



Stigma Found Toward Students with ADHD

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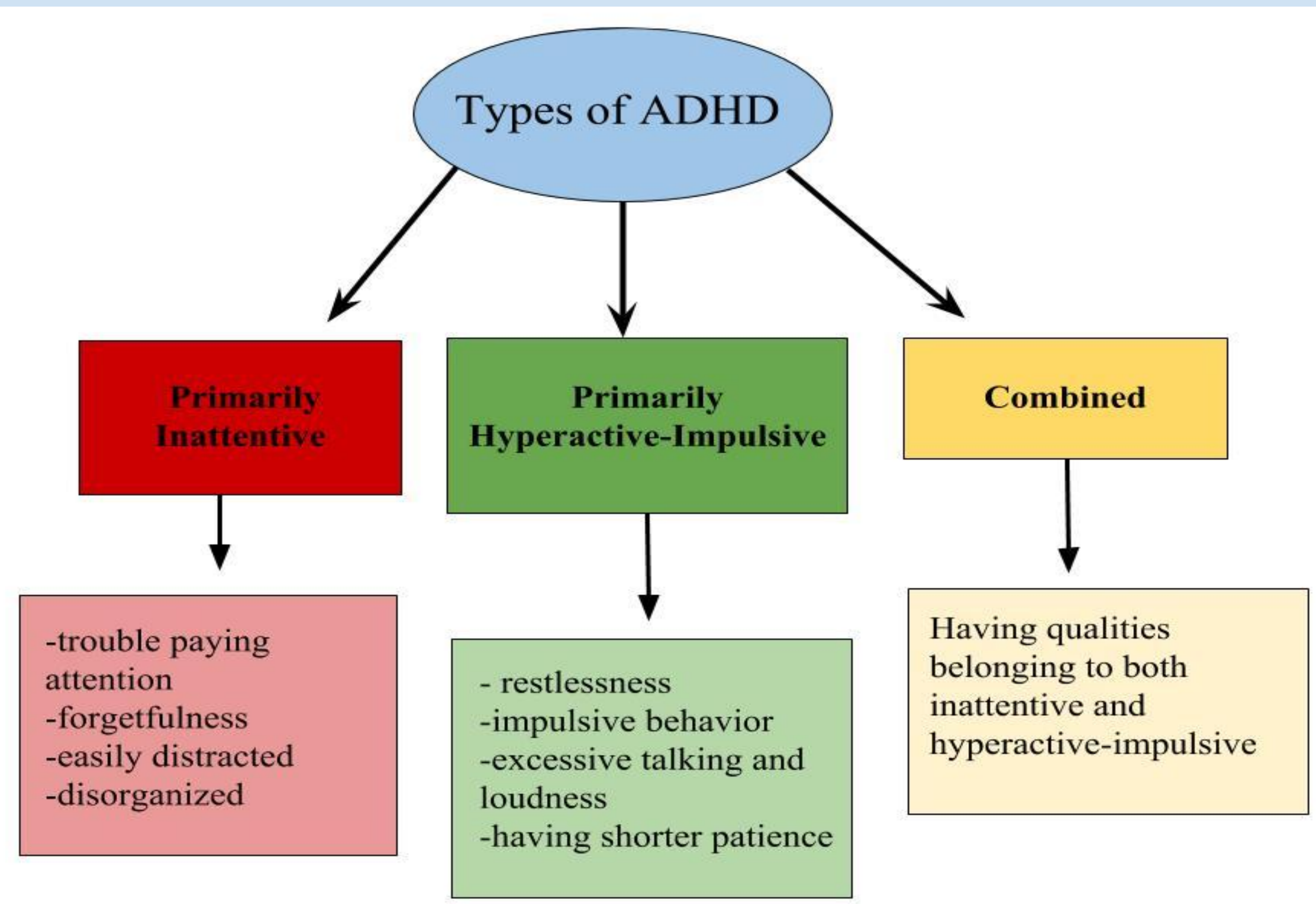
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INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is associated with difficulties in paying attention and controlling impulsive behaviors. Approximately 6.4 million children in the U.S. have been diagnosed with the disorder (Centers for Disease Control and Prevention, 2017). ADHD symptoms fall into with one of three quantifying types (see Figure 1). Some individuals diagnosed with ADHD will receive some type of intervention to help alleviate side-effects of these behaviors. Despite the prevalence of the disorder, there is a lack of research on how much stigma exists toward school-aged children with ADHD, what effects such stigma might have, and how effective ADHD coaching and interventions are for countering this stigma.

