

Australian Teachers and School Leaders' Use of Differentiated Learning Experiences as Responsive Teaching for Students with ADHD

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Abstract : There is a paucity of research in Australia about educators' use of differentiated instruction (DI) to support the learning of students with ADHD. This study reports on small-scale, qualitative research using interviews with teachers and school leaders to identify how they use DI as an effective teaching instruction for students with ADHD. Findings showed that teachers and school leaders have a good understanding of ADHD; teachers use DI as an effective teaching practice to enhance learning for this student group and ensure the classroom environment is safe and secure. However, they do not adjust assessments for students with ADHD. School leaders are not clear on how teachers differentiate assessments or adapt to the classroom environment. These results highlight the need for further research at the teacher and teacher-educator level to ensure teaching practices are effective in reducing unwanted behaviours that prevent students with ADHD from achieving their full academic potential.

Keywords : teachers, differentiated instruction, ADHD, student learning, educators knowledge

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