

ABSTRACT

An Exploration of the Secondary School Experience of One Student Diagnosed With Attention Deficit Hyperactivity Disorder (AD/HD)

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This study sought to explore the secondary school experience of one Form 1 student at an all-boys' secondary denominational school, who had been diagnosed with Attention Deficit Hyperactivity Disorder (AD/HD). The secondary school experience within the research was defined as the nature of the student's classroom interaction with his teachers, peers, and independent activity; information gathered and interpreted from the school's documentation; and the comments that the student made about himself and his peers. Data were collected through interviews held with the student and three of his teachers, as well as through document analysis and participant observation. The findings revealed that: 1) while the student's academic performance had remained constant, socialization and peer relations were extremely problematic for him; and 2) the teachers displayed shortfalls in teaching methods and a lack of creativity in engaging with a special needs child.

Keywords: Special needs students; Case studies; Attention Deficit Hyperactivity Disorder; Secondary school students; Male students; Educational experience; Trinidad and Tobago