



**Parent-teacher collaboration for the
development of strategies to support the
emotional well-being of Foundation Phase
learners with ADHD**

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DECLARATION

I, **Samantha Ramsay**, student number **36598755**, declare that the work in this thesis complies with Rule G 4.6.3 in that it has not been submitted for examination for any other degree at any other institution other than for the degree of **Master of Education in Educational Psychology** at the **North-West University**. I have duly acknowledged in the text the scholarly work of others. The views expressed in this thesis are my own and do not in any way necessarily reflect those of the University or my supervisor.

Signature:S. Ramsay.....

Date:.....22/11/2021.....

ABSTRACT

This dissertation aimed to explore how collaboration between parents and teachers could support the emotional well-being of learners with ADHD. The emotional difficulties that go along with ADHD are often overlooked, all the while influencing many other aspects of the learner's life. The participants in this study together addressed a gap in the available literature with respect to sustainable support for the learner's emotional well-being by means of collaboration, ultimately benefitting the learners, parents, and teachers.

The emotional challenges learners with ADHD face first prompted my interest in undertaking this study. My interest in this topic grew once I started working as an educator at an underprivileged school. Here I encountered learners with ADHD who had severe difficulties with the control of and understanding of their own emotions. The study examined whether parent-teacher collaboration could offer an avenue to support learners with these difficulties. Parents and teachers seldom actively collaborate to provide support to these learners. In this dissertation, I point out how sustained collaborative efforts could improve the emotional well-being of these learners and how this is beneficial to all parties involved.

This study used a Participatory Action Learning and Action Research (PALAR) design with nine participants. The participants and I formed an action learning set where we collaborated to gain an understanding of the challenges learners with ADHD face. We developed strategies and guidelines to support these challenges from an early age, with the hope that it will positively affect the learners' emotional well-being into adulthood. Visual artefacts and transcripts from the action learning set meetings were analysed to generate data, supported by relevant literature. The collaborative and participatory approach to this study gave each participant an opportunity to have their voices be heard.

The primary research question was: *How can teachers and parents collaborate to support the emotional well-being of FP learners with ADHD?* The study was conducted in three cycles to answer the primary research question. In Cycle One, data were generated in action learning set discussions to answer the following sub-question: *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?* After the data analysis, the following themes emerged: cognitive challenges, behavioural challenges, emotional challenges, and physical challenges. The

findings from this cycle revealed multiple challenges that were faced by the parents and teachers when supporting the learner with ADHD. From here, we continued to Cycle Two of the research, during which we used asset-mapping to generate data and address the second research sub-question: *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?* The findings from this cycle revealed the strategies that were necessary to support these learners and led us to the final sub-question in Cycle Three: *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?* The findings from the final cycle revealed the guidelines that could be useful to support the emotional well-being of FP learners with ADHD.

The research process and findings from this study, this being the identification of challenges, and the development of strategies and guidelines, added to parents' knowledge and brought changes to their attitudes. This had a positive effect on the learners and led to improvements in their emotional well-being. This study contributes valuable information towards the theoretical body of knowledge on ADHD and the emotional difficulties learners and the parents and teachers who support them, experience.

Key words: collaboration, ADHD, Participatory Action Learning and Action Research, Foundation Phase, emotional well-being

LIST OF ABBREVIATIONS

ADHD: Attention deficit hyperactivity disorder

ALS: Action learning set

DoE: Department of Education

PALAR: Participatory action learning and action research

PERMA: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment

FP: Foundation Phase

SASA: South African Schools Act

SMT: School management team

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CHAPTER ONE – INTRODUCTION TO THE STUDY

1.1 Introduction

Attention deficit hyperactivity disorder (ADHD) is a complex disorder that can affect a learner's emotional well-being and social relationships. Learners who suffer from ADHD are often labelled as difficult and are treated in a negative manner, which is detrimental to their well-being (Mueller et al., 2012). These learners mainly move between the home and classroom environments, making these the ideal places to start the effort to put learners with ADHD on a different trajectory (Hasan, 2020).

ADHD has been grouped into three categories: predominantly inattentive, predominantly hyperactive-impulsive, or a combination of the two (Angel, 2019). Boys are more likely than girls to be diagnosed with ADHD (Angel, 2019; Holland & Riley, 2018). It also appears that boys and girls generally show different symptoms of ADHD. According to Holland and Riley (2018), boys show more overt symptoms, whereas girls are easily overlooked as their symptoms are not that obvious. Miller (2020) indicates that boys with ADHD can be rejected by their peers, but girls with ADHD are often exposed to even more peer rejection, possibly because their behaviour is not regarded as typical of their gender. Mulraney et al. (2016) further highlight that girls with ADHD are at a greater risk for developing anxiety than boys.

It appears that the emotional difficulties linked to ADHD can include aggression, poor self-regulation and lowered empathy. Social difficulties can include conflict with peers and within families (Legg, 2020; Radloff, 2013; Classi et al., 2012). Radloff (2013) highlights that learners with ADHD may experience depression, emotional and behavioural problems, unsuccessful relationships, and school failure. Learners with ADHD may experience language and learning disorders or oppositional defiance disorder as the most common co-occurring conditions (Zimlich, 2020). Learners with ADHD may struggle to control their emotions, often leading to outbursts that can cause behavioural and emotional challenges (Miller, 2020).

Given the above difficulties, learners with ADHD often experience challenges right from the start of their school careers. Legg (2020) explains that FP learners with ADHD often do not perform according to their true potential in school. Angel (2019) argues that

Foundation Phase (FP) learners with ADHD can become anxious in situations where they feel forced to do something or can feel overwhelmed when they experience extreme frustration. As a result, impulsivity or inattention can make it difficult for a FP learner to tolerate activities they find boring or that are repetitive (Miller, 2020). These learners have trouble waiting their turn, they can be seen fidgeting, they often interrupt others, their work may be incomplete, and they have trouble completing tasks quietly without bothering those around them (Legg, 2020). In addition, many FP learners with ADHD experience anxiety, depression, have poor academic achievement, poor relationships with their families and attention problems (Mulraney et al., 2018). FP learners with ADHD often react impulsively in negative situations. These learners may also struggle to regulate their emotions properly and in turn, may struggle to form high-quality friendships, which plays a key role in limiting peer victimisation (Fogleman et al., 2018).

It can be argued that parents and teachers often do not understand or have the knowledge and skills needed to support these learners. According to Koch (2015), people assume that a FP learner with ADHD has poor behaviour due to a lack of discipline or unstable family and home circumstances (cf. 3.2). This is not always the case, as these learners have difficulty controlling their behaviour due to the disorder itself (Koch, 2015). Learners with ADHD can become frustrated, but with the correct support strategies in place, parents and teachers can assist these learners with adequate coping strategies (Bailey, 2020).

Parents are the FP learners' first relationships, and by teaching and nurturing their children, parents play a fundamental role in preparing children to learn when they start their schooling. Classrooms in South Africa are filled with learners from diverse backgrounds (Phasha et al., 2017). These learners have unique histories, cultures, experiences and identities that they bring into the classroom. This situation makes it all the more important that learning environments should be adapted to benefit all learners, as differences should be acknowledged as a sign of strength (Phasha et al., 2017). Maluleke (2014) highlights that parental involvement at schools in South Africa is rife with problems due to differences in socio-economic status (SES), limited literacy skills, ignorance, and unemployment.

According to Dauman et al. (2019), the parents of FP learners with ADHD often feel rejected by their children or they find their children's lack of interest in academic work

difficult. The parent may then lose confidence in their ability to improve the child's health and well-being (Taylor-Klaus, 2020). Miller (2020) adds that FP learners with ADHD require more structure and praise to develop positive relationships. It follows that if parents and teachers are provided with the correct strategies for dealing with the FP learner with ADHD, their relationship with the learner may improve. In other words, supporting teachers or parents in overseeing the emotional well-being of FP learners with ADHD, may improve the overall outcomes for learners, parents and teachers.

Colby (2020) defines emotional well-being as a person's ability to understand the value of emotions and to use them wisely to move forward positively in life. In a classroom situation, this may take the form of helping a learner with ADHD focus on their strengths and building on them, rather than focusing on their weaknesses. Bailey (2020) suggests that collaboration between parents and teachers can lead to the development of effective coping strategies to enhance the FP learner's emotional well-being and feelings of success and acceptance. Bailey (2020) continues to explain that regular communication and coordination between parents and teachers give the FP learner a well-deserved opportunity to succeed at school. It is evident that regular communication and coordination between parents and teachers often do not happen (Ozmen et al., 2016). There are programmes in place for parents to support their children and programmes in place for teachers to support their learners, but few programmes focus on collaboration between parents and teachers (cf. 3.4.2.3).

1.2 Problem statement

The above discussion emphasises the need for collaboration between parents and teachers as they support the emotional well-being of an FP learner living with ADHD. The emotional well-being of FP learners with ADHD is perhaps the most overlooked aspect of these learners' lives as they are often viewed as disrespectful or needy (Smith et al., 2021). Learners with ADHD respond well to daily positive reinforcement (Segal & Smith, 2021). For example, if these learners have specific goals to follow, such as small rewards for achieving small goals and bigger rewards for achieving bigger accomplishments, emotional well-being is enhanced (Segal, 2019). Research outlines that consistent support is important to ensure that the FP learner with ADHD enjoys learning and overcomes any educational challenges that may threaten their academic success and school experience (Segal, 2019). This type of reinforcement is dependent on

collaboration between parents and teachers to ensure the consistency of rewards (Miller, 2020).

The South African school landscape is especially complex (Mouton et al., 2013). Teachers are often faced with a classroom made up of learners from a wide variety of cultural backgrounds, from different social backgrounds, even with different home languages (Mouton et al., 2013). In addition to the socio-economic, cultural and linguistic diversity, teachers have learners with differing needs in one classroom. Learners living with barriers to learning, such as FP learners with ADHD, have dissimilar needs compared to the other learners in the classroom. FP teachers cannot educate these learners as if they are all the same (Mouton et al., 2013). However, by thinking critically and widening the perspectives of parents and teachers and examining strengths, challenges and accomplishments, we can establish effective collaboration between parents and teachers to support the FP learner with ADHD in South Africa (Phasha et al., 2017). Bailey (2020) adds that such a cooperative relationship positively enhances the learner's experience at school. Positive communication between parents and teachers is vitally important for collaboration, which in turn leads to learner achievement (Ozmen et al. 2016). Segal and Smith (2019) point out that parent-teacher collaboration directly affects the personal and academic well-being of the learner with ADHD in a positive way.

As a FP teacher, I have worked with a number of learners who have been formally diagnosed with ADHD. I have witnessed how these learners struggle to control their emotions. They often have outbursts, and they experience much anxiety in the classroom. I have had the pleasure of working with one parent who understood the importance of collaboration and I witnessed how it positively affected the learner in the long run. However, I have more often found it difficult to initiate and maintain positive parent-teacher collaboration. I therefore wish to help parents and teachers become more aware of how their collaboration can positively influence the learner's experience at school.

My role as researcher in this study includes that of facilitator and participant. I bring my own personal values into this study, being collaboration, inclusion, respect for all, and equality. I believe that the parents and teachers of FP learners with ADHD are best equipped to answer the research question below. I make use of participatory action learning and action research (PALAR) to explain my position in this study. PALAR is conducted by a person who is actively involved in the research process as an observer,

critical reflector, co-researcher, and participant, as discussed by Zuber-Skerrit et al. (2015). My hope is that the results of my own and my participants' action learning presented here are valuable. The use of a participatory approach helped me to come up with practices that are more insightful and transformative than would be possible when a researcher works alone (Zuber-Skerrit et al., 2015).

1.3 Purpose of the study

The aim of this research is to enhance the collaboration between parents and teachers to develop strategies that would ensure that the emotional support provided in the classroom continues at home.

1.4 Research questions

The following research questions (cf. 3.4.1) guided the research:

1.4.1 Main Research question

How can teachers and parents collaborate to support the emotional well-being of FP learners with ADHD?

This main research question leads to the following sub-questions that can broaden the search for the best answers:

1.4.2 Research sub-questions

Cycle One

- What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?

Cycle Two

- What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?

Cycle Three

- What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?

1.5 Clarification of concepts

The following key concepts are central to the study and are defined below to create common ground:

1.5.1 Emotional well-being

Colby (2020) defines emotional well-being as a person's ability to understand the value of emotions and use them wisely to move forward positively in life. Ferron (2016) characterises emotional well-being as the ability to manage and experience one's emotions while accepting oneself and others with a positive outlook. In the context of a classroom, Colby's (2020) understanding of emotional well-being would mean that a learner is taught to focus on their strengths and to build on them, rather than focusing on their weaknesses. This ability can help a learner cope with stress better and enjoy life more while focusing on personal priorities. It can be argued that if FP learners achieve such well-being, they will be able to cope better at home and in the school environment.

1.5.2 Foundation Phase

Basel (2016) defines the FP as Grade R to Grade 3. According to the Curriculum and Assessment Policy Statement (CAPS) of the Department of Basic Education (DBE) (2011), the focus should be on creativity and play as the main way of learning. Donald et al. (2016) highlight that teachers in the FP should encourage creativity and imagination, facilitate physical development, promote positive attitudes and values, focus on emotional and social health and on the learner's relationship with the environment and other people. During this phase, manners, ethics, and important learning techniques are developed and a more practical and hands-on method of teaching is prescribed. The focus should remain on the learners' development through experimental and enjoyable processes.

1.6 Theoretical framework

According to Vinz (2015), a theoretical framework is where the researcher(s) defines, discusses, and evaluates theories relevant to the research problem (cf. 2.2). Vinz (2015) further highlights that a theoretical framework should provide a basis for understanding and interpreting the findings of the research (cf. 2.2)

Gardner's (1983) theory of multiple intelligences guided my understanding and interpretation of the data collected. Woolfolk (2014) explains that Gardner witnessed that individuals may excel in one of eight areas but may have difficulties or limited abilities in the other seven areas. Gardner (1983) therefore questions how appropriate general intelligence is as the only explanation for human achievements. In addition to this angle of approach, Ackerman (2020) describes that positive psychology can be used to study human thoughts, behaviours and feelings while focusing on strengths instead of weaknesses and building on the good aspects. As such, I integrated Gardner's (1983) theory with Seligman's (2000) theory of positive psychology. These two theories complement each other because Gardner's (1983) multiple intelligences theory focuses on each learner's unique strengths and Seligman's (2000) theory of positive psychology promotes this in a positive and uplifting manner.

Armstrong (2020) points out that schools emphasise logical-mathematical and linguistic intelligence, yet Gardner (1983) states that more emphasis should be placed on what gifts learners have for the other intelligences. Learners with ADHD often work well in these other intelligences (cf. 2.2.1). Armstrong (2019) is of the opinion that most learners do not receive the reinforcement needed for these intelligences while at school. It appears that many learners are labelled as underachievers, especially learners with ADHD in the FP, simply because they have unique ways of thinking that do not fall into the category of logical-mathematical thinking or linguistic thinking. It is important for parents and teachers (cf. 2.2.1) to realise this and to adapt their teaching styles to suit the needs of the FP learner with ADHD. The theoretical framework for this study considers how the theory of Gardner's (1983) multiple intelligences along with Seligman's (2000) theory of positive psychology can be used to assist individuals and to identify and focus on learners' strengths. This integration of theories results in a theoretical framework that can help teachers and parents understand how learners living with ADHD can be supported and how a collaborative approach could improve the emotional well-being of these learners (cf. Chapter Two).

