Critical Reviews of Literature

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The topic in my MAED Special Education/Family and Community Services are centered on students with behavioral problem and special need students in education. The Annotated Bibliographies/articles below relates to my topic and has a clear connection to my area of study, because each peered review article denotes information that relate to students with behavioral problems, special needs and ADHD.

# Alkahtani, K. (2013). Teachers’ Knowledge and Misconceptions of Attention Deficit/Hyperactivity

#  Disorder. *Psychology, 4,* 963-969. doi: [10.4236/psych.2013.412139](http://dx.doi.org/10.4236/psych.2013.412139).

# This article denotes educators who can play an important role in recognizing and supporting learners with Attention Deficit/Hyperactivity Disorder (ADHD). In order to achieve this significant role, it is vital for educators to have clear awareness about ADHD. The complete goal of this study is to examine educators’ knowledge and misapprehensions of ADHD. Over 400 educators participated. The Knowledge of Attention Deficit Disorder Scale (KADDS) along with a demographic survey was utilized as the investigation instruments to gather information. Detailed statistics and correlation test were utilized to examine the data. Outcomes showed that educators’ knowledge of ADHD was inadequate. Educators’ level of knowledge of ADHD was absolutely associated with their previous training and experience with ADHD.

Barrett, Eber, & Weist. (2008). *Advanced education effectiveness: Interconnecting school mental*

 *health and school-wide positive behavior support.* Retrieved from

 http://www.pbis.org/school/school-mental-health/interconnected-systems

This research article will be used to show how developing a connection of constructive behavior interventions and guidance as well as school mental health, can develop educational results for students with ADHD. This article also denotes a recommended and evolving interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems that expand learning results for every child, particularly those who are at-risk of emerging mental health difficulties. This article signifies a collaborative attempt to further improve effectual multi-tiered mental health advancement for every learner, with the help of efforts at school building, region, and national levels.

# Breslau, J. Miller, E. Breslau, N. Bohnert, K. Lucia, V. & Sheweitzer, J. June 1, 2009. The

#  Impact of Early Behavior Disturbances on Academic Achievement in High School. *Official*

#  *Journal Of The American Academy Of Pediatrics,* 123(6), 1472-1476. doi:

#  10.1542/peds.2008-1406

# Past investigation has shown that childhood behavioral disorders calculates decreased scores on academic exams and inhibits academic achievement. Many relapses were utilized to approximate correlation of focus and adopt and convey dilemmas at age six and with mathematics and reading success at age seventeen; modifying for IQ and pointers of family socioeconomic status. When forms of problems are observed concurrently, attention problems calculate mathematics and reading success with little reduction; while the impact of expressing and internalizing problems is substantially condensed and not important. Strategies that aim at attention problems when entering school should be examined as a possible opportunity for humanizing academic accomplishment.

# Geng, G. (November, 2011). Investigation of Teachers' Verbal and Non-Verbal Strategies for

#  Managing Attention Deficit Hyperactivity Disorder (ADHD) Students' Behaviours within a

#  Classroom Environment. Australian Journal of Teacher Education. Retrieved from

#  <http://eric.ed.gov/?id=EJ936995>

This article represents the Investigation of Teacher’s Verbal and Non-Verbal Strategies for Managing Attention Deficit Hyperactivity Disorder (ADHD) Students' Behaviours in a Class Setting. It was established that efficient verbal and non-verbal approaches, consists of voice control, short idioms, repeated directives, utilizing student’s names, visual prompts and oral directions combined. It also has been discovered that teacher’s communication is influential in getting the student’s focus and that strategic teacher’s communication may result in students staying calm and aids in improved communication with students with ADHD. Nonetheless, teacher’s non-verbal tactics were discovered more helpful in classroom management.

Stein, D. Blum, N. & Barbaresi, J. July 18, 2011. Developmental and Behavioral Disorders

 Through the Life Span. *Official Journal Of The American Academy of Pediatrics,* 128,

 364-373. doi:10.1542/peds.2011-0266

 The author’s presents an investigation of developmental and behavioral conditions consisting of intellectual disability (ID), learning disabilities (LD), and attention-deficit/hyperactivity (ADHD). ID, LD and ADHD are amongst the most widespread long-lasting health conditions in our youth. Pediatricians are frequently confronted with perplexing enquiries from parents about the continuing progression of these disorders. By understanding the path of these disorders into adulthood, risk factors for adverse adult results are factors that calculate and facilitate the development, and best practices targeted at an improving result. Developmental and behavioral disorders consisting of ADHD LDs and IDs are extremely prevailing and have a permanent effect. Though much investigation and clinical familiarity has been circulated about the monitoring of these disorders in childhood, clinicians might be unaware of these previous conditions in adults.

Sutherland, K. Lewis-Palmer, T. Stichter, J. & Morgan, P. February, 2008. Examining the

 Influence of Teacher Behavior and Classroom Context on the Behavioral and Academic

Outcomes for Student With Emotional or Behavioral Disorders. *The Journal Of Special*

 *Education,* 41(4), 223-233. doi 10.1177/0022466907310372

# Numerous learners with emotional or behavioral disorders (EBD) exhibit both learning and

# behavioral problems; which make it problematic for educators to offer practical teaching. Successively, a shortage of introduction to efficient teaching adds to unsatisfactory educational and behavioral results. The authors debates that the communication among the education and behavior problems of learners with EBD, is compound and possible categorized by several impacts, consisting of classroom background factors. It is also highlighted that the teacher instructional conducts determines the behaviors and classroom frameworks might add to the connection among learning and behavior problems of learners with EBD. Evaluation techniques can be useful for measuring classroom background variables.