

Jacqueline Ramirez- Ceballos

Week 10- Ethical Issues Paper

EDG 533

Nyack College

"Self-regulation is the ability to set, monitor, and reflect on goals and then set new goals to monitor and reflect upon" (Roberts, Solis, Chance, 2009). The word self-regulation focuses on one's self and the ability to set, monitor, and reflect on goals to create and improve future goals. However, there is an obstacle when it comes to implementing self-regulation in an inclusive classroom, where there are students with disabilities, more specifically, students with ADHD. According to the scholarly article, *Embedding Self-Regulation Into Reading Interventions to Support Reading and Behavior Outcomes*, it clearly states that self-regulation can naturally occur for some students, but students that cannot do this "need to be explicitly taught self-regulation skills" (Roberts, Solis, Chance, 2019).

Students with ADHD are deficit or delayed in the following five executive functions: self-restraint, mental imagery, internal self-talk, self-motivation, and problem-solving (Barkley, 2009). ADHD stands for attention deficit hyperactivity disorder and it is a neurodevelopmental disorder that can also be classified as a mental health disorder (CADDAC). Children with ADHD might also be impaired in their cognitive, emotional, and behavioral regulation as well as in their executive functioning, therefore, self-regulation is difficult for students with ADHD to monitor on their own. Even though students that practice using self-regulation in their instruction and "can improve both [their] academic and behavioral outcomes," students with ADHD need more explicit and systematic programs to enable self-regulated behavior (Reid, Trout, Schartz, 2005). It is not impossible to do, but teachers or other professionals that have the experience and knowledge on how to construct and implement this for students with ADHD can do so, yet teachers that do not have the experience or knowledge need modeling, feedback, and help from this group of professionals.

Doctor Russell A. Barkley, a clinical psychologist, breaks down the five executive functions that individuals with ADHD are deficit or delay in. The first executive function is self-restraint and it involves the ability to stop and wait. Individuals with ADHD struggle with this because they have a hard time to stop and wait, and this goes against behavioral management. Mental imagery is the ability to recall the past and learn from it, but an individual with ADHD lacks or has no mental imagery because they can't visualize things. Therefore, they do not have "foresight since they are not thinking ahead because they are not looking back either" (Barkley, 2009). Self-talk is the ability to internally talk to yourself, a voice in your head, where you can separate what you do with what you think. Unfortunately, individuals with ADHD have little or no self-talk ability, and as a result, they "can't do what you tell them to do because they can't follow instructions, can't follow the rules, can't internalize the rules, or situation because it requires a voice in their head and they don't have that" (Barkley, 2009). Self-motivation is the ability to manage your emotions so your body and mind work towards your long-term best interest. "If they cannot manage their emotions they cannot have motivation; self-motivation is the fuel tank for all future-directed behavior," individuals with ADHD cannot self-motivate themselves without some or heavy assistance from another individual (Barkley, 2009). A pivotal factor of self-regulation are goals, but with no self-motivation, individuals with ADHD might not meet their goals because "self-motivation is required for all goal-directed actions" (Barkley, 2009). The final executive function is problem-solving, and this is the ability to plan and problem-solve different possible options to solve a problem. The individual does this in their mind where they generate multiple ways to overcome the problem they encountered, but individuals with ADHD struggle with this the most (Barkley, 2009).

Self-regulation is an effective and credible approach, but teachers and other professionals need to consider that it needs to be differentiated for students with ADHD based on the reasons mentioned before. Students with ADHD can learn and master self-regulation, but professionals and teachers need to be well equipped to demonstrate and prepare them for it. A well thought and prepared program(s) need to be used when teaching self-regulation for students with ADHD.

Question: Self-regulation is an effective approach to use in inclusive classrooms, but what is a correct and appropriate self-regulation approach for students with ADHD?

## Works Cited

- Barkley, R. A. (2009, May 30). *30 Essential Ideas you should know about ADHD, 3A The Five Executive Functions* [Video file]. Retrieved from [https://www.youtube.com/watch?list=PLzBixSjmbc8eF16UX5\\_wWGP8i0mAs-cvY&v=Illf\\_Hsy570&feature=emb\\_logo](https://www.youtube.com/watch?list=PLzBixSjmbc8eF16UX5_wWGP8i0mAs-cvY&v=Illf_Hsy570&feature=emb_logo)
- CADDAC, Center for ADHD Awareness Canada. (2020, February 19). Information and Resources for Educators. Retrieved April 6, 2020, from <https://caddac.ca/adhd/understanding-adhd/in-education/information-resources-for-educators/>
- Roberts, G.J., Solis, M., Chance, B. (2009). Embedding Self-Regulation Into Reading Interventions to Support Reading and Behavior Outcomes. *TEACHING Exceptional Children, Vol. 52, No. 2, pp. 78–86. Copyright 2019.*
- Robert, R. Trout, A.L., Schartz, M. (2005). *Self-Regulation Interventions for Children with Attention Deficit/ Hyperactivity Disorder, Vol. 71, No. 4, pp. 361-377.*