1.7 Research methodology

Sileyew (2019) explains research methodology as the path researchers follow to conduct their research as they formulate a research problem and objective, collect and analyse data, and present results. The research methodology can be regarded as the strategy or

design that assists the researcher with the choice of the research methods and it indicates how the research should be completed (Rehman & Alharthi, 2016). It also helps the researcher decide in what way the world should be studied, what data is needed for the study and what tools should be used to obtain this data adequately (Rehman & Alharthi, 2016).

Qualitative research offers an approach to gain an understanding of how social, cultural and physical behaviours occur (Guest et al., 2013). A qualitative approach was deemed suitable for this research because it allowed me to respect the perspectives of all participants and to make sense of their subjective experiences and views (Mohajan, 2018). The research paradigm, design, data gathering methods and quality criteria are set out below.

1.8 Research paradigm

Lincoln (2000) explains paradigms as human constructs that indicate where information is from in order to create meaning from data. The term paradigm is derived from the Greek language and means 'pattern', referring to a person's way of seeing the world. It shapes the research question and influences what researchers may think of the topic at hand (Kamal, 2019). Paradigms are important because they outline beliefs and influence what should be studied, how it should be studied and how the results should be interpreted (Kivunja & Kuyini, 2017). The researcher's paradigm (cf. 3.3) plays a role in all decisions during the research process, including the research methods chosen. It determines how meaning is constructed from the data based on unique individual experiences (Kivunja & Kuyini, 2017). Perera (2018) sees a paradigm as a clear pattern, model or example of something and it can include cultural themes, ideologies, worldviews and mindsets. Paradigms are a 'point from which to view' life and they are grounded in a set of assumptions about the nature of reality (Perera, 2018). Wood (2020) furthers this explanation by stating that the philosophical assumptions of a paradigm make up 'the basic rules that we accept as true'.

Guba (1990) suggests that research paradigms are characterised by three questions: the ontological, epistemological and axiological questions. I chose to employ a critical, transformative and participatory paradigm (see Figure 3-1). Wood (2020) clearly states that: "PALAR is not underpinned by an interpretive paradigm". A critical, transformative

and participatory paradigm was useful in this study because it seeks to address the research problem by respecting cultural norms, using action and participatory research, and promoting human rights as suggested by Kivunja and Kuyini (2017). In addition, this paradigm goes further than mere understanding, because it requires collaborative positive change with others (Wood, 2020). The epistemological, ontological, and axiological assumptions of this paradigm are discussed in detail below.

1.8.1 Epistemological assumptions

Epistemology refers to how we come to know something, how we communicate knowledge with other people, and how we can extend and deepen our understanding (Kivunja & Kuyini, 2017). Wood (2020) indicates that a critical, transformative and participatory paradigm implies that the thinking process is continually open to changing, reflecting on and transforming ideas to bring about improvement. This paradigm was used in this study because it allowed collaboration with the participants. Participants were involved in decision making during the process of creating their own knowledge from their own and others' observations and experiences (cf. 3.3.1).

The selected paradigm encouraged parents and teachers to think critically about ADHD, to consider how collaboration can lead to the change they desire, and how such changes will enable them to support the emotional well-being of FP learners living with ADHD. This idea is in line with Zuber-Skerritt and Wood's (2019) argument that a critical transformative and participatory paradigm enables a researcher to raise awareness of the phenomenon in question, to introduce the participants to new possibilities and to allow participants to apply their thoughts to their own lives while examining the social reality of collaboration.

1.8.2 Ontological assumptions

Ontology is regarded as the "nature of our beliefs about reality" (Richards, 2003), which implies that researchers have assumptions about how reality exists and what is known about it. The ontological question ultimately leads the researchers to question what type of reality there is, for example, singular or multiple socially constructed realities, as explained by Rehman and Alharthi (2016). Zuber-Skerritt and Wood (2019) explain ontology as our assumptions about the nature of being, becoming, reality or existence, as well as the relationships between them. PALAR assumes a "relational ontology"

(Wood, 2020), where all participants are seen as being able to add value to the project. The paradigm views reality as socially constructed and embraces diversity as the starting point of the process of creating mutually acceptable social realities (cf. 3.3.2). Thus, a democratic, inclusive and trusting relationship between parents and teachers was the cornerstone of collaboration towards mutually negotiated outcomes.

1.8.3 Axiological assumptions

Axiology refers to the ethical issues that have to be taken into consideration during the planning of a research project. It involves defining, understanding and evaluating concepts related to the research (Kivunja & Kuyini, 2017) (cf. 3.3.3). Zuber-Skerritt and Wood (2019) explain axiology as the researcher's assumptions about values, worldviews and beliefs. Axiology pinpoints how a person acts in the world and stresses the importance of correspondence between the epistemological and ontological assumptions throughout the research process (Aliyu et al., 2015). Kivunja and Kuyini (2017) list the following axiological questions to ensure good ethics:

- What values guide the research?
- What must be done to respect the participants' rights?
- What moral issues should be considered?
- How will the researcher ensure that the research is conducted in a respectful and peaceful manner?
- How will the researcher minimise harm and risks?

Literature has shown that axiology analyses what is good or bad, what is found to be worthy in life, what we value, and axiology focuses on the usefulness of the research to be conducted (Deane, 2018).

1.9 Research design

Zuber-Skerritt et al. (2015) highlight the value of adopting a participatory methodology to assist researchers to encourage authentic collaboration from all participants for meaningful change. PALAR promotes sustainability, because the people who are involved develop the skills and knowledge to continue the work independently, while also

learning about the value of collaboration, participation and caring for others (Zuber-Skerritt, 2015).

PALAR is a collaborative, democratic and transformative approach (cf. 3.4) to social research. If a researcher wants to bring about social change, this research approach, which focuses on knowledge creation, innovative ideas, improvements and innovations, being open to change and allowing all participants equal rights in the decision-making process, can be of great value (Wood, 2020). For this study, I adopted the PALAR design to develop collaboration between parents and teachers to help them explore existing strategies and to develop new strategies to support the emotional well-being of the learner with ADHD. The PALAR design allowed me to participate in the process of action learning because, as a teacher myself, I could collaborate with the action learning group as an equal partner, while also facilitating the process, as suggested by Wood (2020). This process allowed me to work with teachers and parents in a small action learning group to gain a deeper understanding of how parents and teachers can collaborate to support the emotional well-being of learners with ADHD.

In this study, the research process unfolded in three cycles (cf. 3.4) and the relationship component was revisited in each cycle to ensure that the process remained in line with the ethics process and had authentic participation. The three Rs of PALAR (Zuber-Skerritt, 2015) guided the interaction of the participants in order to:

- develop a democratic, authentic, trusting and supportive **relationship** among all the participants;
- initiate a process of continual critical **reflection** in a collaborative learning context between all participants in the different cycles (phases); and
- **recognise** the learning and knowledge generated by participants in the cycles.

Cycle One began with a relationship-building session to identify needs, the mutual purpose, and the roles and responsibilities in the team. It included a context analysis to see who else should be involved and what resources would be needed. Each participant was given the opportunity to introduce themselves, after which the ethics of the study was discussed (Annexure A). The participants and I formed an Action Learning Set (ALS). The ALS is a useful tool to ensure that the research participants have an opportunity to

put learning into action rather than being “taught” (Morrison, 2017). The ALS was made up of nine participants who met regularly to work collaboratively on the task at hand, namely the main research question. Morrison (2017) explains that the ALS decides its own way forward and conducts meetings where members discuss current issues and the progress of actions from previous meetings. They then reach agreements on future action plans (see Figure 3-2). In Cycle One the ALS addressed the first research question:

- What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?

During this cycle, the participants identified the challenges teachers and parents face and discussed ways in which these challenges can be overcome through collaboration (cf. 3.4.2.1).

Cycle Two began with a reflection on Cycle One to identify any new needs that had arisen and to maintain relationships. The ALS then addressed the second research question:

- What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?

In this cycle, the participants developed, evaluated and refined strategies based on the challenges identified in Cycle One with a view to improving the FP learners’ emotional well-being (cf. 3.4.2.2).

Cycle Three began with a relationship-building session to reflect on Cycle Two. Participants built on the discussion and questions asked in the previous cycle and discussed any additional needs. The ALS then addressed the third research question:

- What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?

During this cycle, the participants identified and refined guidelines to ensure the sustainability of the collaboration between teachers and parents and they reflected on the process of working collaboratively (cf. 3.4.2.3).

1.9.1 Site and selection of participants

Sargeant (2012) explains that participant selection in qualitative research is most often purposeful. Participants are selected based on who would be able to help answer the research question and enhance the study the most. Palinkas et al. (2016) add that purposeful sampling identifies and selects information-rich participants who may be truly knowledgeable or experienced with respect to the phenomenon under study. Also supporting this idea is Crossman (2020), who states that purposive sampling is based on the characteristics of the participants and the objective of the study to ensure that the research questions are answered, and the objectives are achieved.

The research site included two independent schools in the Edenvale area, namely Assumption Convent School, which is a girls' school in Edenvale, and St Benedict's College, which is a boys' school. These schools were selected as I wished to gain information on both boys and girls with ADHD, as boys and girls show different symptoms. Although these schools initially agreed to participate, I experienced numerous challenges due to the COVID-19 pandemic. Both of these schools ultimately opted not to participate in my research project due to each individual schools' challenges with respect to the COVID-19 pandemic (cf. 3.4.3). This turn of events became a challenge and a limitation as I had to reapply for ethics clearance through the North-West University (NWU) and for permission to conduct research through the DoE (cf. 7.8). In the end, Little Oaks Remedial School in Benoni participated in my research. I selected this school so that I could explore the ways in which parents and teachers can collaborate when exploring current strategies and developing new strategies to support the emotional well-being of children with ADHD. I purposively selected nine participants, three parents and six teachers from the school (9 in total). The participants all formed one ALS (cf. 3.4.3).

The participants and I worked collaboratively through the cycles of the participatory approach to answer the research questions. Meetings took place at Little Oaks Remedial School in Benoni on dates decided by the group.

The selection of teachers and parents was based on the following criteria:

Criteria for participating parents:

- The parents had to have a learner who had been diagnosed with ADHD and had to be willing to disclose this information.
- The parents had to be willing to participate in the different components of the study.

Criteria for participating teachers:

- The teachers had to be working with a learner who had been diagnosed with ADHD at the time of the research.
- The teachers had to have adequate experience as a teacher, a minimum of five years.
- The teachers had to be willing to participate in the different components of the study.

I recruited the participants with the use of a flyer explaining the project. The flyer provided both parents and teachers with a small amount of information about the intended research and invited them to approach me or an allocated teacher to find out more about the research project. If they showed interest in participating, they were given an informed consent letter they could complete and return to me or to the school in a sealed envelope. I made use of an independent person from the school, Mrs Leigh Korsman (the principal of the school), as a gatekeeper since she had a good relationship with both the teachers and the parents. The gatekeeper had to be a neutral and independent person who would act ethically when needed. Such a person was included in the study to help establish a relationship of trust between me and the participants. Mrs. Korsman handed out the flyers for the research to those who could possibly be interested, and she received the signed informed consent documents from the participants. Mrs. Korsman and I worked closely together during the research process. She was able to answer basic questions about the research but advised the participants to contact me for more complex questions

1.9.2 Data generation techniques

Bhat (2020) highlights the importance of making informed decisions (cf. 3.4.4) when selecting the appropriate data collection methods as this can enhance the quality of the expected results. As explained in Section 1.9.1, the participants, including myself, formed

an ALS and became the primary data generation method (Zuber-Skerritt, 2011). The following data generation techniques were employed:

1.9.2.1 Recorded action learning set discussions

I facilitated focused discussions throughout all three cycles. The focus was on the specific research question that was being explored in each cycle. The data collected by means of recorded ALS discussions are high in detail and descriptive and allowed me to gain multiple opinions and beliefs simultaneously (Wood, 2020). The data collected during the recorded ALS discussions were transcribed each cycle determined the current status of the problem (cf. 3.4.41).

In Cycle One, focused discussions were used to build relationships and to answer the first research question: *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?* This method was also used in the other two cycles because it allowed the participants, who all shared certain characteristics relevant to the study, to work in a collaborative way while staying focused on the learner with ADHD's emotional well-being. It created an environment where all their viewpoints were valued and recognised.

1.9.2.2 Asset-mapping

In this study, asset-mapping can be used to identify assets (Wood, 2020) as both teachers and parents possess assets that could support teaching and learning. This can in turn help devise ways to address learners' needs in the classroom (Venter, 2016). In this study, asset-mapping was used to address the second question, to reflect on the status of the problem and to think of ways to address the following question during Cycle Two: *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?* (cf. 3.4.4.2).

Venter (2016) explains that an asset approach provides teachers with the opportunity to empower learners and facilitate optimal learning. In this study, the aim was to support the emotional well-being of FP learners. We were interested in identifying the assets and strengths of each learner so that the parents and teachers could devise strategies that could encourage and support the development of the learner's asset or skill. Venter (2016) further highlights that when learners are supported in their development by

focusing on assets, for instance, skills, strengths, or gifts, it may lead to holistic well-being. Asset-mapping was used in the ALS discussions to identify strategies to support the emotional well-being of learners living with ADHD.

1.9.2.3 Digital storytelling

Wood (2020) explains that digital storytelling can be used to learn about people's lived experiences and then as an advocacy tool. This data collection method was employed during Cycle Three, and it addressed the third research question: *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?*

Rieger et al. (2018) describe digital storytelling as a method in which the researcher creates a three- to five-minute-long video that integrates photos, drawings, music and participants' voices to meaningfully capture the participants' experiences in life (cf. 3.4.4.3). Digital storytelling integrates the three cognitive processing systems, namely: visual-object, visual-spatial and verbal, which in turn allows for a deeper level of understanding and self-expression (Rieger et al., 2018). Digital storytelling could initiate community dialogues about issues in the community, such as emotional issues surrounding ADHD. Rieger et al. (2018) highlight that since digital media is vast and instantaneous, digital storytelling is useful to decrease the time between the generation of knowledge and the implementation of knowledge. In this study, I made use of this method of data generation to create a meaningful video in a collaborative manner to highlight the participants' experiences relating to the research question. The discussions in the ALS provided information on how to support learners' emotional well-being. We then created a video with all the pictures, music, participants' voices and drawings to reflect on the guidelines we had identified.

1.9.2.4 Reflective diary

Reflective diaries were used throughout all three cycles. Taib et al. (2016) explain that a reflective diary is used to maximise reflective learning in day-to-day practice. It is used to explore the participants' perceptions and views and it enhances learning, critical thinking and promotes professional growth (cf. 3.4.4.4). Vinjamuri et al. (2017) further explain that reflection actively involves participants and purposefully considers their feelings, thoughts, beliefs, reactions, knowledge and experiences and then uses this to develop

new knowledge, skills, ways of thinking, approaches and attitudes. Reflective diary writing allows participants to think back and process their subjective experiences, and by doing this, it becomes a process of learning rather than a product of learning. These reflective diaries are seen as a safe place for participants to write down any challenges they may have come across during the research process (Vinjamuri et al., 2017).

