

Cartoon in Overcoming Attention Deficit Hyperactive Disorder (ADHD)

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ABSTRACT

Children face difficulty in paying attention and show such problems on a daily basis in all situations-at home, in school, and at play. Many children with ADHD are already in regular schools. This warrants an ample use of a wide variety of attention getting techniques along with other procedure. To reduce distraction and to get and sustain attention of ADHD (Attention Deficit Hyperactivity Disorder) children cartoons can be used to direct attentions. By this paper we explore how can be cartoon used to empower and improve the attention difficulties of children with ADHD.

Keywords: cartoon, attention, ADHD

INTRODUCTION

The deviance of behavior, which is at present termed 'Attention Deficit Hyperactivity Disorder', has traveled along road of conceptualization (Barkley, 1996). Earlier conceptualizations gave emphasis to the over activity or motor restlessness of these children. Hence the terms 'hyper kinesis' and 'hyperkinetic syndrome' were variously applied (Barkley, 1989). Gradually, attention deficits took central role and hyperactivity was downgraded in importance. Attention deficit hyperactivity disorder (ADHD) is coined and defined by the American Psychiatric Association in its mental disorders manual. Although a term 'Hyper kinetic Disorders has also been

coined and defined by the world Health organization (WHO) for the description of the symptoms similar to ADHD, yet in comparison, the term ADHD is more popular and global

Barkley (2000): ADHD is a development disorder of self control. It consists of problem with attention span, impulse control, and activity level.....

NICHCY (2004): Attention Deficit Hyperactive Disorder (ADHD) is a condition that can make it hard for a person to sit still, control behaviour, and pay attention....

These definitions highlights that the (ADHD) may cause them to experience significant behavioral and cognitive

difficulties in the classrooms and we cannot blame the parents and teachers for the upsurge of disorder, because it is not caused by parental or school failure. Although what causes ADHD exactly is not known, yet the researchers believe that it is resulted through some deficiencies or dysfunctions of the brain (Mangal, 2011).

Symptoms of ADHD

The following symptoms of inattention can be noticed among the students those who are with ADHD

- Fails to attend to details or make careless mistakes
- Has difficulty in sustaining attention
- Does not seem to listen when spoken to directly
- Does not follow through on instructions or duties
- Has difficulty in organizing tasks and activity
- Avoids dislikes tasks requiring sustained mental effort
- Is distracted by extraneous stimuli
- Has difficulty in playing quietly or in quiet activities
- Blurts out answers before questions are completed
- Has difficulty awaiting turn
- Frequent changes between activities
- Difficulty in remaining seated when required

Children with ADHD are often said to exhibit the characteristics, such as in attentiveness, distraction, lack of sustained attention, hyperactivity and impulsivity.

Instructional strategies for ADHD

- Use visual aids such as cartoons in lectures
- Use a sight approach to reading rather than phonics
- Use a visualization approach by showing cartoon
- Emphasize mastery of higher level concept cartoons rather than

perfection of simple concept in competition with other students

- Emphasize creativity, imagination, new insights, new approaches using cartoons rather than acquisition of knowledge in all subject areas
- Allow them to construct, draw or create visual representations of cartoons of various concepts

Inattentiveness- a major issue in classroom condition

Inattentiveness is noted among the children with ADHD. They are easily distracted because they do not concentrate. Research finding of Barkley (1998) reveal that they pay less attention to their work than learning disabled children. Douglas (1983) reported that distraction is more likely when the tasks are boring, distasteful or difficult and when the irrelevant stimuli are novel or salient. The best way of doing so is through a multifaceted approach in the classroom. The multifaceted approach advocated may involve many technological mediums among ADHD are usually hypersensitive to distraction because of traditional classroom teaching learning method which makes them seldom bore by the extraneous stimulations. Using of cartoons in the classroom teaching regularly benefits the teacher as powerful, stimuli essential for the desirable behavior especially at the time of learning. Cartoon can fulfill as a device for gaining and maintaining attention and interest.

The major features of cartoon for managing inattentiveness among the children with ADHD are as follows:-

- Funny and non offensive
- Enjoyable and memorable experience
- Comic strip contains messages
- Add humor to the topic
- Easily reachable
- Inspiration to Budding artist

These features benefits the teacher to draw their maximum attention to the class and content

Teaching children with ADHD

Good teaching environment for children with hyperactivity consist four elements

- Reduction in environmental stimuli
- Increased stimulus value of teaching materials (organized stimulation to call attention to specific teaching or learning materials)

Children with ADHD are found to perform best in pair or on individual basis than the group situations simply because that a group situation may prove too stimulating to them causing unnecessary distraction and placing too much strains in coping with others. Therefore, the suitable modifications must be made in classroom by giving exercises based on cartoon with less group or their learning, and working. It is better to engage them into individual or paired work exercises with creative and concept cartoon exercise. It positively enhances constructive learning, cooperative learning and collaborative. Cartoons stimulate own learning and understanding, while at the same time be encouraged to develop critical higher order cognitive skills in creating interest and developing critical thinking and reflective skill. It highlights the importance of interactivity involvement of the audience who should be stimulated to learn and to think.

