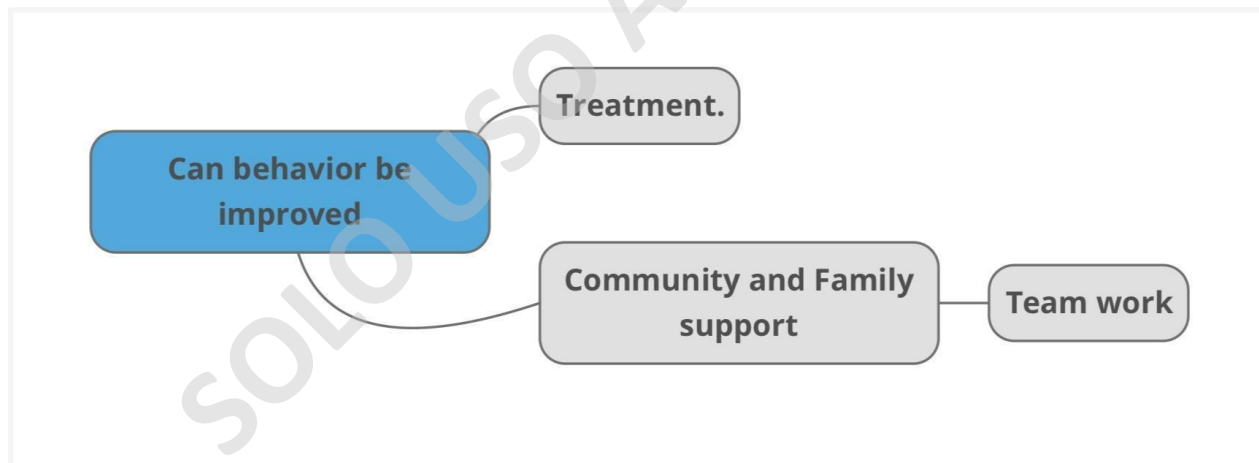
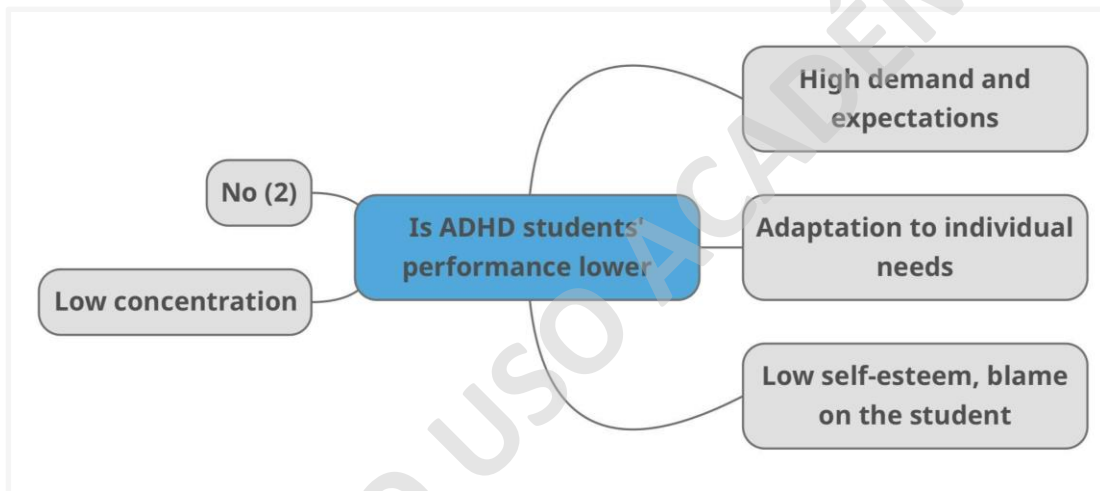


Figure 12: Question number 11 “Have you talked to your students who have ADHD to find out how they feel about the methodologies implemented in the class?”



Figure 13: Question number 13 “Do you think that the academic performance of a student with ADHD is lower than that of the rest of their classmates?”