Reflective diaries allowed the participants and me to reflect on our feelings, experiences, opinions, fears or challenges over the course of the research process. This facilitated dialogue in the ALS as we explained what we had written about.

1.9.3 Data analysis

Kawulich (2004) argues that the best way to approach data analysis is for researchers to immerse themselves in the data so that they become familiar with it, and to then look for themes or patterns. The researcher has to identify different relationships in the data for improved understanding and then display the information. Thematic content analysis as explained by Caulfield (2019) was used to identify common ideas and to make sense of all the data that had been collected from the recorded group discussions, asset-mapping, digital storytelling and the reflective diaries.

Caulfield (2019) describes a thematic analysis as a method where the researcher examines data, such as interview transcripts, to identify themes, topics, patterns, or ideas that repeat (cf. 3.4.5). When using PALAR, the analysis of data is continuous because the cyclical process of collecting and analysing data is interlinked and reflection is integral to every session of data collection (Zuber-Skerritt, 2011). The initial collaborative analysis was done in the group. I followed this up with theoretical analysis through the lens of the chosen theories. The following is the six-step process to conduct a thematic analysis as formulated by Caulfield (2019) that was used to analyse the data:

- *Familiarisation* – I gained a thorough overview of the data that had been collected.
- *Coding* – I highlighted relevant sections, usually phrases or sentences, and formulated codes to describe them.
- *Generating themes* – I identified patterns in the codes and created themes.

- *Reviewing themes* – I reviewed the themes to ensure that they were accurate and useful. Themes may have been combined, discarded, or split into more than one.
- *Defining and naming themes* – I defined the themes, described how they are helpful and named the themes to ensure each theme was easily understood.
- *Writing up* – I ensured that the written report of the research included an introduction, methodology and a conclusion that showed the findings and results.

Thematic analysis is a flexible method that can easily be adapted and changed to suit the research. It allows for flexibility when interpreting the data and allows data to be sorted into broad themes (Caulfield, 2019). Different interpretations may arise during the thematic analysis. The ALS, therefore, made use of active reflections during each stage of research.

1.10 Enhancing the quality of the study

Herr and Anderson (2005) describe five criteria to determine the validity of action research: outcome validity, process validity, democratic validity, catalytic validity, and dialogic validity. I applied these aspects throughout the study by referring to what is expected and ensuring that the trustworthiness is not compromised in any way. Herr and Anderson (2005) state that there should be an emphasis on the following questions:

Outcome validity: To what extent did the action solve the initial problem?

Process validity: How will lifelong learning be promoted?

Democratic validity: How were problems solved in collaboration with all participants?

Catalytic validity: Has transformation taken place and has the process motivated participants to take independent action?

Dialogic validity: How did reflection take place?

These criteria are explained in depth in Chapter Three.

1.11 Ethical aspects of the research

Ethics can be defined as norms for conduct that differentiate between acceptable and unacceptable behaviour (Resnik, 2015). Fouka and Mantzourou (2020) interpret ethics as considerations about actions and choices, and the decision making that is concerned with what is right and wrong. Adhering to ethics guidelines safeguards the validity of research and ensures that the research is authentic, free of unnecessary errors and carries the support of the participants (Singh 2019). Research should adhere to different standards to reach the research aims and goals (Resnik, 2015). It is important to comply with ethics guidelines when doing research in order to avoid error, fabrication or falsification or misinterpretation of research data (cf. 3.6).

Participants were asked to sign an ethics agreement once they had decided to participate in the research (see Annexure A – Ethics agreement). Participants were notified about how the information will be used. Their privacy was afforded high priority, and they had the option to withdraw from the study at any time. I applied for ethics clearance through the Research Ethics Committee of the Faculty of Education (EduREC) of the NWU. The ethics principles upheld throughout the research are:

1.11.1 Informed consent

As explained by Fouka and Mantzourou (2020), informed consent is obtained when a person voluntarily and knowingly gives consent. It is the way in which a participant's right to autonomy is protected. Informed consent aims to incorporate the rights of participants. Shahnazarian et al. (2020) define informed consent as a process in which the participant has a clear understanding of the research and any possible risks (cf. 3.6). Fouka and Mantzourou (2020) highlight the importance of the fact that informed consent should include an introduction to the study, its purpose, an explanation of the selection of research participants and of the procedures that will be followed. The participants should be informed of the expected benefits. The four essential aspects of informed consent that must always be adhered to are competency, comprehension, disclosure, and voluntariness (Fouka & Mantzourou, 2020). In this study, participants were asked to give their consent in writing (see Annexure B – Permission letter). No one was forced to participate if they did not wish to do so. All participants were informed of the purpose of the study and the process it will follow, allowing them to decide whether they wanted to

participate. Parents and teachers were informed of the study with the use of a flyer and those interested were invited to a meeting where they had the opportunity to learn about all aspects of the study and their involvement as participants.

1.11.2 Beneficence: Do not harm

Fouka and Mantzourou (2020, p. 2) state that beneficence clearly refers to the principle of “be of benefit, do not harm”. It ensures the research is significant and effective and that it serves the welfare of the participants (cf. 3.6). The research should be as beneficial as initially promised. Barrow and Khandhar (2020) describe beneficence as the researcher acting in a way that benefits others and promotes their safety and well-being. Fouka and Mantzourou (2020) highlight the importance of the way in which a researcher should balance the risks and the benefits while minimising potential harm. Harm can be emotional, physiological, social or economic, and the researcher should have a high level of sensitivity. In this study, the risk is minimal as all participants were consenting adults who deal with FP learners with ADHD on a daily basis. I ensured that all participants’ safety and well-being remained a top priority and that the research had more benefits than harm. This was explained to the participants at the beginning of the process.

1.11.3 Respect for confidentiality

Confidentiality protects the privacy of the participants while data is collected, analysed and reported (Allen, 2017). Fouka and Mantzourou (2020) highlight that confidentiality is applied to protect the participants’ identity and the participants can withhold or give as much information as they wish (cf. 3.6). Allen (2017) explains that confidentiality is mainly relevant to qualitative designs. Confidentiality entails protecting the personal information received from the participants by obscuring it. In this study, the research team ensured confidentiality to keep any personal information that the participants did not wish to be published confidential, but the participants’ names and basic information were obtained. I made use of pseudonyms to refer to participants, such as P1, P2, P3, and so forth.

1.11.4 Respect for privacy

Privacy, according to Fouka and Mantzourou (2020), refers to a participant’s choice with regard to when, how much and under which circumstances personal information is withheld or shared (cf. 3.6). Information such as beliefs, opinions and attitudes, and

records can only be shared with the participants' consent or knowledge. Fouka and Mantzorou (2020) clearly state that the aims and methods should be adequately discussed with the participants before the research starts. Adequate measures should be in place to protect the participants from any potential harm during the research or after the results are released (Fouka & Mantzorou, 2020). In this study, the participants and I worked collaboratively in group settings, but I allowed the participants to express the time that suited them, the extent of the research they feel comfortable with, and under which circumstances the research could take place to suit their privacy and their needs and to ensure that their own personal privacy is protected. The participants were made aware that their personal beliefs and opinions will be published anonymously and that they also had the right to withdraw from the study at any time they wished to do so.

1.12 Contribution of the study

The research study contributes to practice, methodology and theory. The practical contribution of the study is visible from the way the parents and teachers who participated in the study walked away equipped with more skills and knowledge on collaborating to support the emotional well-being of the FP learner with ADHD. The knowledge gained from this study contributes to the growth and development of those involved with the FP learners with ADHD.

The use of a participatory methodology may have direct benefits for the teachers and parents since the aim is to impart to them the importance of collaboration and a good relationship to improve the learner with ADHD's emotional well-being. The parents and teachers emerged as part of the knowledge base and will hopefully pass the knowledge on to others. By the end of the study, parents and teachers had learned a method to address the emotional difficulties surrounding the FP learner with ADHD by collaborating to enhance the support of the FP learner's emotional challenges.

As these parents and teachers gained knowledge of the correct methodology and practice to support the FP learner with ADHD, they gained a firm understanding of the theory. This offers long-standing ideas to support these learners throughout their schooling careers.

1.13 Layout of chapters

Chapter One – Introduction to the study

This chapter provides an overview of the study, which includes the background, introduction and problem statement of the study. It also set out the research questions, the research aims, the clarification of concepts and the design used.

Chapter Two – Emotional difficulties in Foundation Phase learners with ADHD

Chapter Two offers a review of the available body of literature on the emotional well-being of the FP learner with ADHD and the various aspects related to this phenomenon. The chapter explores the usefulness of Gardner's (1983) theory of multiple intelligences and Seligman's (2000) theory of positive psychology for enhancing emotional well-being.

Chapter Three – Research design and methodology

This chapter discusses the research methodology, which includes the paradigm, the research design and the different data gathering methods used. The quality criteria and ethics considerations are also considered as part of this discussion.

Chapter Four – Discussion of Cycle One: The challenges teachers and parents face with the emotional well-being of Foundation Phase learners living with ADHD

This chapter identifies the challenges parents and teachers face when collaborating to provide support for the emotional well-being of the learner with ADHD. The chapter draws on an analysis from Cycle One.

Chapter Five – Discussion of Cycle Two: Collaborative strategies to support the learner

This chapter provides a detailed explanation of the research results from Cycle Two, which unfolds based on the findings in Cycle One and an explanation of how the qualitative data was analysed.

Chapter Six – Discussion of findings from Cycle Three: Guidelines for collaborative parent/teacher support

This chapter provides a detailed explanation of the research results from Cycle Three, which unfolds based on the findings in Cycle One and Cycle Two and an explanation of how the qualitative data was analysed.

Chapter Seven – Summary, reflections, suggestions, and conclusions

This chapter discusses the findings of the research. The findings are presented in the form of recommendations for the improvement of collaboration between parents and teachers and future research.

1.14 Conclusion

The aim of this chapter was to describe the context that gave rise to the research problem. I provided an outline of the context of the study, described the research aims and formulated the research questions. A discussion of the theoretical framework and research methodology followed, and the use of the critical, transformative and participatory research paradigm for investigating the research phenomenon was justified. An account was given of the research design used, PALAR, and the data collection tools and techniques best suited to the context were explained. Issues concerning the validity and trustworthiness of the knowledge creation process as well as the ethics considerations of this study were also discussed. In the next chapter, I give a critical review of the literature and theory on how parent-teacher collaboration can influence the emotional well-being of learners with ADHD.

CHAPTER TWO – EMOTIONAL DIFFICULTIES IN FOUNDATION PHASE LEARNERS WITH ADHD

2.1 Introduction

Chapter One introduced this study on collaboration between teachers and parents to support the emotional well-being of a learner with ADHD. The chapter included a cursory look at the available body of literature. This chapter continues with an in-depth review of research literature on the topic of study.

Ahmann et al. (2017) point out that ADHD is the most common neurobehavioural disorder found in learners. It greatly affects the well-being, academic achievement, and social interactions of the learner. It is characterised by inappropriate development and harmful levels of impulsivity, carelessness, and hyperactivity. ADHD in learners is linked to poorer adaptive functions and a lower quality of life (Lizeta & Drigas, 2020). Lizeta and Drigas (2020) state that ADHD causes impairments in cognitive and socio-emotional development. This includes difficulties with maintaining and focusing attention, communicating with peers, and varying degrees of anxiety.

Zimlich (2020) highlights the importance of addressing issues outside of ADHD, such as anxiety, depression, and exposure to trauma. Bob and Konicarova (2018) for instance show how ADHD relates to an increase in sensitivity to stressful stimuli. Wolraich (2019) further adds the need to emphasise communication between families, teachers, key players, and health consultants.

Partially due to the neurobehavioural difficulties, learner ADHD is linked to lower grade point averages, poorer classroom productivity, lower levels of academic achievement and higher rates of school dropout (Calub et al., 2019). Dickerson Mayes et al. (2019) explain that learners with ADHD struggle neurodevelopmentally and are at considerable risk of a learning disability or academic underachievement, especially in mathematics and reading. Untreated neurobehavioural disorders such as ADHD have severe social and

^{1 1} Please note that in this study there is reference to Foundation Phase learners living with ADHD and parents supporting their children. Therefore, the concepts learner/children are used interchangeably.

societal costs as these learners battle with academic underachievement and difficulties in their personal relationships (Wilens & Spencer, 2013).

It appears as if learners with ADHD often show poor emotional well-being. Scanlon et al. (2014) conducted a study to find the correlation between bias and self-esteem in typically-developing learners and learners with ADHD. They identified six subscales to show how the learner with ADHD differs from other learners and to identify their difficulties. Their results show that learners with ADHD scored lower on all six subscales: happiness/satisfaction, popularity, freedom from anxiety, physical appearance, intellectual/school status, and behavioural adjustment. The scores these learners with ADHD obtained means that their emotional well-being is affected throughout their schooling career. Figure 2-1 shows how the six subscales interlink, as one subscale can influence the others, for example, a lack of happiness/satisfaction can alter a learner’s feelings of anxiety. It also shows how learners with ADHD compare to learners without it.

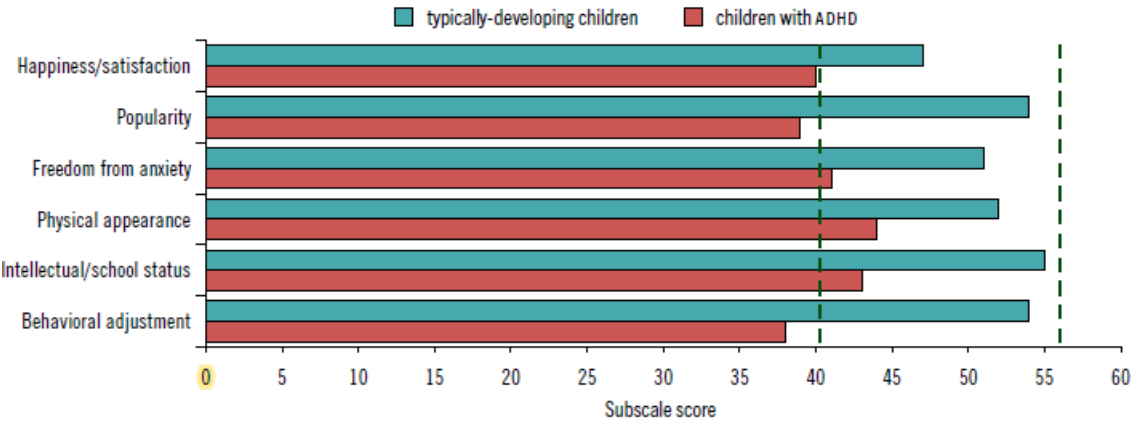


Figure 2-1: Subscale scores for all participants by group (Scanlon et al., 2014)

The negative emotional factors that affect a learner with ADHD, in this case FP learners with ADHD, can be addressed if there is effective alignment between parents and teachers as collaborative involvement creates a more positive experience for the learner (Spreeuwenberg, 2019). Thorson (2018) argues that family engagement is a vital part of teaching and learning as collaboration between parents and teachers better supports the learner with ADHD than isolated efforts. Joffe (2018) adds that collaboration between role-players could be vital towards earlier diagnosis in FP learners living with ADHD. Joffe (2018) further points out that early diagnosis and intervention can possibly lead to

successful and effective treatment options for FP learners with ADHD. Joffe (2018) further explains that the brain’s ability to change and adapt is much greater during early childhood. Figure 2-2 below shows the increase in challenges as the FP learner with ADHD grows older.