They also appear to have difficulty in regulating their actions according to the wish of others or to the demands of the particular situation. Particularly, the children with ADHD are said to have intellectual impairment, academic problems, cognitive deficits and social and conduct problems in classroom. Research reports have indicated that if the introduction of a concept is followed by a humorous example, and then an explanation of the concept, test

performance is improved. It is suggested that humour serves to illustrate, reinforce and make more comprehensible the material being taught. When a teacher uses humour and is able to stimulate the students to laugh or smile then at least to that extent the teacher knows that the students have been engaged with their response providing one form of feedback to the teacher cartoons, by their very nature, usually exaggerate a particular facet that can help focus on a suitable teaching/learning point. As a neutral resource, students are able to respond, joke about possible interpretations, and react to the exaggerations alone, in pairs, small groups and eventually in large lecture classes. Thus the humorous situation can be used by the teacher in teaching the content easily to their children with ADHD (Muthuchamy & Arunraj, 2013).

Children with ADHD often do not appear to achieve what they seem capable of learning. It is evidenced by low achievement test scores, school grades, failure to get promoted in school (Dulkan, 1989). The cartoons support meaningful learning, provide positive affect and an appropriate level of challenge, create a classroom environment that permits students' autonomy, and emphasize the real-life importance in learning. The use of cartoon provides the active participation of students in the learning environment is thought to help learners to construct their knowledge meaningfully and permanently. If a teacher plan well and execute the cartoon properly, cartoons help the teaching-learning process in several ways.

Cartoons can be used at any point during a class as long as they are relevant to the class unit and have been designed for a specific purpose. (Dabell 2004) suggested how teachers might use cartoons in the classroom. His suggestions include:

- to introduce the topic and to provide a comfortable environment

- to employ a cartoon which focuses on a particular situation
- to encourage discussion and invite small groups to see if they can reach consensus
- to have a whole-class discussion in an attempt to reach a consensus
- to shepherd ideas together and provide a clear summary of the problem and what has been learned
- to consider how students' views might have changed and what has led to the changes

Use a cartoon to introduce the idea of humour and culture. Take a selection of cartoons and ask groups to decide what each one means and if they think they are funny. Vote on the funniest cartoon. Ask the students to discuss.

Dealing with issues: Take one or more cartoons which comment on an issue in the news. A national newspaper .Use a cartoon to introduce the topic and brainstorm vocabulary

Use a selection of cartoons to discuss the different parts of the issue. Take an issue like disciplining children or dealing with teenagers. Ask if they agree with the cartoonist's opinion.

Use a cartoon like this to end a lesson or series of lessons on social or political issue. Ask students to write a caption for the cartoon. You can prepare them for this by a match the caption to the cartoon exercise.

Activities for using comic strips

Tell the story

Cut up the pictures and get students to re order the story. Make this more difficult and challenging linguistically by giving separate frames to each student in a group and ask them to not show the pictures until they have arrived at an order through describing the pictures.

Remove the last picture of a cartoon and ask students to think of an

ending. Artistic students may like to draw the last frame. Vote for the best ending.

Remove the sentences under each frame and either ask lower levels to match them to each frame or ask them to write the sentences that tell the story. Lower levels might need vocabulary prompts on the board (www.edurite.com).

Recommendations

So far, the focus in India has been to provide specialized support mainly to children with physical and sensory impairments. Children with cognitive and intellectual problems have yet to draw attention from policy makers. Schools at this point in time are not equipped to deal with children with ADHD. Observation in schools shows that a number of children with ADHD in a classroom are considerable. Dropping out is usually attributed to economic reasons, but in fact if these children do not receive special intervention, it is apprehended that a large number of drop-outs could be children with ADHD. Hence, provision of specialized support services for children with ADHD is the need of the hour if education for all is to be achieved.

CONCLUSION

If analyzed on the basis of its etiology, Attention Deficit Hyperactivity Disorder (ADHD) is seemed to be incurable in the sense that neurological impairments appearing through any reason to genetic, environmental or interaction of both are somewhat irreparable. It is, therefore, very important to realize that ADHD is not something that can be cured, but it can be treated and managed effectively. It is true that children with ADHD may exhibit their characteristic behaviour on account of the reasons that are beyond control to their self. However, ADHD should never be taken as a glamorous or desirable condition that may get the individual excused from confronting

the rules that govern the lives of all the rest of us. It is therefore imperative that no carelessness should be shown in handling the ADHD behaviour of the children. Dealing with a child with ADHD is stressful for teachers. School-based and classroom based behavioural intervention programs are effective in producing improvements with regard to attention, disruptive behavior and academic performance. Classroom organization and the structuring of activities do have influence on attentiveness, especially for children predisposed to ADHD. Teachers must be given special training and consultation to use the multifaceted approach by cartoons in classrooms.

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