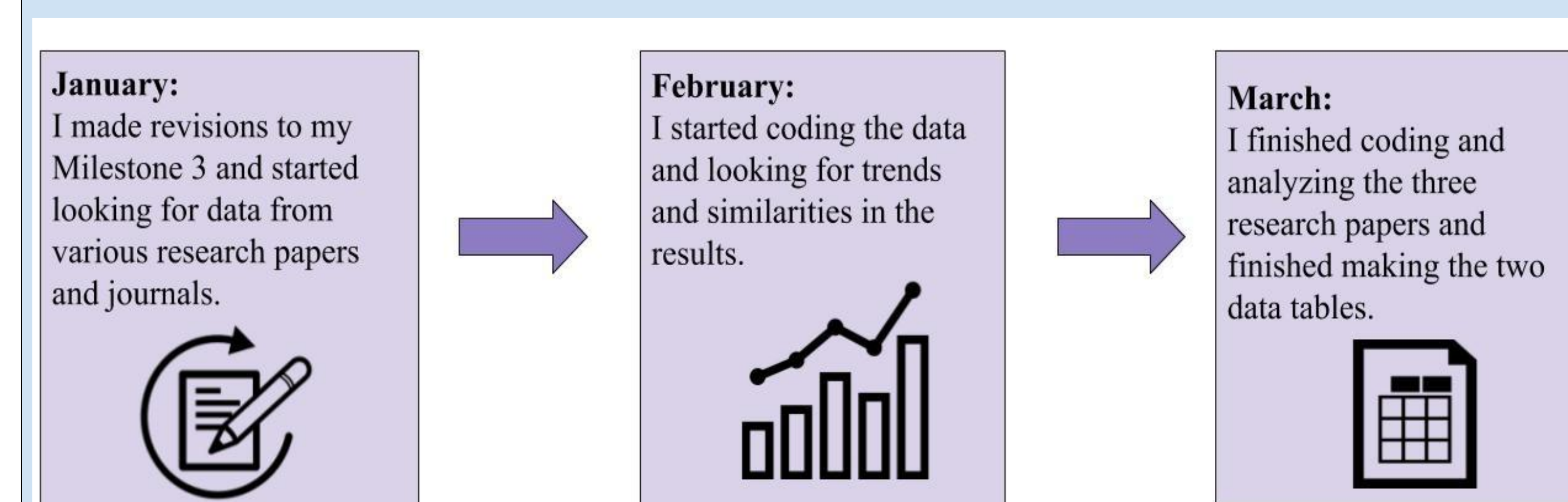
Figure 1: The three categories of ADHD.



RESEARCH METHODOLOGIES

The inquiry approach is narrative research, because the research required analyzing qualitative data. The data was derived from research journals and articles. The main tool used to gather the data for the analysis was One Search, an online database. After gathering data, the next step was to analyze it. The data analysis technique used was descriptive statistics and coding, because most of the responses are open-ended (see Figure 2 for the research timeline).

Figure 2: A summary of my Research Timeline



RESULTS, ANALYSIS, AND EVALUATION

Study	Participants	Design	Findings
Kellison et al (1998-2008)	301 children and adolescents (ages 11-19)	Participants filled out a 26-item ADHD stigma questionnaire (ASQ).	The ASQ results showed disclosure concerns, negative self-image, and concern with public attitudes towards ADHD among the participants.
Singh et al (2010)	16 selected participants (ages 9-14) with ADHD, who were on medication	The students participated in focus groups, individual interviews, and a vignette.	A majority of the participants had experienced bullying and stigma about their ADHD behavior and diagnosis. This had impacted their self-confidence and esteem. The students wished for a better public understanding of ADHD which could alleviate the stigma towards the disorder.
Bussing et al (2007-2008)	148 adolescents (14-19 years).	The research involved a vignette study using peers with ADHD symptoms.	The study concluded that stigma was a critical undesired effect of medications and counseling therapy. Public knowledge of receipt of the individual taking medications or attending counseling for ADHD was seen as undesirable for the participants.
Bellanca et al (2013)	273 primary-school children (ages 7-11)	Participants completed the SAQ and ACL questionnaires.	In general, more students were less likely to interact with students with ADHD than the other categories listed in the SAQ (depression, learning disorder, and normal). In ACL, more children tend to describe ADHD with more negative attributes.
Law et al (2007)	120 children (ages 11-12) were recruited	The participants participated in a vignette study, where they were given three scenarios	The majority of participants' attitude held towards the vignette character with ADHD were mostly negative. The four most frequently used negative adjectives from the checklist in the responses were "careless," "lonely," "crazy," and "stupid."

Looking at the table above, one can conclude that all five research studies found that ADHD and the behaviors associated with it are often related to negative connotations. In four of the five studies, students without ADHD described the disorder negatively. The studies also show that individuals with ADHD are also susceptible to bullying, causing the individuals to be stigmatized, which damages their self-esteem.

Data Table 2: Results of ADHD coaching and interventions

Study	Participants	Coaches	Frequency	Outcomes
Garcia et al (2015)	49 elementary school students	Individual having completed a coach training certification	5 group sessions (monthly)	Empowerment through coaching was effective. Majority of the participant and their parents were satisfied with results.
Merriman et al (2008)	3 high school students	School psychologists trained in coaching approach	3 weeks (daily)	Students were able to not only improve on mathematics and homework completion, they were also able to gain more self-confidence.
Plumer et al (2005)	3 elementary school students	Peer coaches	12 weeks (3 days per week)	Participants felt positive about the intervention. Tutoring helped them improve in the academic setting, as well as improvements in social skills.

According to the three research studies conducted on ADHD coaching and intervention, these strategies are shown to be positive solutions to counter the effects of stigma.

CONCLUSIONS, IMPLICATIONS, AND NEXT STEPS

In conclusion, stigma toward students diagnosed with ADHD does exist and can impact an individual's self-esteem and social skills. Looking at the results, most of the data from the research points shows that stigmatized individuals are susceptible to having their self-confidence damaged. Schools, parents, health professionals, and others affiliated with students with ADHD should make strides to end the stigma. As observed from the data, ADHD coaching and interventions have proved to be a viable solution to help students gain confidence and self-esteem (see Figure 3). The most important next step is to spread awareness. As more people get involved in addressing this issue, the stigma will become less prevalent and severe.

Figure 3: The process of ADHD coaching and intervention



ACKNOWLEDGEMENTS / REFERENCES

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