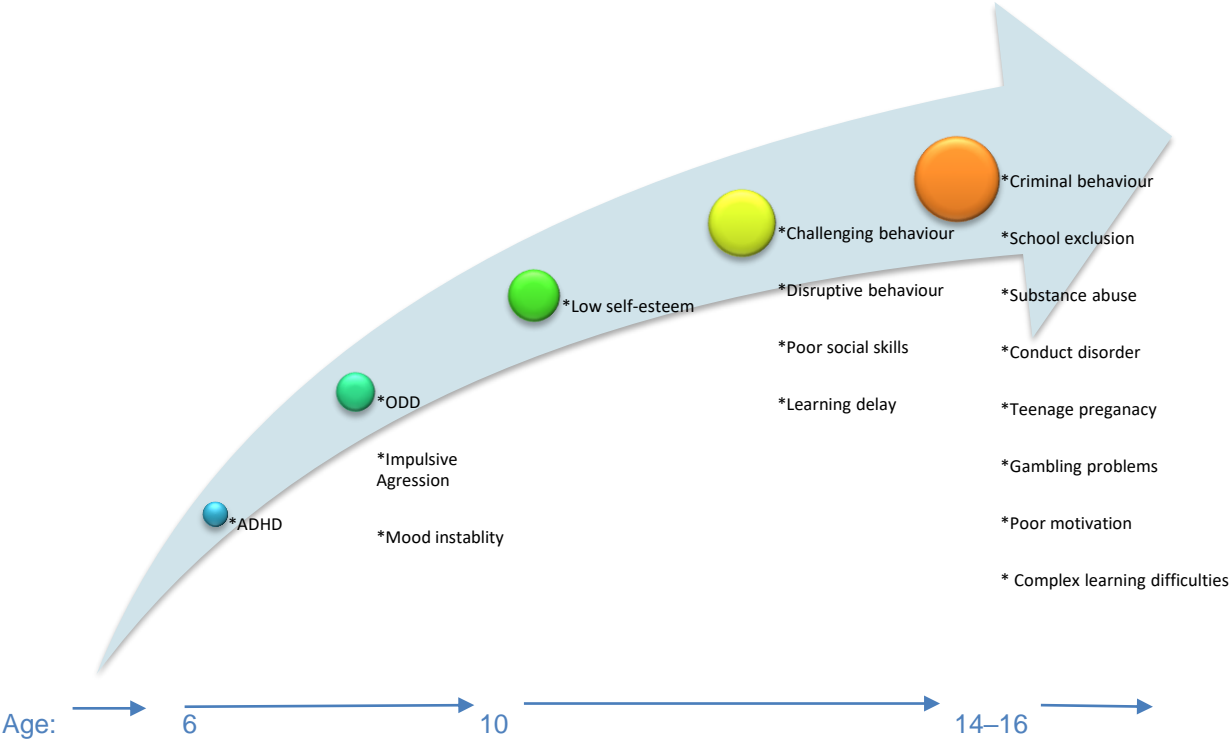


Figure 2-2: Likely progression of unmanaged ADHD as the learner gets older as identified by Halliwell (2016)

Figure 2-2 shows how undiagnosed and unmanaged ADHD can increase challenges as the learner’s age progresses, thus stressing the importance of early diagnosis and identification.

The brief introduction above already shows how complex ADHD is and how life-altering it is for those who suffer from the disorder. In pursuing an answer to the research question in Chapter One, this study relied on two theories to guide the exploration. The discussion below explores the literature on these theories.

2.2 Theoretical framework

According to Vinz (2015), a theoretical framework helps the researcher define, discuss and evaluate theories that are relevant to the research problem. It is where the researcher

explains the key concepts, the models and the assumptions that guide the research project. Vinz (2015) further explains that a theoretical framework should provide a basis for understanding and interpreting the findings of the research.

For this study, I made use of Gardner's (1983) theory of multiple intelligences and Seligman's (2000) positive psychology theory as a theoretical framework to help to understand, discuss and evaluate concepts relevant to the support of emotional well-being of learners living with ADHD. The use of these two theories aided the exploration of how parents and teachers can manage the problems FP learners living with ADHD face in a more positive way to promote positive emotional well-being.

2.2.1 Gardner's (1983) theory of multiple intelligences

Howard Gardner (1983) saw in his research as a developmental psychologist that individuals may excel in one of eight areas but may have difficulties or limited abilities in the other seven areas. Gardner (1983) questions how appropriate general intelligence is as the only explanation for human achievements.

According to Armstrong (2020), Gardner's (1983) theory heralded a major transformation in schools, for instance, that teachers are better trained to present lessons and activities in multiple ways. While it appears as if many schools have redesigned the way in which they educate learners with these multiple intelligences in mind, there are also many schools that are still stuck in their old ways. Woolfolk (2014) argues that teachers should pay close attention to learners' differences, and this includes learners with ADHD. Teachers should differentiate the instruction to have a meaningful connection with each student, and they should ensure that different disciplines are taught in multiple appropriate ways (Woolfolk, 2014). All of this becomes possible if teachers make use of Gardner's (1983) theory in their classrooms. Armstrong (2020) admits that it is a challenge to provide more teachers and schools with the information of Gardner's (1983) multiple intelligences to ensure that each learner receives the opportunity to learn in ways that suit their unique minds.

For the learner with ADHD, Gardner's (1983) theory of multiple intelligences expands thinking about people's abilities and the ways to successfully harness the abilities that learners with ADHD could have. Woolfolk (2014) points out that learning remains hard work regardless of whether there are multiple pathways to choose from. When teachers

keep Gardner's (1983) theory in mind, they can focus on a learner with ADHD's potential and not solely on their weaknesses (Waterford, 2019). This theory indicates multiple possibilities, which can help parents and teachers decide which pathways will suit each learner in the FP, including the learner who has been diagnosed with ADHD.

Gardner's (1983) theory is beneficial for reaching learners with disabilities or learning problems. It may for instance help learners with dyslexia and other learning disabilities such as ADHD as it helps teachers discover learners' existing strengths and can help learners who work at a slower pace (Cherry, 2019). It appears as if the application of this theory could support learners living with ADHD when teachers and parents focus on development in the eight different areas:

- *Visual-Spatial Intelligence* – these individuals are good at visualising things, and they work well with charts, pictures, and videos. Knowledge of visual-spatial development may be useful for FP learners living with ADHD as they are more successful at visualising (Najafi et al., 2017).
- *Linguistic-Verbal Intelligence* – these individuals are able to use words well when writing and speaking. They are good at writing stories and reading. FP learners living with ADHD may find skills in this area exceedingly difficult as they often make mistakes in their writing and spelling, which makes their work difficult to understand and read (Najafi et al., 2017). Teachers and parents can therefore focus on strengthening one of the other fields, for example logical-mathematical intelligence (Cherry, 2019).
- *Logical-Mathematical Intelligence* – these individuals are good at recognising patterns, analysing problems, and reasoning. Literature has found that learners living with ADHD often have lower intelligence in this area as they struggle to identify patterns and analyse problems (Najafi et al., 2017). However, according to Rile et al. (2015), with the use of Gardner's (1983) multiple intelligences theory as a basis for the curriculum, the learners will be able to show their strengths.
- *Bodily-Kinaesthetic Intelligence* – these individuals have good performing actions, physical control, and body movement. They also have excellent hand-eye coordination. By focusing on the multiple intelligences theory, teachers and

parents are able to allow for a wide range of abilities that are helpful when supporting learners with special needs such as ADHD (Rile et al., 2015).

- *Musical Intelligence* – these individuals are capable of thinking in rhythms, sounds and patterns and they have an appreciation for music and performance. According to Najafi et al. (2017), FP learners with ADHD experience more success in this area of intelligence as they enjoy these types of activities.
- *Interpersonal Intelligence* – these individuals are good at interacting and understanding people by assessing their motivations, desires, and emotions. It was found that FP learners with ADHD have difficulties with this type of intelligence but Rile et al. (2015) argue that by reviewing educational practices, parents and teachers can positively affect the learner's motivation and coping skills.
- *Intrapersonal Intelligence* – these individuals are aware of their own feelings, motivations, and emotions. ADHD has a compelling effect on FP learners when it comes to their intrapersonal intelligence. Najafi et al. (2017) explain that with early planning, parents and teachers can increase this intelligence and promote the learner's self-confidence and coping behaviours.
- *Naturalistic Intelligence* – these individuals are in touch with nature, exploring the environment and learning about different species. Najafi et al. (2017) found that there is an insignificant relationship between naturalistic intelligence and mathematical, verbal, interpersonal and intrapersonal intelligence, so the FP learner with ADHD should experience some type of success and enjoyment in this intelligence.

Gardner's (1983) multiple intelligences theory is useful for this study because it can help parents and teachers determine the FP learner's intelligence profile. Once parents and teachers are aware of the intelligence in which the FP learner is strong, it can be used as a tool to adapt the teaching strategy to support the academic and emotional needs of the FP learner with ADHD (Rile et al., 2015). Takahashi (2013) notes that the goal of education should be to gain an understanding of each learner socially, emotionally, and academically and to enhance their development by linking the learner's learning level with the appropriate method. Farnsworth (2011) reveals that choice-based activities are useful

as the learners then use their strongest intelligences to tackle activities, which in turn help the students to gain confidence in their learning. With the use of Gardner's (1983) multiple intelligences theory, the learners can develop a sense of personal value as they become aware of their own learning needs (Farnsworth, 2011).

Armstrong (2020) reveals that schools mainly focus on logical-mathematical and linguistic intelligence, yet Gardner (1983) states that more emphasis should be on people who have gifts in the other intelligences. Learners with ADHD often work well within these other intelligences. Armstrong (2020) identifies that most learners do not receive the reinforcement needed for these intelligences while at school. Many learners are labelled as underachievers when they have unique ways of thinking that do not fall into the category of logical-mathematical or linguistic, especially learners with ADHD in the FP. Woolfolk (2014) points out that intelligences are not the same as learning styles. It is important for parents and teachers to realise this and to adapt their teaching styles to suit the needs of the FP learner with ADHD. By adapting their teaching styles (cf. 4.4.2) to suit the unique needs of the learner, they can limit any frustrations and make learning a much more positive and enjoyable experience for the FP learner with ADHD. Najafi et al. (2017) discuss the fact that Gardner's (1983) theory is beneficial to education due to the extent to which it acknowledges individual differences, predominantly in learners with ADHD. In addition to Gardner's (1983) multiple intelligences theory, I used Seligman's (2000) theory of positive psychology to help parents and teachers focus on positive aspects that could influence the emotional well-being of the FP learner living with ADHD.

2.2.2 Seligman's (2000) theory of positive psychology

As explained above, Gardner's (1983) multiple intelligences theory focuses on embracing the FP learner with ADHD's uniqueness by making use of the intelligences that suit the learner. Seligman's (2000) theory of positive psychology links up with this as it focuses on positive influences; positive traits, such as compassion and resilience; and positive experiences in life, such as happiness and inspiration. Ackerman (2020) maintains that the theory of positive psychology pays close attention to character strengths, happiness, well-being, self-confidence, self-esteem, hope and optimism, all of which are particularly important for the emotional well-being of the FP learner with ADHD. The literature describes how positive psychology can create a field of positive education in early childhood teaching (Baker et al., 2017).

Seligman’s (2000) theory of positive psychology can guide the teacher and parent to focus on emotional well-being. Baker et al. (2017) discuss how the struggle with self-regulation can be seen as a core component of psychological problems in learners, and this can affect the learner’s development in school transition, academic achievement and positive peer relationships. By making use of positive psychology, educators and parents can address these challenges that learners with ADHD face. The PERMA model devised by Seligman (2011) offers five elements of positive psychology that are useful for application to this study (see Figure 2-3).

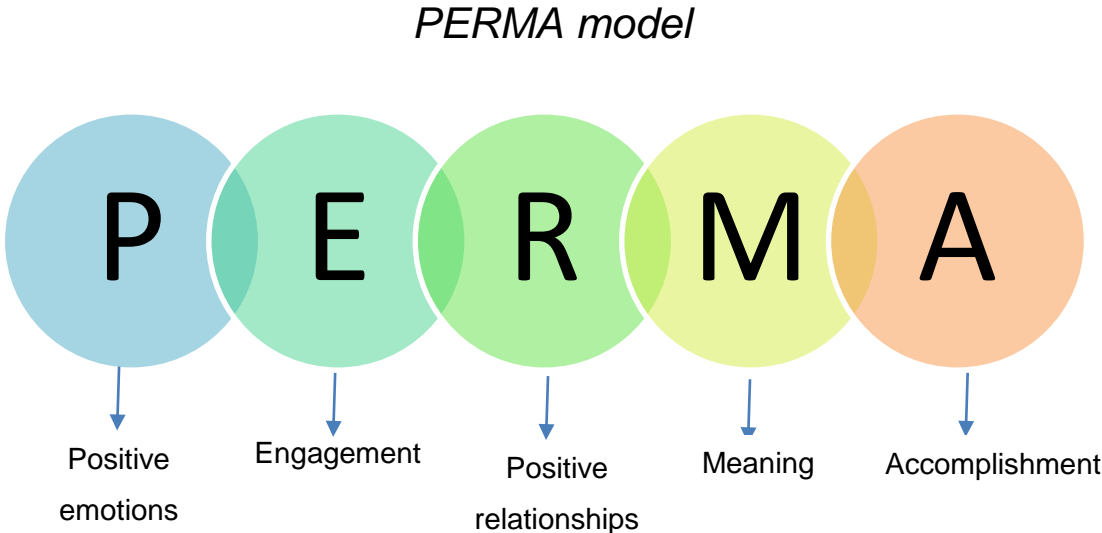


Figure 2-3: PERMA model as devised by Seligman (2011)

According to the PERMA model, the above-mentioned five elements can guide people towards a life of happiness, meaning and fulfilment. It can also be reasoned that these elements can be useful in the FP classroom to help learners discover and use new emotional and cognitive tools (Madeson, 2021). The above-mentioned elements are discussed in detail below:

P - Positive emotion focuses on maintaining a positive outlook on life as this can have a positive effect on relationships, help a person enjoy daily tasks and approach challenges with optimism and perseverance. Smith and Segal (2020) explain that when parents and teachers of a FP learner with ADHD keep in mind that ADHD is equally as frustrating for

the learner as it is for the parents and teachers, this understanding can help them to respond in a more supportive and positive way. It can be argued that parents and teachers can respond in a more supportive way by practising patience and kindness with the learner and allowing them different means to express themselves thus bringing positive emotions towards their responses.

E - Engagement is concerned with activities that cater to the need for engagement. Engagement fills the body with hormones that increase a person's sense of well-being. Being engaged in activities increases a person's skills, intelligence, and emotional capabilities. Finding activities that the FP learner with ADHD enjoys and that suits their strengths encourages positive engagement (Smith & Segal, 2020).