APPENDIX D. Juicio experto



Constancia de Validación de Instrumentos

Juicio Experto

Yo, Daniela Ubilla Bravo, Lic en Lengua y Ling. Inglesa /Prof. y Lic en Ped. en Inglés /Mg en Lingüística Inglesa / MA en Fonética y Fonología / Mg en Educación, y académica de la Universidad Mayor, deo constancia de la validación de los instrumentos para la investigación *Classroom Management for ADHD Students: Impact on Inclusion and Student Perception*, conducente a lograr el grado de Licenciatura en Educación para la carrera de Pedagogía en Inglés para Enseñanza Básica y Media de la Escuela de Educación de la Universidad Mayor.

| Criterio de validación | Validado | Validado con observaciones | Deficiente |
|------------------------|----------|----------------------------------|------------|
| Suficiencia | x | | |
| Coherencia | x | | |
| Claridad | x | Obj 1 Preg 3 Obj 2 Preg 4 & 6 | |
| Relevancia | x | | |

FECHA: 30 de octubre de 2023

Daniela Ubilla Bravo

Firma de validador/a experto

Coordinación de Bloque - Licenciatura
Escuela de Educación. Universidad Mayor
Manuel Montt Oriente 318, Providencia, Santiago de Chile

APPENDIX E. Consentimiento informado

Consentimiento informado para participar en un proyecto de investigación

Classroom Management for ADHD Students: Impact on Inclusion and Student Perception

Estimada(o) participante, nuestros nombres son Trinidad García, Catalina Machuca, Pamela Sepúlveda y somos estudiantes de la carrera *Pedagogía en Inglés para Enseñanza Básica y Media* de la Escuela de Educación en la Facultad de Ciencias Sociales y Artes de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación*, el cual tiene como objetivo *explorar la percepción que tienen los estudiantes con TDAH respecto a su inclusión en la sala de clases*.

Usted ha sido invitada(o) a participar de este proyecto de investigación académica que consiste en una encuesta con 9 preguntas, a ser respondidas de manera remota cuando el/la participante estime conveniente. Esto tomará aproximadamente 10 minutos.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Bloque – Licenciatura de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

.....
.....

ACTA DE CONSENTIMIENTO INFORMADO

Yo
Rut:....., **acepto** participar,
voluntaria y anónimamente en la investigación “**Classroom Management for ADHD Students:**

Impact on Inclusion and Student Perception”, dirigida por las(os) estudiantes Trinidad García, Catalina Machuca y Pamela Sepúlveda de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será confidencial y anónima. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

Coordinación de Bloque – Licenciatura
Escuela de Educación
Universidad Mayor
Manuel Montt Oriente 318, Providencia, Santiago de Chile

Fecha

Consentimiento informado para participar en un proyecto de investigación

Classroom Management for ADHD Students: Impact on Inclusion and Student Perception

Estimada(o) participante, nuestros nombres son Trinidad García, Catalina Machuca, Pamela Sepúlveda y somos estudiantes de la carrera *Pedagogía en Inglés para Enseñanza Básica y Media* de la Escuela de Educación en la Facultad de Ciencias Sociales y Artes de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación*, el cual tiene como objetivo *explorar la percepción que tienen los estudiantes con TDAH respecto a su inclusión en la sala de clases*.

Usted ha sido invitada(o) a participar de este proyecto de investigación académica que consiste en una entrevista que consta de 13 preguntas, a realizarse de manera oral cuando ambas partes lo consideren conveniente. Dicha entrevista no durará más de 25 minutos.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Bloque – Licenciatura de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

ACTA DE CONSENTIMIENTO INFORMADO

Yo,

Rut:, **acepto** participar

voluntaria y anónimamente en la investigación “**Classroom Management for ADHD Students:**

Impact on Inclusion and Student Perception”, dirigida por las(os) estudiantes Trinidad García, Catalina Machuca y Pamela Sepúlveda de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

Fecha

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