

# Piecing the Puzzle Together: Supporting Learners who are Deaf/Hard of Hearing with ADHD

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## Abstract & Learning Objectives

The purpose of this poster is to compare and contrast characteristics of learners who are d/Deaf or hard of hearing (DHH) and those with Attention Deficit-Hyperactivity Disorder (ADHD), identifying strategies that professionals can use to address all learners' abilities. These two populations of learners may experience similar challenges in a classroom environment (eg. Lund, 2017; Dodson, 2019). This poster will identify strategies that can benefit students with either diagnosis or both concurrently. The benefits of a collaborative team to best set the learner up for success in the classroom will be discussed. Educators, parents, and other professionals will contemplate how to support these learners and others, while reflecting on their own experiences.

1. Compare and contrast characteristics of learners who are DHH and learners who have ADHD
2. Identify strategies that can be implemented in the classroom to benefit learners, regardless of diagnosis
3. Discuss the role of collaboration for learners who are DHH with co-occurring conditions

## Strategies

Professionals serving learners who are DHH, who have ADHD, or have these concurrently can be **PROUD** to meet learner needs and provide support in the academic community. Use of these strategies allows for all learners to feel supported and successful in the classroom.

- **P**ositive Peer Models
- **R**ules and Routines, established and posted visually for equal access
- **O**ptimize the Learning Environment: classroom acoustics, preferential seating, instruction near students
- **U**tilize Breaks: plan signals and/or designated time for listening/movement breaks, take time to refocus and repeat information
- **D**iscuss and Collaborate with Team: work with and share ideas with parents, teachers, and other professionals to collaborate on additional strategies to meet students with all needs and abilities

## Collaboration: The Critical Piece

Lund (2017) stated that "that a diagnosis (of ADD/ADHD) for children with hearing loss should certainly include characteristics of ADD/ADHD that are not listening/language-based." In order to successfully navigate diagnoses for learners in classrooms, all professionals in the learners environment should work through a collaborative process. Interpersonal collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal (Friend and Cook, 2017). Working collaboratively with a team can lead to sharing of ideas and build positive relationships with others who have expertise in diverse areas. Collaborating can lead to ongoing progress monitoring and assessments and sharing of strategies. Collaborative team members can include general education teachers, special education teachers, teachers of the d/Deaf or hard of hearing, speech-language pathologists, paraprofessionals, administrators, and parents/caregivers.

### ADHD

- Impulsivity (interrupting, intruding on others)
- Hyperactivity (fidgeting, restlessness, cannot stay seated)
- Inattention (inattention to details, easily distracted, avoids tasks with sustained attention)
- Executive functioning difficulties
- Consistent, pervasive, persistent, and impairing

### DHH

- Executive functioning difficulties
- Inattention (easily distracted)
- More interested in talking to friends than listening to the teacher
- Rushing through classwork and/or not completing work
- May not participate in class discussions

(e.g. Lund, 2017; Dorn, 2018; Barkley, 2019; Dodson, 2019)

## Contact & References

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