R – Positive relationships focus on our basic need for healthy relationships. Healthy relationships help learners feel safe and valued. If a learner has positive relationships with parents, siblings, teachers, and friends, the learner will experience joy and have access to the necessary support in difficult times that require resilience. Au and Kennedy (2018) explain that positive relationships with others promote feelings of confidence and success, which can give FP learners with ADHD life purpose and meaning. It can also promote good character and can improve the FP learner with ADHD's academic performance (Au & Kennedy, 2018)

M – Meaning is concerned with being able to understand why we are on the earth. Being able to answer that question can lead to feelings of fulfilment. According to Au and Kennedy (2018), having meaning serves as an antidote to depression and can increase life satisfaction and build on positive thinking while aiding the improvement of learning in FP learners with ADHD.

A – Accomplishment focuses on having ambition and goals in our lives to help us achieve things that provide a sense of accomplishment, pride, and satisfaction. It is important to push ourselves to flourish and thrive. Smith and Segal (2020) discuss that when a learner with ADHD feels like they have accomplished tasks, activities, or sport, it can help them focus their attention on specific skills that can reduce some of the frustration or anxiety caused by ADHD.

The above discussion highlights the importance of parents and teachers keeping the PERMA model in mind when working together to support the emotional well-being of FP

learners with ADHD. It reminds the parents and teachers that no element should be left out as they influence each other (Madeson, 2021). Each of the five elements contributes to well-being. Madeson (2021) points out that if parents and teachers integrate all five elements, they can maintain positivity and encourage happiness in themselves and the FP learner with ADHD, leading to greater success and accomplishment. In positive psychology, the goal of well-being is to increase the amount of flourishing on the planet and in one's own life (Seligman, 2011). It was found that when parents and teachers work collaboratively to help the FP learner identify the things that make them happy, focusing on relationships, challenging themselves and connecting with others, the learner has a more positive outlook on school and life and becomes more likely to tackle challenges with more commitment and confidence in themselves (Madeson, 2021).

2.2.3 Integration of the two theories

This study uses the theory of Gardner's (1983) multiple intelligences along with Seligman's (2000) theory of positive psychology in its exploration of how parents and teachers can support the emotional well-being of the FP learner with ADHD. The theoretical framework should help teachers and parents develop a more positive outlook on ADHD and to collaborate to help these learners while paying close attention to their emotional well-being. Gardner's (1983) theory relates to how the learner with ADHD learns and how to effectively support them, while Seligman's (2000) theory centres on the learner with ADHD's emotional well-being. Table 2-1 shows the characteristics of Gardner's (1983) multiple intelligences theory and Seligman's (2000) positive psychology theory that are both useful for answering the research questions.

Table 2-1: The characteristics of Gardner’s (1983) and Seligman’s (2000) theory (adapted from Ackerman, 2020; Telpedia, 2020)

The useful characteristics of Gardner (1983) and Seligman’s (2000) theory	
• Gardner’s (1983) theory of multiple intelligences	• Seligman’s (2000) theory of positive psychology
<ul style="list-style-type: none"> • Each learner is seen as an individual with their own strengths and weaknesses. • Learners are more intrinsically motivated when activities are varied. • Learners feel more confident and motivated when using an intelligence that is their strong point. • The parents and teachers can identify how the learner learns best and ensure all activities are suitable. 	<ul style="list-style-type: none"> • It shifts people’s perspectives and encourages them to be more positive and optimistic. • It fosters a sense of home and gratitude. • Helps the participants develop and maintain healthy relationships with each other. • Encourages goal setting. • Helps the participants identify strengths and unique talents and build on them. • Develops a sense of well-being and happiness.

Literature has shown that there are many factors that play a role in the emotional well-being of the FP learner with ADHD (cf. 1.2), such as anxiety; poor cognitive skills; their relationship with peers, their parents, and teachers; gender differences and coping skills (Wells et al., 2020; Fogleman et al., 2018; Mulraney et al., 2018). The next section explains the factors that affect the emotional well-being of the FP learner with ADHD in more detail.

2.3 Factors that affect the emotional well-being of the FP learner living with ADHD

There are multiple factors that contribute to the emotional well-being of learners in the FP who have been diagnosed with ADHD (Saarni, 2011). These factors can affect the FP learner with ADHD in the classroom as well as in the home environment. This section discusses the most prominent factors that affect the FP learner, namely anxiety; relationships with parents, peers, and teachers; gender; and socio-economic factors.

2.3.1 Anxiety

Wells et al. (2020) raise awareness that FP learners with ADHD experience difficulties with evaluating, monitoring, and adjusting their emotional responses to accomplish their personal goals. Braaten (n.d.) furthered this idea by discussing how emotional responses can include intense responses to overstimulation. Learners with ADHD may experience sensory overload that in turn causes anxiety (Watson, 2018). These learners have difficulty with awareness and the conscious processing of their emotions, as well as the labelling and recognition of these emotions (Wells et al., 2020). Paisipati et al. (2020) point out that the most common mental health comorbidities in learners with ADHD are anxiety disorders (16%), oppositional defiant disorder (24%), depression (10%) and autism spectrum disorder (12%). FP learners with ADHD have difficulty processing information that is emotion-related due to a “bottleneck” that inhibits their ability to simultaneously read another person’s current emotional state while still keeping other relevant information in mind (Wells et al., 2020). It is argued that emotional difficulties can lead to social deficits as literature shows that learners with ADHD have a lower ability to filter or recognise other people’s emotions (REF). This could result in more aggressive behaviour from the learner who has ADHD, reduced self-regulation and a lower tolerance for frustration, which in turn could lead to this learner feeling anxious in these situations (Lizeta & Drigas, 2020).

There is a great need to integrate emotional functioning into the conceptualisation of ADHD (Morris et al., 2019). FP learners with ADHD have difficulties understanding the indirect rules of social engagement and emotions (Lizeta & Drigas, 2020). They often display unstable social behaviour, which is linked to the difficulties they experience with emotional intelligence and social distress (Lizeta & Drigas, 2020). This can cause mental health problems such as depression and anxiety (Lizeta & Drigas, 2020). Wells et al. (2019) discuss the fact that FP learners with ADHD have difficulty identifying emotions based on facial affect. These learners also at times have difficulty selecting a response based on the presented stimulus. Groves et al. (2020) warn that difficulties with emotional regulation in FP learners with that ADHD persists into adulthood. This population has higher rates of health care use, higher parenting stress, and it can predict academic impairment. The difficulties with emotional regulation among learners with ADHD carry the potential risk for adverse outcomes, such as prolonged social dysfunction and

emotional difficulties (Groves et al., 2020). FP learners with ADHD show impairments in their ability to efficiently and accurately use contextual cues to understand another person's current emotional state, which in turn can lead to difficult social situations with others (Wells et al., 2020). Some FP learners who have been diagnosed with ADHD develop interpersonal problems and dysfunctional social behaviour. They have difficulties with flexibility in their responses, empathy, and they struggle to modify their own behaviour according to the needs or requirements of specific social situations (Lizeta & Drigas 2020).

When learners with ADHD encounter stressful life events, it exacerbates the symptoms of ADHD. The process involved in the necessary stress reduction involves self-reflection, self-confidence and self-esteem and feelings of responsibility and competence (Bob & Konicarova, 2018). Moawad (2019) identifies that a delay in diagnosis or treatment could leave these FP learners feeling misunderstood and this can have a significant effect on the learner's emotional well-being. This can be addressed with the use of Seligman's (2000) positive psychology theory as this theory places emphasis on emotional well-being and positivity. Learners with ADHD and anxiety may have poor academic achievement, poor relationships with their families, attention problems, and up to 50% of learners who are diagnosed with ADHD, suffer from at least one form of anxiety (Mulraney et al., 2018). Learners who have been diagnosed with ADHD who also suffer from anxiety are at risk of having a poorer life quality, diminished daily functioning and behaviour (Mulraney et al., 2018). Hunt (2020) adds that emotional dysregulation includes high levels of emotional volatility, a lack of control over strong emotions and it may include symptoms of irritability and aggression. Morris et al. (2019) explain the behaviours that result from emotional dysregulation in FP learners with ADHD. It includes difficulty to manage the intensity of their emotional states and emotional impulsiveness. Hunt (2020) further explains that emotional regulation should be an important treatment target in learners diagnosed with ADHD because it pays attention to behaviour change, regardless of the frequency or intensity, which may then lead to improved functioning. Morris et al. (2019) stress that future studies on the social and emotional behaviour of FP learners with ADHD should develop emotion regulation skills training to assist with the further understanding of ADHD as these learners show excessive negative emotion reactivity and greater emotion dysregulation.

Groves et al. (2020) indicate that between 62% to 85% of learners with ADHD have working memory deficits. This has been linked to the primary behavioural symptoms of ADHD, including emotional regulation difficulties such as anxiety, social problems such as difficulty with peers and academic underachievement. Impairments in the working memory for instance affects the recognition of facial effects (Wells et al., 2020). Groves et al. (2020) explain that emotional dysregulation in learners with ADHD is a direct outcome of an underdeveloped working memory and that working memory is a key mechanism in the ability to regulate and suppress the expression of strong emotions.

Parents can help mediate the anxiety and emotional dysregulation associated with ADHD. Thorson (2018) explains that teachers should encourage parents to integrate the school curriculum into their home life, for example, asking the learner with ADHD to help sort toys or laundry or learning about fractions by baking with their family. Thorson (2018) adds that this helps build the learner and the parent's confidence and the FP learner with ADHD has a more enriched instruction. It could limit their anxiety in situations as it offers higher levels of confidence. A structured routine does the same. Wells et al. (2020) highlight that choice response tasks require maintenance of the task rules, which can be collaboratively enforced by parents and teachers. It appears that if teachers and parents work as a team focusing on the integration of elements of Seligman's PERMA (2011) model and aspects of the multiple intelligence's theory, for example by focusing on the strengths of the learner and seeing the learner as an individual, anxiety could be reduced (cf. 2.2.3).

2.3.2 Relationships with peers, parents, and teachers

Seligman's (2011) PERMA model (see Figure 2-3) highlights the importance of developing and maintaining healthy relationships. Fogleman et al. (2019) found in their study that FP learners with ADHD often react impulsively in negative situations, which could hinder the maintenance of healthy relationships in their lives. These learners may also struggle to regulate their emotions properly and in turn may struggle to form high-quality friendships, which plays a vital role in limiting peer victimisation (Fogleman et al., 2019). It seems as if peer victimisation is a consequence of poor emotional functioning and FP learners with ADHD who fail to manage their emotions are likely to experience more peer victimisation. This in turn impairs the learner's ability to regulate emotions (Fogleman et al., 2018). Grygiel et al. (2018) point out that learners who have been

diagnosed with ADHD are often rejected by their peers and will have a pessimistic view of the social world. As a result, learners diagnosed with ADHD may often view their peer relationships more negatively and have a negative perception of their social relationships with their schoolmates. Fogleman et al. (2018) identify that FP learners who have been diagnosed with ADHD often have fewer friends, are less well-liked relative to their unaffected peers, and often experience higher levels of peer victimisation (cf. 4.3.2) because they are more likely to act on negative emotions. Grygiel et al. (2018) identified that FP learners with ADHD show a lower level of satisfaction with their peer networks when compared to learners who do not have ADHD. Fogleman et al. (2018) state that peer victimisation happens more frequently to FP learners who have ADHD. It is advised that parents should ensure they are actively involved and that they collaborate with the teacher to ensure that the FP learner with ADHD can overcome any challenges or obstacles with respect to their peers, be it emotional outbursts or low self-esteem.

Cultural diversity is part of the lives of FP learners with ADHD in the classroom and at home, and it can influence the achievements of the learner (Higgen & Mösko, 2020). A study conducted by Slobodin and Crunelle (2019) found that ethnic and cultural diversity should be addressed when diagnosing and treating the FP learner with ADHD as there are cross-cultural differences that influence the syndrome. Higgen and Mösko (2020) identified that a migration background is linked to lower success in school as the cultural and linguistic background of the FP learner with ADHD can affect the learning environment and can change the teaching style due to language deficiencies. Untreated ADHD is a risk factor for all cultural and ethnic groups. Cultural differences may cause challenges when trying to diagnose and treat childhood ADHD (Slobodin & Crunelle, 2019). Higgen and Mösko (2020) state that if teachers and peers are open to the FP learner with ADHD with a different cultural background, the learners learn to interact with different people and different cultures. It can be reasoned that the learner can contribute information on religion, culture, food, or holidays and when the parents of this learner participate, they can establish relationships and limit stereotypes.

Stereotypes and stigma can affect the relationships of FP learners with ADHD with peers, adults and teachers. Bennet (2018) found that stereotypes can affect learners' development, attitudes and behaviours. Ewe (2017) argues that teacher rejection or

stigma can affect the FP learner with ADHD's school performance, and it can lead to peer rejection and exclusion, which then causes lower self-esteem.

The FP learner with ADHD's relationship with their teacher is perhaps one of the most crucial parts of their well-being. Many teachers identified that they experience less cooperation, less emotional closeness, and higher levels of conflict in their relationships with the FP learner with ADHD than other learners (Ewe, 2017). Rimm-Kaufman and Sandilos (2010) explain that a FP learner who has a strong personal connection with their teacher and receives more praise than criticism will have a stronger sense of trust, show better behavioural skills and be more engaged in their learning. Ewe (2017) reasons that a positive teacher-learner relationship is one of the most fundamental aspects of success in school for the FP learner with ADHD and it is vital that teachers understand the FP learner's needs and strengths. Gardner's (1983) multiple intelligences theory can be helpful in this regard. Positive teacher-learner relationships engage the learners in their learning and build their desire to learn on the assumption that the curriculum is suited to the learner's unique needs and skills (Rimm-Kaufman & Sandilos, 2010). If a teacher fails to identify the FP learner with ADHD's strengths and needs, the teacher and the learner may experience more conflict. This creates negative emotions between the FP learner with ADHD and the teacher, in turn hampering their relationship (Ewe, 2017).

FP learners with ADHD experience difficulties in their relationships with their own parents as well, but by building resilience, one of the aspects of Seligman's (2000) positive psychology theory and maintaining a positive and loving relationship with the FP learner with ADHD, the learner may be able to develop skills to overcome such challenges (Lyness, 2017). Literature has shown that parents struggle in their relationships with their FP learners who have been diagnosed with ADHD. However, parents can learn to develop a good relationship with their child with practice and time and by following the following guidelines identified by Dickson (2017):

- Learn from mistakes and challenges.
- Avoid overreacting, especially when feeling overwhelmed, and have patience.
- Help the FP learner with ADHD to understand that your love is unconditional as this can limit their negative feelings about schoolwork.

- Maintain consistency in discipline and parenting or a lack of trust may develop.
- Ensure you are always an active participant in your FP learner with ADHD's life.
- Maintain appropriate discipline, be in control and ensure consistency between parents when disciplining the FP learner with ADHD.
- Do not confuse ADHD symptoms with defiance.
- Talk to your child often and focus solely on them, as this may encourage them to open up and build a trusting relationship.

Parents are seen as the first teachers, and literature has shown how important it is for parents to be involved in learning (Rogers et al., 2009). However, in the South African context, socio-economic factors can hinder the parent's involvement with the FP learner with ADHD's schooling (Maluleke, 2014). This is discussed in detail below.

