



Amitabh Mohan , Chief Editor

**PREFACE**

Dear Readers,

Child development is an extraordinary thing to observe. Anyone who cares for or works with kids cannot help but be fascinated by the rapid growth, change and psychological transformation that takes place from birth through young adulthood. The field of developmental psychology enlists few disorders out of which, 'Attention Deficit Hyperactive Disorder (ADHD)' is the one most discussed in schools. If a child in your class chatters incessantly, runs around most times, finds it difficult to pay attention and demands more of your time than all the children put together, it is quite likely that the child has 'ADHD'. The first article of this newsletter contains information to understand this disorder and its symptoms, along with some strategies to manage students with ADHD in the classroom.

The Idea column features an article on 'Andragogy' that talks about learner-focused education.

We hope our newsletters help you understand the psychological needs of students. Happy Reading!

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# The HLS PsychoAnalyst

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## Know Your Students With ADHD

Attention deficit and hyperactivity of a child is a common challenge that we all face every day. However, there is a fine line between a naturally active child and a child who is affected by hyperactivity disorder. Attention Deficit Hyperactivity Disorder (ADHD) tends to become noticeable early on in childhood, at around 2 or three years old, but because most kids are naturally prone to daydreaming, fidgety behaviour and a short attention span, ADHD is often not recognized until much later on in life.



**About ADHD**

Attention-Deficit Hyperactivity Disorder is characterized primarily by problems of maintaining attention, excessive physical activity, and impulsivity. The symptoms associated with ADHD are :-

- Squirms
- Gets distracted
- Often doesn't bring the right materials to class
- Forgets to turn in homework
- Blurts out answers or talks too much to friends when you're talking
- Doesn't keep on track during seatwork time
- Doesn't seem to know how to stay focused on your instruction or how to finish work efficiently.

Of course, not every disorganized or distracted student has ADHD. It's a question to be investigated, especially if disorganization and distraction are affecting the student's academic performance or school behaviour.

The classroom environment can be a challenging place for a child with ADHD. The very tasks these students find the most difficult—sitting still, listening quietly, concentrating—are the ones they are required to do all day long. We need to understand that it is neurological deficits, not unwillingness that keep the kids with attention deficit disorder from learning in traditional ways. These children need to be dealt with lots of patience and understanding.

## Tips for Teachers for Handling ADHD

**Task duration**

To accommodate student's short attention span, academic assignments should be brief and feedback regarding accuracy should be immediate. Longer projects should be broken up into manageable parts.

**Direct instruction**

Attention to task is improved when the student with ADHD is engaged in teacher-directed as opposed to independent seat-work activities. Also, the teaching of note-taking strategies increases the benefits of direct instruction.



## Word Power

Did you know that the words you use can change your brain? According to the groundbreaking research by neuroscientist Andrew Newberg M.D., and Mark Robert Waldman, there's one word in particular that actually disrupts and impairs the normal functioning of your brain. If I were to put you into an fMRI scanner—a huge donut-shaped magnet that can take a video of the neural changes happening in your brain—and flash the word “NO” for less than one second, you'd see a sudden release of dozens of stress producing hormones and neurotransmitters. These chemicals immediately interrupt the normal functioning of your brain, impairing logic, reason, language processing, and communication.

If you vocalize your negativity, or even slightly frown when you say “no,” more stress chemicals will be released, not only in your brain, but in the listener's brain as well. Therefore we should use more ‘Affirmations’ than ‘Denial’ and follow the dictum “catch them doing things right”.

### Peer tutoring

Class-wide peer tutoring provides many of the instructional variables known to be important in setting up students with ADHD for success.

### Structure and organization

Lessons should be carefully structured and important points clearly identified. Students with ADHD perform better on memory tasks when material is meaningfully structured for them.

### Rule reminders and visual cues

The rules given to students with ADHD must be well defined, specific and frequently reinforced through visible modes of presentation.

### Auditory cues

Providing students with ADHD auditory cues that prompt appropriate classroom behaviour is helpful.

### Pacing of work

The intensity of problematic ADHD behaviours is less when work is self paced, as compared to situations where work is paced by others.

### Instructions

Because students with ADHD have difficulty following multi-step directions, it is important for instruction to be short, specific and direct. Teachers must be prepared to repeat directions frequently to ensure understanding.

### Productive physical movement

Provide tasks that require productive active responses, it may help hyperactive students channel their disruptive behaviours into constructive responses. While it may be problematic for these children to sit and listen to a long lecture, teachers might find that students with ADHD can be successful participants in the same lecture when asked to help (e.g., help with audio-visual aids, write important points on the chalk board, etc.).

### Distractions

As these students have difficulty paying attention to begin with, it is important that attractive alternatives to the task at hand be minimized. For example, mobiles, aquariums and terrariums should not be placed within the student's visual field.

### Novelty

Presentation of novel, interesting, highly motivating material will improve attention.