2.3.3 Socio-economic factors

Many FP learners with ADHD in South Africa have to cope with an array of external factors that affect their lives (Munje & Mncube, 2018). Learners from lower socio-economic groups often live with their extended families and are subject to excessive household chores, which leads to these learners becoming overtired, lacking motivation, lacking a sense of belonging, feeling physically and emotionally drained, all of which leads to poorer performance at school (Munje & Mncube, 2018). Maluleke (2014) points out that parental involvement in schools can help the parents, teacher and the FP learners discover their potential, which will have rich benefits in the long term. Parents in disadvantaged communities are often either unemployed or have jobs that limit their involvement with their FP learner with ADHD's schooling (Munje & Mncube, 2018). Often these low-paying jobs hinder the parent's ability to support the educational needs of their FP learner with ADHD and emotional difficulties (Munje & Mncube, 2018). It can be argued that if parents are made aware of the support services offered by the Department of Education (DoE) for parents of learners with learning difficulties such as ADHD, they could support the learner by collaborating with teachers.

A study conducted by Munje and Mncube (2018) showed that parental participation in FP learners' schooling can in fact have major emotional and social benefits as parents are

expected to play a key role in their child's social, emotional, and cognitive development. According to the South African Schools Act (SASA), 84 of 1996, it is paramount that parental involvement is encouraged as there is a growing need to change the face of South African education. Poole (2017) mentions that problems with parental involvement can be linked to family factors, individual factors, parent-teacher relationship factors, learner factors and societal factors. Some parents may even have negative memories related to their schooling experience or language barriers that could limit their willingness to collaborate with the teachers of the FP learner with ADHD to support their emotional well-being (Poole, 2017).

Schools that serve disadvantaged communities often lack the training facilities to train teachers to work collaboratively with parents to address school-family partnerships. These partnerships require that parents and teachers work together to support learning so the learner can achieve to their best potential regardless of any learning disability a learner may have (Munje & Mncube, 2018). Although there have been many attempts to enhance opportunities for parent-teacher collaboration in South Africa, there are many factors that limit the progress, such as single-parent households, poverty, unemployment, limited support structures in families and schools, which in turn negatively affects the FP learner with ADHD who experiences a wide range of challenges that includes emotional and social issues (Munje & Mncube, 2018). Singh and Mbokodi (2004) explain that in many schools, the principals, school management team members and teachers are struggling with inadequate resources and the absence of a culture of learning and teaching in the school communities as these communities have had a poor education, are unemployed and unable to contribute to education. The community and socio-economic environment a learner live in can play a role in the development of the FP learner with ADHD. Disadvantaged communities and schools often lack the necessary training and resources to emotionally support the learner (Singh & Mbokodi, 2004).

The above discussion highlights that socio-economic factors are among the many factors that can influence the FP learner with ADHD. Another factor, gender, also plays a significant role in how ADHD is seen and identified (Anastopoulos et al., 2018). The next section discusses how the different genders can manifest symptoms differently.

2.3.4 Gender

Fogleman et al. (2018) found several differences in how girls with ADHD and boys with ADHD manifest symptoms and experience obstacles. For instance, girls with ADHD are likely to experience relational peer victimisation and boys with ADHD are likely to experience overt peer victimisation. Mulraney et al. (2018) in turn note that girls with ADHD have a greater risk for developing anxiety than boys. Boys are identified with ADHD at higher rates than girls (Anastopoulos et al., 2018). Bruchmüller et al. (2012) state that the ratio between boys and girls formally diagnosed with ADHD stands as follows: in community samples, it is 3:1 and in clinical samples, it is 6-9:1, which shows that boys with ADHD receive treatment two to three times more often than girls with ADHD.

Girls with ADHD present more with symptoms of inattention rather than with symptoms of impulsivity or hyperactivity as discussed by Mowlem et al. (2018). Mowlem et al. (2018) further point out that girls have higher levels of internalising symptoms such as depression and anxiety, which may lead to a different diagnosis, whereas boys with ADHD present more impulsivity or hyperactivity, as well as behavioural problems such as conduct and defiant disorder. Mowlem et al. (2018) further explain that if a male stereotype of ADHD is seen as the norm, only the most severe girls or girls who have symptoms that manifest as disruptive behaviours, emotional problems or school impairment, will be identified, and this is problematic for female diagnosis. They found in their study that girls with ADHD carry a bigger burden of other emotional or behavioural problems before they meet the criteria for the disorder, that girls may express their difficulties in a different manner to boys and that parents and teachers may not perceive emotional problems to be as problematic, disruptive behaviour, which in turn may reduce the likelihood of referral of FP girls when compared to FP boys. It appears as if girls with ADHD show less aggressive behaviour and are less hyperactive than boys who have been diagnosed with ADHD, and girls are more likely to fall into the inattentive subtype of ADHD. This can be less disruptive in the classroom, leading to a lower frequency of diagnosis and treatment of this disorder in girls (Bruchmüller et al., 2012).

Bruchmüller et al. (2012) state in their findings that in addition to the likelihood of a diagnosis of ADHD being higher in boys than in girls, there are also more false positives with the boys. This may indicate that girls with ADHD are under-identified whereas boys

with ADHD are over-identified. The gender differences with the recognition of ADHD may reflect bias because the diagnostic criteria are based on a male presentation and the females may be less likely to completely meet the diagnostic criteria (Mowlem et al., 2018). A FP learner's gender could therefore affect the parents' attributions of their learner's performance in multiple activities. These biases from parents can affect the learner's activity choices and self-perceptions (Anastopoulos et al., 2018).

Socially adaptive behaviour may hide the impairments and symptoms from informants, and prosocial behaviour may have an influence on the diagnosis in girls. The positive social behaviour seen in FP girls with ADHD can cause their symptoms to be hidden. This could make them seem less impaired, which could then reduce the likelihood that these girls are referred and diagnosed with ADHD (Mowlem et al., 2018). When compared to boys, it seems girls are more resilient to the impairments from their ADHD. Mowlem et al. (2018) further state that parents may believe that the female is less impaired when judging according to symptoms, which causes the parents to be less likely to take the learner for an assessment. This affects whether the FP girls with ADHD will in fact receive the appropriate treatment (Mowlem et al., 2018). The next important element for discussion is the coping skills seen in a FP learner with ADHD and how these coping skills or lack thereof can have an impact on the learner's schooling and emotional well-being.

2.3.5 Coping skills

Most FP learners with ADHD have extremely poor coping skills and this can affect the learners' ability to handle frustrations or challenges in a positive manner. However, they can adjust if they have the right support from parents and teachers in their life (Quie, 2019). Freeman (2020) recommends that teachers and parents ask the FP learners with ADHD what they are experiencing and feeling when the learner has an outburst as he believes that this will empower them with coping strategies and a feeling of control. Low (2020) reasons that parents and teachers can do this if they keep expectations consistent and realistic, limit the distractions that the FP learners with ADHD face, reward good behaviour, limit the workload to ensure the FP learner does not get overwhelmed. Low (2020) further states that support from other teachers, parents or peers can help the learner develop the correct coping strategies to deal with daily life and emotional challenges with ADHD.

It is argued that if parents and teachers work cohesively and develop a plan and identify any challenges for the FP learners with ADHD, it can help the learner develop their own plans. This in turn will benefit the emotional well-being of the learner (Freeman, 2020). Quie (2019) recommends that teachers and parents set a morning and afternoon reward or incentive programme which would ensure that if the FP learner with ADHD had a difficult morning, the FP learner could still be optimistic and encouraged to correct her behaviour before the afternoon incentive. Freeman (2020) mentions that learners with ADHD often struggle to express how they feel and to understand how something they do could make someone else feel. It is therefore important for teachers and parents to make a joint effort to teach the FP learner with ADHD appropriate social interactions. Without appropriate social interaction skills, the learner with ADHD may feel that he does not fit in, and this can negatively affect his emotional well-being and self-esteem. Low (2020) argues that the challenges learners with ADHD deal with become evident once these learners go to school, which is why it is so vitally important for teachers and parents to work together to help the FP learner with ADHD learn to cope with the challenges and symptoms they face.

Low (2020) emphasises that when these learners go to school, their unique learning styles can have an impact on their emotional state. As explained in Section 2.2, the use of Gardner's (1983) multiple intelligences theory and Seligman's (2000) theory of positive psychology can help parents and teachers adapt their methods to help the FP learner with ADHD in multiple ways while promoting a more positive outlook. This allows the learner to develop proper coping skills and experience fewer emotional difficulties when it comes to schooling. If parents and teachers have a thorough understanding of the experiences that the FP learner with ADHD finds engaging, it can help them keep the learner motivated and focused (Low, 2020). As a learner with ADHD struggles to focus while working in class or at home, they can experience stress and frustration, but if the parents and teachers work collaboratively to identify the learner's learning style, they can then assist the learner with adequate coping skills to support their strengths (Cooney, 2020), Reynolds (2017) identifies the following coping skills as useful to support the FP learner with ADHD:

- Occupational therapy – this helps these learners learn the different ways in which movement can help them manage their ADHD symptoms.

- Rhythmic movements – a swing or a rocking chair can calm a learner with ADHD.
- Weighted blankets – the use of weighted blankets adds heaviness, which creates a calming experience for the senses of the learner living with ADHD.
- Hands-on activities – activities such as fidget spinners or fidget poppers are useful to enhance the learner’s problem-solving abilities and creativity. They can also help limit anxiety.
- Mindfulness – This is useful to teach the learner with ADHD to identify their thoughts without judgement for them to make active choices.

It is beneficial for parents and teachers to communicate and to try and learn from one another as each of them may have a different and more effective way of implementing these coping skills. When parents and teachers use these coping skills regularly, they can play an active role in supporting the FP learner with ADHD. The sections above show that the problems FP learners with ADHD face abound. However, there are ways in which parents and teachers can address these problems and challenges. The aim of the next section is to show how the chosen theoretical framework guided the study and served to answer the research question.

2.4 Supporting FP learners with ADHD

Flook (2019) suggests that there are various ways in which teachers and parents can support the FP learner with ADHD in the school environment and at home by adopting a more ‘whole child’ approach. This section focuses on some of these ideas as a basis for the participants’ explorations of ways to support the emotional well-being of the FP learner with ADHD.

2.4.1 Providing a nurturing classroom atmosphere

Rogers and Tannock (2018) highlight the fact that ADHD symptoms are predictive of underachievement and are associated with concurrent problems in the school environment, such as learners having negative attitudes about themselves and learning in general, as well as interpersonal problems. Milsom (2004) points out that learners who have different disabilities may encounter negative school experiences and subtle forms of discrimination. Studies have found that positive perceptions of the classroom environment are of vital importance for the learner’s school adjustment overall (Rogers & Tannock, 2018). Zendarski et al. (2020) further point out that a learner should have a

supportive, non-conflictual relationship with his or her classroom teacher and with their parents because classroom and home interactions that are supportive and promote the learner's interest and initiative, allow teachers to influence positive academic, behavioural, and cognitive outcomes. It also helps the learner maintain a positive self-efficiency and self-perception (cf. 2.3.2). Learners with ADHD have reported feeling less supported. They often lack the ability to relate to their teachers and peers and generally have more conflictual and less close relationships with their teachers when compared to FP learners with no ADHD symptoms (Zendarski et al., 2020). Teachers also show more negative attitudes towards learners with emotional and/or behavioural challenges, like learners with ADHD (Milsom, 2004). When teachers and parents support learners' autonomy in the classroom and at home, the learners develop higher levels of internalised and intrinsic motivation (Rogers & Tannock, 2018).

Wang (2009) mentions that the effective training of educators enhances the capabilities of these educators and also promotes a positive attitude towards inclusion. Both the school environment and the home environment should be supportive of the learner's need for competence and relatedness to help the learner to feel more content and motivated. The need for relatedness implies that to be happy at school, FP learners should be cared for and care for others. The need for competence relates to a learner's desire to feel effective and skilful during school-related activities (Rogers & Tannock, 2018) (cf. 2.3.1).

The conflict teachers reported regarding the student-teacher relationship is often related to the challenges of teaching the learner with ADHD in the classroom. This includes disruptiveness, negative emotional interactions, difficulty with behaviour management and poor self-control (Zendarski et al., 2020). This can negatively affect the quality of the relationship between the teacher and the learner with ADHD, but the teacher's expectations, beliefs and instruction influence the learner (Zendarski et al., 2020). Negative behaviours on the part of teachers and peers can have a long-lasting effect on the FP learner with ADHD (Milsom, 2004). Rogers and Tannock (2018) further explain that a learner's relationship with their teachers is linked to the learner's motivation. The learner's feeling of relatedness refers to the feelings of support, value, belonging and respect from their teachers and when teachers are willing to work in association with parents, it can have a positive effect on their relationships (cf. 2.3.2).

Zendarski et al. (2020) reason that the difference in the quality of student-teacher relationships between ADHD FP learners and non-ADHD FP learners can be linked to the learner's gender, as teachers report less conflictual and closer relationships with girls than boys in their class. It can also be linked to prosocial behaviour, conduct problems, neighbourhood SES and the teacher's years of experience with learners with and without ADHD. Zendarski et al. (2020) further explain that it is easy to imagine how the interactions between the learner and the teacher may be affected negatively by any of the above. Learners with ADHD symptoms often feel less supported in the classroom, less competent and less related to their teachers. These FP learners score lower on total needs satisfaction when compared to non-ADHD FP learners and ADHD can also impair the learner's relationship with their parents (Rogers & Tannock, 2018). A study conducted by Green et al. (2020) identifies that some parents may feel a stigma (cf. 4. 3.1) associated with receiving mental health treatment in a clinical setting for their child, which could prevent families from accessing the care that is needed. When mental health is provided in a familiar setting, such as the learner's school, it could possibly make treatment more acceptable and remove concerns or stigmas. The interventions at schools are generally free to families, which ensures that all families, including those with financial constraints, have access and can take part in the treatment options for their learner with ADHD (Green et al., 2020).

2.4.2 Interventions

There is a multitude of interventions that could be useful to support the emotional well-being of the FP learner with ADHD. In all the interventions discussed below, the alignment between parents and teachers stands out as it has an effect on the FP learner's emotional and social well-being.

2.4.2.1 Academic interventions

Research conducted by Rogers and Tannock (2018) shows that teachers lack accurate information about learners with ADHD. Teachers report that FP learners with ADHD are stressful to teach, that these students require more teaching effort. The teachers feel less capable in their ability to teach the learner with ADHD. With the use of Gardner's (1983) multiple intelligences theory, academic interventions can be selected in a way that would suit the unique needs of the FP learner with ADHD. Seligman's (2000) theory of positive

psychology can also be integrated to ensure that the FP learner with ADHD remains positive and successful throughout the academic interventions that are put in place. Often parents of learners with ADHD find the learner's school less inviting and welcoming and they perceive more requests for their active involvement from their learner's teacher (Rogers et al., 2009). The teachers' attributes may also cause a negative relationship between the parents and teacher of the learner with ADHD (Rogers et al., 2009), but a positive partnership between parents and teachers could nurture a more supportive environment.

A study conducted by Dickerson Mayes et al. (2019) found that 60% of learners with ADHD have dysgraphia, which is impaired handwriting and legibility. Written expression is the ability to express thoughts and produce text on paper. Difficulty with handwriting reduces the quality and quantity of written work and also affects written expression. These problems should be addressed by means of alliance through interventions such as reducing the amount of written work, making use of a computer, adapting tests, allowing more multiple-choice or true/false questions instead of open-ended written questions, allowing dictated tests or oral spelling tests and providing notes, study guides or memos (Dickerson Mayes et al., 2019) (cf. 2.3.1). Tucker (2011) explains that there are valuable online programmes available for role-players to suit the unique needs of each learner. Rogers et al. (2009) advise that when parents are actively involved in their learner's learning, such as helping with homework or mentoring, it directly influences the learner's academic success through reinforcement, instruction and modelling. This in turn supports the learner's attributes for achievement, such as self-regulation and confidence. Parental encouragement, support and nurturing of the learner's education in the home environment improves academic achievement and academic motivation, but unnecessary parental pressure can be linked to lower school performance (Rogers et al., 2009). Dauman et al. (2019) point out that teaching should be adjusted to suit the learner's disorder, just like a teacher moves a learner with glasses to the front of the class. The teacher should work with the parents to develop short-term goals while limiting the learner's exposure to any frustrations (cf. 2.3.1).

When a learner with ADHD overachieves in one area, this could cause teachers or parents to have unrealistic academic expectations in a different area or they could falsely think the learner is unmotivated, lazy, or not working to his/her full potential (Dickerson

Mayes et al., 2019). Dickerson Mayes et al. (2019) warn that this could hinder the relationship between learner and parent or between learner and teacher. It could negatively affect the learner's self-esteem and motivation and possibly limit the chance the learner has to be tested or referred for any academic support. However, recognising strength in an area of overachievement may help the parents and teachers resolve the problems the learner faces because of his/her ADHD (Dickerson Mayes et al., 2019).

2.4.2.2 Multisensory interventions

Multisensory teaching means that multiple senses are stimulated simultaneously (Nielson, 2017). This type of teaching provides information for the learner with ADHD that can be interpreted by multiple senses, which allows all learners to find a means of understanding what is required (Nielson, 2017). Francenschin (2017) states that when activities are transformed into real experiences, it helps the learners with ADHD to develop better memories and to gain a wider understanding of the activity. Francenschin (2017) maintains that sitting still for hours can be tiresome, especially for a learner living with ADHD; multisensory activities are generally more engaging and can help make the experience more entertaining and stimulating for the FP learner with ADHD. Nielson (2017) points out that when learners do an activity practically or tactilely while seeing information and listening to instructions, there is less reason for the learner's attention to stray.

2.4.2.3 Emotional interventions

Dauman et al. (2019) remind us that positive reinforcement is useful and important for the learner with ADHD as it enables the teacher and parent to reward and praise the learner for small signs of effort and progress. This positively affects the learner's self-image. Dauman et al. (2019) highlight that the teacher and parents should find opportunities to admire the learner with ADHD and be proud of them because this motivation could help increase the learner's level of attention (cf. 2.3.2).

Parents who are better educated are better able to understand the disorder and listen and follow the directions they receive regarding homework and treatment (Green et al., 2020). These educated parents may have developed functional and critical skills that are required when they need to interact effectively with healthcare workers (Green et al., 2020). This idea highlights the importance of helping parents develop adequate strategies

to support the learner with ADHD, also emotionally. Section 2.3.1 outlines that teachers should offer support, solutions and encouragement at every available opportunity as these solutions influence the learner and the family members. It is important to educate parents on the best approaches and practices to care for and support the learner with ADHD and to enhance positive outcomes (Paisipati et al., 2020). In order to improve the emotional health of FP learners with ADHD, there should be an emphasis on positive school environments and on developing adequate social and emotional skills (Milsom, 2004). Rogers et al. (2009) believe the variables that influence parents' decisions regarding motivation, involvement, and personal contextual factors could limit or encourage involvement (time) and the understanding of requests from others to be involved (e.g., learner, school, teacher). Parents choose to become involved if they believe they should be involved and that their involvement will make a positive difference. It also depends on whether the parents have the skills, knowledge, and time to be involved, and they feel that their involvement is valued and invited (Rogers et al., 2009).

Rogers et al. (2009) note that there are many difficulties in parent-learner relationships involving families where a learner has ADHD. This includes conflicting family environments, more stressful environments, dysfunctional interactions and aggressive disciplinary practices as parents of a learner with ADHD are more likely to show lower levels of parental support, use harsh discipline, use more negative control strategies and engage in low-quality scaffolding during problem-solving tasks. Dauman et al. (2019) point out that parenting a learner with ADHD requires specific skills. Parents have to develop special parenting skills that are largely shaped by the learner's underlying disorder and parents should not try to control their child's emotional expression. Bruchmuller, Margraf and Schneider (2012) discuss that a parent who is depressed may have a more negative perception of their child and they are therefore more likely to over-report problematic behaviour in their learner.

The above discussion points out that the emotional interventions needed for the FP learner with ADHD could make schooling and the experiences of the learner less negative. The learner will feel more supported with such interventions as it is proven to improve academic performance, create greater awareness of emotions and decrease the number of disciplinary incidents (Writers, 2021). Emotional interventions come hand-in-hand with behavioural interventions. When the learner has a better understanding of their

own emotions, they should be able to control their own behaviour in demanding situations more adequately.

2.4.2.4 Behavioural interventions

Ahmann et al. (2017) discuss behaviour therapy as a collaborative intervention to support FP learners with ADHD. Behaviour therapy requires effort and time from parents and teachers, but it can help improve functioning at home, socially and at school. Behaviour therapy helps parents and teachers set a common goal of altering and modifying the social and physical environment to adjust or change the learner's behaviour by practicing appropriate behaviour. Although learning new behaviours requires a lot of time and effort, it will have lasting benefits for the learner with ADHD (Ahmann et al., 2017). Fathers can mentor and encourage their learner to take challenges and explore, which highlights the important role they play in supporting their learner's development outside and inside the home (Rogers et al., 2009). When parents have confidence in their own abilities to support their learners, they are far more likely to be involved in their learner's education, while the teachers' attitude and behaviour towards the parents also play a key role. The bigger school climate, such as school structure, management practices, and a welcoming principal are also crucial factors in influencing the parents' involvement within the school and home environment (Rogers et al., 2009). Parents may feel incapable of dealing with the unique challenges associated with parenting their learner who has been diagnosed with ADHD. Fathers of these FP learners often feel more disengaged from the learner's learning (cf. 2.3.1) and are seen to use a more coercive style when it comes to their learner's achievements. One could view the fathers' use of academic pressure as a cycle of negative interactions and family stress (Rogers et al., 2009).

ADHD coaching is a partnership, supportive and goal-orientated process where the coach (teachers and parents) and the client (the learner with ADHD) work together to identify goals and then develop the strategies, systems and self-awareness that will be necessary for the learner to reach those goals and his/her full potential (Ahmann et al., 2017). ADHD coaching is collaborative, client-driven, client-centred process that aims to support the learner's empowerment. It focuses on providing education about ADHD and providing tools and resources, while also including skills coaching to build the learner's strengths and to develop competence in new strategies and systems (Ahmann et al., 2017).

Behavioural interventions are an important way to help the FP learner with ADHD develop appropriate ways of dealing with situations and controlling their reactions when something frustrates them or upsets them (Friedman & Pfiffner, 2020). Behavioural interventions will not be completely successful without consistent support from the parents to encourage the interventions.

2.4.2.5 Parental involvement interventions

A study conducted by Paisipati et al. (2020) found that parents find ADHD management challenging, difficult and psychologically stressful. Although they may not deny the symptoms the learner with ADHD experiences, many parents minimise their importance outside of a particular setting. Paisipati et al. (2020) continue to state that parents focus on the normal aspects most relevant to the learner's daily life. For these parents, their child is first a learner, and then a learner with symptoms. They do not ignore the learner's condition, but they want their children to be treated as people first (cf. 2.3). Consistency is key, parents and teachers should be flexible and open to trying new things, have ongoing communication and collaboration between themselves and with their learner's teacher while staying dedicated to their efforts to find what works best for the learner (Paisipati et al., 2020). Family management has a major impact on the experiences and outcomes of the learner with ADHD. The benefits of a cohesive and strong family for the learner with ADHD are important (Paisipati et al., 2020).

Parenting interventions can have therapeutic benefits for the learner and the parents, which is of vital importance for both parties' emotional well-being and to maintain a transactional relationship (Tarver et al., 2014). It is important to ensure that the parents remember to spend some time on their own holistic well-being when trying to support the FP learner with ADHD. Tarver et al. (2014) point out that generic parenting programmes may improve the parent-learner relationship, which may reduce the oppositional behaviours in a learner with ADHD, especially young FP learners. However, parenting interventions also have their limitations as discussed in Section 2.3.3. Parental interventions are seen as the interventions parents take on in their own capacity. The following section below will address how collaboration from the parents and teachers involved in the life of a learner with ADHD takes parental involvement to a different level.

2.5 Collaboration

A study conducted by Paisipati et al. (2020) notes that families play an important role in the lives of FP learners with ADHD as they are often the first to recognise symptoms, seek care and initiate treatment. They further point out that it is the parents who are responsible for the maintenance and management of pharmacological and behavioural interventions for their learners with ADHD (Paisipati et al., 2020). Active engagement and collaboration between all parties involved in the learner's life do significantly improve the outcomes for the learner with ADHD (cf. 1.3).

Parent-teacher collaboration is often seen as a parent-teacher-learner triangle where the parent, teacher and learner are interconnected which can create a conducive environment providing support for learners (South Africa Education, 2016). Ramer and Gordon (2002) maintain that when parents are actively involved in their learner's schooling, the learner experiences more success at school. Dauman et al. (2019) add that parents experience difficulties when parenting the learner with ADHD, such as rejection by the learner, the parent's loss of confidence and a lack of interest in academics. This causes isolation. Dauman et al. (2019) warn that the parents of today are continuously looking on the internet for concrete information. They compare their experiences to those of others or they seek a second opinion that could possibly confirm what the physician has told them or verify that their learner's behaviour and conduct are normal. These parents have to be taught effective management strategies because ADHD is a diagnosis that affects the individual learner and the entire structure of the family. However, Moore et al. (2018) highlight that special education advocacy and providing parents with training on ADHD are both time consuming and an ongoing process. Research by Ramer and Gordon (2002) has shown that when teachers realise that parents are willing to work together, most teachers bend over backwards to work with the parents. There is a need to find strategies to further the knowledge and skills of parents and teachers and to help them understand the importance of working together to find strategies to support the learner with ADHD (cf. 1.4.1).

Findings from the study conducted by Zendarski et al. (2020) show that prosocial student behaviour (e.g., working cooperatively with their peers) may evoke more positive teacher responses, which then lead to better student-teacher relationships. Helping learners from low SES families build better quality relationships with their teachers and peers may

protect these FP learners while they are in the important foundation years (Zendarski et al., 2020). This can be achieved by providing teachers with training to increase their awareness of the vulnerability of learners living with ADHD in SES families and by teaching them relationship-building approaches and skills to strengthen the parent-teacher, student-teacher, and family-school partnerships (Zendarski et al., 2020).

Moore et al. (2018) concur that primary care providers should be aware of signs and symptoms of ADHD to ensure early and accurate detection. Literature (Moore et al., 2018) recommends that a combination of behavioural teacher and parental interventions in conjunction with the correct medication for FP learners of school-going age is of vital importance. Parents and teachers have to collaborate to identify and solve barriers in FP learners with ADHD (Moore et al., 2018). Rogers and Tannock (2018) found that the presence of ADHD symptoms in learners may affect the learner's fulfilment of basic psychological needs in the classroom and home setting. Although providing autonomy-supportive learning environments may be challenging for parents and teachers, it is linked with higher academic achievement in FP learners who have been diagnosed with ADHD. Moore et al. (2018) argue that there is a need for continued improvement in the interpretation of data/information when assessing a learner with ADHD in the classroom and at home.

This section highlights the importance of collaboration between the parents and teachers in the lives of the FP learner with ADHD. It appears that when there is a lack of collaboration learners may suffer negative consequences. Chapter Four shows that challenges with collaboration can often be attributed to parents' and teachers' differences and contrasting opinions, but the above section highlights the importance of putting all of this aside for the emotional well-being of the FP learner with ADHD.

2.6 Conclusion

This chapter highlighted that FP learners with ADHD face many challenges surrounding their emotional well-being and that these difficulties can be greatly affected by the adults in their life. The discussion detailed the aspects that worsen or improve the learner with ADHD's emotional well-being at home and in the school environment, such as anxiety, peer relationships, gender differences and the learners' cognitive abilities. This chapter also explained how the theoretical framework guided the research in exploring the

emotional well-being of the FP learner with ADHD, as well as the support that can be provided to the FP learner with emotional challenges.

This study aimed to add to the current knowledge by exploring how positive collaboration between parents and teachers can support the learner's emotional well-being and success, it is necessary to explore the perspectives of the parents and teachers, which is what this study set out to do by means of the participatory research process. Chapter Three discusses the research design and methodology used to explore the parents' and teachers' perspectives and opinions.

CHAPTER THREE – RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter One and Two discussed the importance of parent-teacher collaboration as a key contributor to the emotional well-being of FP learners. It is emphasised that parent-teacher collaboration should be aimed at addressing the challenges teachers face so that they can achieve their full potential, regardless of the challenges. The discussion in Chapter One pointed out that qualitative research does not provide researchers with a set of rules to follow as it is an attentive search for meaning and an understanding of different phenomena. Qualitative research does not offer meanings derived from equations and numbers but rather from words and images (Khankeh et al., 2015).

Chapter One clearly shows that researchers see ADHD differently. Chapter Two explored the different perspectives and the strategies to support the emotional well-being of FP learners with ADHD. Although there is an extensive body of research on ADHD (cf. Chapter Two), this study aims to investigate how collaboration between parents and teachers can help with the development of effective strategies to support the emotional well-being of the FP learner with ADHD. The chapter also examined the difficulties FP learners with ADHD face and reviewed the available literature on this topic. It outlined the theoretical framework for this study, drawn from Gardner's multiple intelligences theory (1983) and Seligman's positive psychology theory (2000).

This chapter focuses on the how and what of the research. The discussion starts by exploring qualitative research to indicate why this research method is a valid choice for this research study (see Guest et al. 2013). The discussion elaborates on how I used qualitative research to make sense of the meanings participants constructed with respect to supporting the emotional well-being of FP learners. The chapter concludes by discussing the validation of the study, the ethics considerations, and the limitations of the study.

3.2 Conceptualisation

Qualitative research focuses on individuals by trying to make sense of their experiences (cf. 1.7). It aims to explore the "why" and "how" of a phenomenon by giving researchers the means to explore why things are the way they are in the social world in which we live

(Mohajan, 2018). Mohajan (2018) emphasises that qualitative researchers are interested in people's experiences and beliefs as the aim of qualitative research is to interpret phenomena from the individual's point of view and to then develop new theories or concepts based on these insights. One of the most important aspects of qualitative research is its flexibility and the interaction it offers between the researcher and the participants since it is an open-ended approach to research questioning (Guest et al., 2013).

This study used the PALAR design (cf. 1.8) to understand the challenges parents and teachers experience while supporting the emotional well-being of the FP learner with ADHD and aimed to identify strategies that can be developed to support them. PALAR is a collaborative approach and a means of facilitation that ensures that participants collaborate to generate knowledge (Wood, 2020). This collaboration enables people to take control over the circumstances of their lives. The PALAR design is a suitable approach to aid development and learning and allowed me to work with participants in a small group to gain a deeper understanding of ways to support the emotional well-being of learners living with ADHD (cf. 3.4).