### Powerful external reinforcement

The contingencies or consequences used with ADHD students must be delivered more immediately and frequently than normal students. Additionally, the consequences used need to be more powerful and of a higher magnitude.

### Token economy systems

These systems typically involved giving students tokens (e.g., poker chips) when they display appropriate behaviour. These tokens are in turn exchanged for tangible rewards or privileges at specified times.

### Response-cost programs

These programs provide mild punishment when problem behaviour is displayed. For example, a student may lose earned points or privileges when previously specified rules are broken.

As a teacher, you can provide the most effective support for guiding parents of these students with learning and managing strategies for home. With support at home and teaching strategies at classroom, there is no reason why kids with ADHD can't flourish in life.

### Teachers' Advise to Parents

- Keep positive perspective toward your child by giving reward or praise for appropriate behavior.
- Follow a routine and use clocks and timers
- Simplify your child's schedule try to be organized and neat
- Involve the child in positive physical activity
- Take care of proper diet and sleep.

**Idea** – *An idea that can change your teaching*

## Andragogy– A New Dawn in Learning

We all may be familiar with the term pedagogy which is used to describe the 'traditional' methodology of child education. Quite often it is used as a synonym for 'teaching' and certainly represents learning focused on the teacher. In other words, in the pedagogic model of learning, the teacher decides what is learned, how it is learned and when learning takes place.

But in the modern era of educational research leads to a shift in paradigm of learning by introducing the term Andragogy. The term Andragogy - first coined by a German teacher, Alexander Kapp in 1833. Then the term 'Andragogy' was publicized by Malcolm Knowles, initially in his book, "The Modern Practice of Adult Education: Andragogy Versus Pedagogy" (1970). Malcolm Knowles began to write on the subject the term has taken on a wider meaning and now refers to learner-focused education for people of all ages. Lindeman defined Andragogy as:- "...the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-outer who also participates in learning in proportion to the vitality and relevancy of his facts and experiences."

For Knowles, Andragogy is process-based rather than content-based (pedagogy) and anchored on five main assumptions about the characteristics of learners

1. Self-concept: Individuals move from dependency to self-directedness
2. Experience: Individuals accumulate their own individual, growing reservoirs of experience that provide an increasing resource for learning.
3. Readiness to learn: Individual readiness to learn becomes increasingly oriented to the developmental tasks of their social roles.
4. Orientation to learning: Individuals want to solve problems and apply new knowledge immediately. They shift from a subject-centred to a problem-centred orientation toward learning.
5. Motivation to learn: Individuals' motivation to learn is internal.

According to educationist Nancy Maresh as people move through life, new information and skills are imprinted in the brain by linking what is learned to the rest of the learner's past experience, prior knowledge and current experiences. In fact, learning doesn't happen without these connections. Andragogy is an active process of learning where both the facilitator (teacher) and the learner are involved. It is important in this a constructive approach teachers should see themselves as facilitators and co-learners. Teachers must bear in mind, that learners are individuals with different life experiences and learning preferences.

ROLE OF THE LEARNER	ROLE OF THE FACILITATOR
<ul style="list-style-type: none"> <li>• Learners should know why they are studying something.</li> <li>• Instruction should be task-oriented, and it should take into account the wide range of different backgrounds of learners.</li> <li>• Learners should be able to relate what is being studied to their personal experiences.</li> <li>• Learners should be motivated and ready to learn.</li> <li>• Learners should be involved in the planning and evaluation of their instruction.</li> <li>• Instruction should be problem-centered rather than content-oriented.</li> </ul>	<ul style="list-style-type: none"> <li>• Basically teachers should be aware that their role has been changed.</li> <li>• Learner-centred classes will stimulate dialogue and knowledge construction.</li> <li>• Learners will benefit from a scaffolding approach to learning where the teacher provides more support in the early stages of the course; this support is gradually faded until learners become self-reliant.</li> </ul>

In further research Jane Vella (2002) sets out 12 principles for Andragogy. These are:-

1. Needs assessment - participation of the learners in naming what is to be learned.
2. Safety in the environment and the process. We create a context for learning. That context can be made safe.

# Andragogy- A New Dawn in Learning

3. Sound relationships between teacher and learner and among learners.
4. Sequence of content and reinforcement.
5. Praxis - action with reflection or learning by doing.
6. Respect for learners as decision makers.
7. Ideas, feelings, and actions - cognitive, affective, and psychomotor aspects of learning.
8. Immediacy of the learning.
9. Clear roles and role development.
10. Teamwork and use of small groups.
11. Engagement of the learners in what they are learning.
12. Accountability - how do they know they know?

In the present scenario even in Indian education system has started giving more importance towards the student centric learning process by introducing Continuous Comprehensive Evaluation (CCE) program where students are not only being evaluated on their content based academic performances but also their active part in the social and practical application of the content learnt. In this new dawn of educational revolution in India we teachers need to understand the term Andragogy when our educational system heading towards a symbiosis between Pedagogy and Andragogy.

**Dreamers are Believers, Believers are Achievers**

Amitabh Mohan



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