3.3 Research paradigm

As outlined in Chapter One, research paradigms are sets of common beliefs and agreements between scientists on how to understand and address issues (Kuhn, 1962). This research follows a participatory, critical and transformative paradigm, comprising of the following elements: epistemology (how do you find out about something?), ontology (what is reality?), and axiology (how should one act within the world?).

A participatory critical and transformative paradigm enabled me to collaborate with the participants to gain an understanding of what challenges parents and teachers face on a daily basis with these learners. Furthermore, I wanted to explore the value of the collaborative involvement of the parents and teachers and how this collaborative involvement could be sustained to achieve long-term support strategies (cf. 1.8). The use of this paradigm also helped me and the participants to self-critique our current strategies and develop alternative ways to improve them. As the primary researcher, I wanted to ensure this study would contribute not only to my own personal development but also to the development of those who worked alongside me throughout the research process.

Figure 3-1 below explains the elements of the participatory, critically transformative paradigm used in this study and the relationship between the elements:

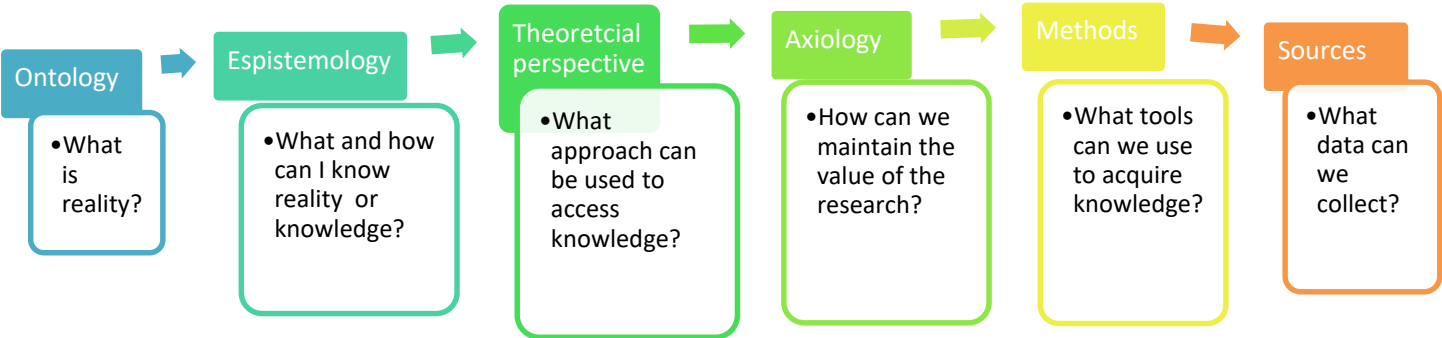


Figure 3-1: Common elements of the paradigm and the links between them (adapted from Patel, 2015:2)

Figure 3-1 highlights the three elements of paradigms, namely ontology, epistemology, and axiology, and how they are interlinked as elements of the critical and transformative paradigm used in this study. These elements are discussed in detail below.

3.3.1 Epistemological assumptions

The critical and transformative paradigm (cf. 1.8.1) focuses on social justice and aims to address the issues that lead to conflict or struggles (Kivunja & Kuyini, 2017). The characteristics of research conducted in the critical, transformative and participatory paradigm include respect for cultural norms, an examination of individuals and the conditions of a specific situation, the promotion of human rights, the development of trust among participants, the application of action research, the use of participatory research, and ensuring the research is treated as an act of construction, not discovery (Kivunja & Kuyini, 2017).

In this study, the parents and teachers collaborated by sharing their knowledge and experiences, identifying problems, and discovering solutions to the emotional well-being of a FP learner with ADHD. Kamal (2019) explains that epistemology refers to how the researcher comes to learn the truth and reality by examining the relationship between the participants and the issue in question, and it is influenced by prior experience and knowledge. I drew on Gardner’s (1983) theory of multiple intelligences and Seligman’s

(2000) theory of positive psychology to help the participants with their collaborative solutions to reach the goal of supporting the emotional well-being of the FP learner with ADHD.

3.3.2 Ontological assumptions

Kivunja and Kuyini (2017) explain that ontology is the philosophical study of the nature of reality or existence. It is concerned with the assumptions people make as they try to make sense of something as it examines people's underlying belief systems (cf. 1.8.2). These philosophical assumptions are vitally important in understanding how to make meaning from the data that had been gathered. PALAR aims to foster learning that leads to ontological transformation as a forerunner to positive, desirable and long-lasting change (Wood, 2020). During this research study, I encouraged the participants to collaborate to make sense of the challenges the learner with ADHD encounters, which would lead them to develop sustainable strategies to support the learner with ADHD in the future. This process allowed the participants to form trusting relationships to facilitate their collaborative efforts to address the research problem.

3.3.3 Axiological assumptions

Axiology (cf. 1.8.3) focuses on what is valuable in a research study as this affects how the research is conducted and what findings are regarded as important (Dudovskiy, 2018a). The shared values of the participants were emphasised, and we ensured that these values were maintained throughout the research process. As the researcher, I ensured that I knew how to make the research participants feel respected at all times and that any moral or ethics issues that arose during the research process were addressed in the appropriate manner. This ultimately helped me to ensure that moral and ethics dilemmas were kept to a minimum throughout the research process. An introductory ALS meeting was held so that I could get familiar with each participant. This helped me to determine the best way to conduct the research in a peaceful and respectful manner while ensuring that the participants suffered no harm by keeping in mind their individual differences and needs (cf. 1.8.3).

3.4 Research design

The purpose of research is to get rid of false knowledge and to focus on how we can learn from one another to transform society (Chilisa & Kawulich, 2012). This idea was followed by employing the PALAR design and actively involving the participants in identifying and defining the problem, collecting, and analysing the data, and disseminating the findings. PALAR is not only a methodology to guide the study, it has an educational intent and encourages change and transformation on a personal and professional level (Wood, 2020). The PALAR design afforded the parents, teachers and me an opportunity to develop support strategies by collaborating to reach a common goal, namely to increase the level of support given to FP learners with ADHD who have emotional difficulties.

3.4.1 Research process

Research is a systematic process following scientific methods to identify differences and relationships to answer a research question in basic stages (Jones & Bartlett, 2012). Action research (AR) generates relevant theory that has great meaning for all involved in the research (Wood, 2020).

It was found that learning involves action, emotions and reflection (Wood, 2020). This ideal implies that by critically reflecting on the event and our emotions related to the event, we can come to conclusions that can test the action. This process then follows a continuous cycle where the ALS and the researcher reflect and build on each of the previous cycles, as each cycle has multiple sessions as seen in Figure 3-2 below (Wood, 2020).

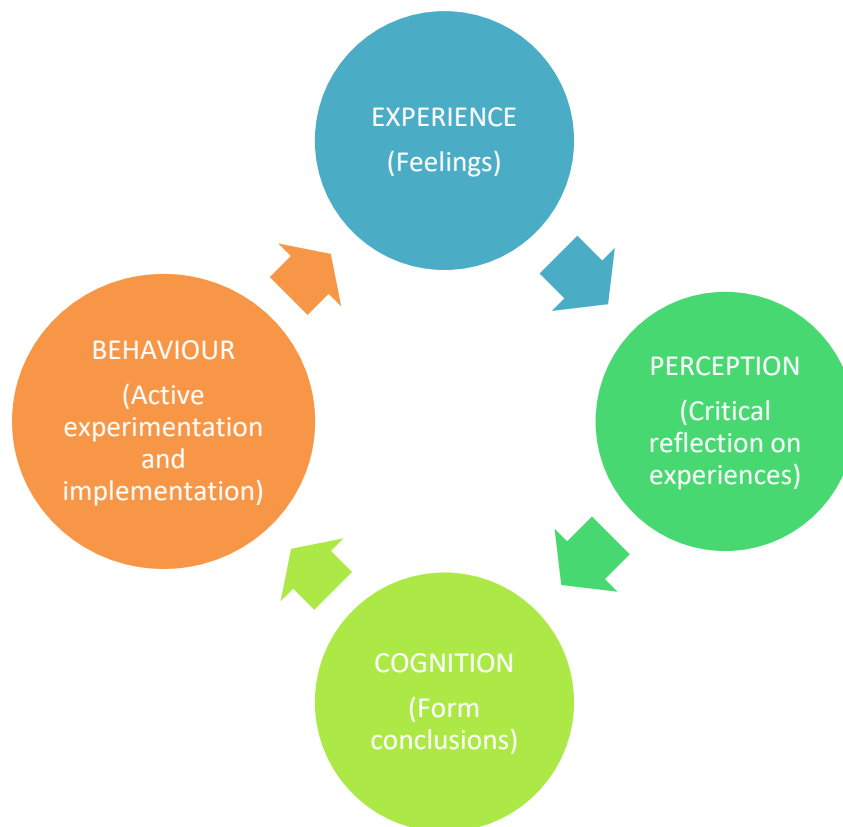


Figure 3-2: The action learning cycle (adapted from Wood, 2020:40)

Figure 3-2 shows how the research participants and I worked through the planned cycles while continuously reflecting on the previous cycles. Each cycle consisted of multiple stages and sessions, each with equal relevance.

3.4.2 The use of the PALAR design

De Vaus (2006) points out that a research design refers to the overall strategy the researcher chooses to integrate the different aspects of the study in a logical manner, ensuring that the research problem is adequately addressed: it is the outline for the collection and analysis of data. I am a postgraduate student and a teacher, and I collaborated with the participants through a series of action research cycles to help the participants identify their goals and to design and implement support strategies for the emotional well-being of the learner with ADHD, and then evaluate the impact from different perspectives (cf. 1.8).

I chose the PALAR design as it combines the application of action research and the use of participatory research (Kivunja & Kuyini 2017). Wood (2020) points out that the PALAR

design adopts a participatory paradigm to understand the components. I believed that this research method would show the participants' honest responses to my research question. The PALAR design has educative intent, which in this study was expressed as critical reflection on the learning that took place in the action group. As the participants interact with each other to address real-life problems, the participants then learn skills that could improve their lives (Wood, 2020).

The PALAR design is beneficial for enhancing practical and emancipatory learning outcomes to develop authentic and useful knowledge that is meaningful to all involved. The PALAR design can be used to improve student learning, teaching and community-based research, therefore making it useful to aid transformation (Wood, 2018) (cf. 3.2). The PALAR design focuses on participant learning in small groups, while the researcher also participates in the process. I collaborated with the participants to develop relationships with accountability, responsibility, and trust. The group met regularly to discuss and reflect on the research process as this allowed equality and ensured that all perspectives were considered (Wood, 2018). The research process (Figure 3-3) consisted of three cycles that developed as a process of participatory engagement and reflection.

Start-up procedures

Before the research could start, I had to meet several requirements. I obtained permission from the DBE on the 11th of February 2021 (Annexure D). I received ethics clearance from the NWU to conduct my research during the COVID-19 pandemic. I then ensured that the principal and the school governing body of Little Oaks Remedial School signed the informed consent letters and were happy for me to conduct research at their school. Once I had consent from the school, I contacted the research participants through the independent person allocated at the school (cf. 3.4.3). I decided to do a start-up workshop by creating a WhatsApp group with myself and all the research participants so that we could arrange the time and dates to accommodate each participant. I explained the consent process to the participants. The participants sent back their signed agreements. It was vital to build a good relationship with the participants and between all the participants in order for them to feel comfortable sharing their experiences with the group. These relationships were maintained throughout the research process (cf. 1.9).

I explained the concept of ALS to the participants, noting the functions of the group and the values we would continue to uphold throughout the entire process. Respect and consideration for each other and our different experiences were important to ensure the research was ethical (cf. 1.9). During each of the three research cycles, a minimum of two meetings were conducted to answer the research question and then reflect on the process. Cycle One started on the 17th of March 2021 and ended on the 14th of April. Cycle Two started on the 17th of May and ended on the 19th of June and Cycle Three started on the 20th of June and ended on the 30th of July. Reflection was an important aspect of each cycle as it allowed the participants to learn from each other. It was also useful to ensure the longevity of the support strategies we identified throughout the research process. Figure 3-3 below shows the progression of the three cycles of the research process.

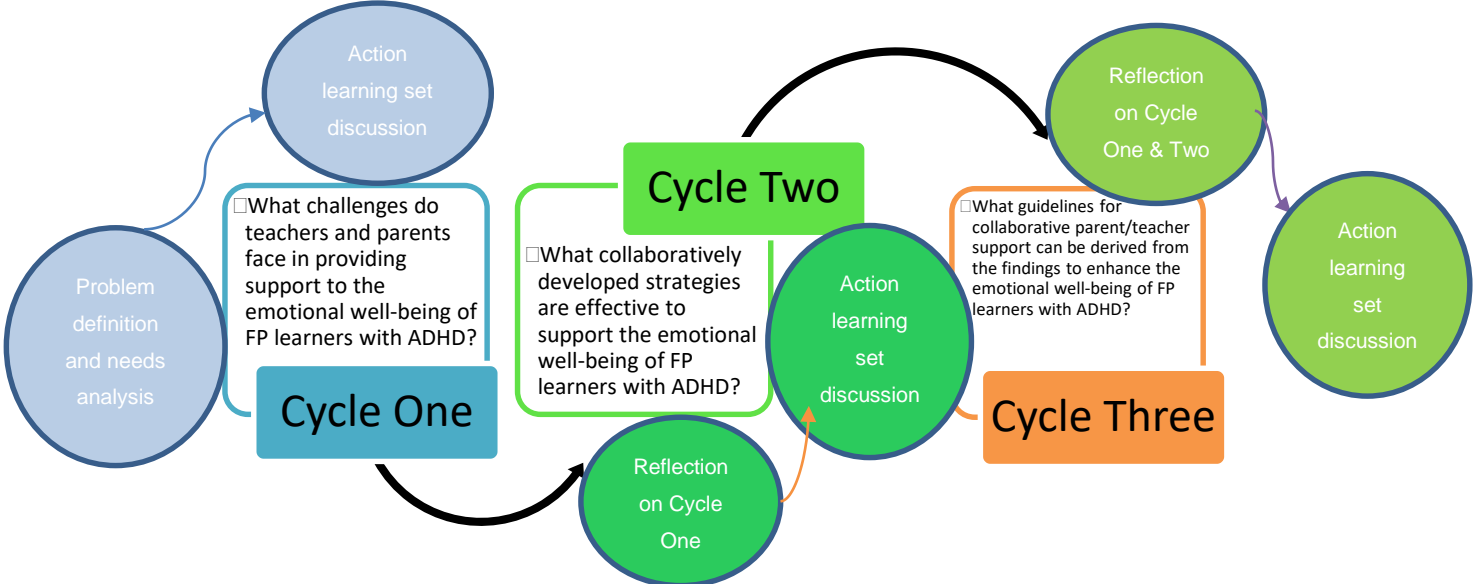


Figure 3-3: Application of the PALAR approach

The ALS emerged from these cycles of knowledge engagement. The three cycles of research are discussed in detail below. The figure below shows how each cycle worked in a figure 8. Wood (2020) explains that there must be continuous progress through the cycles to ensure they engage in the practice of action research (Figure 3-4).

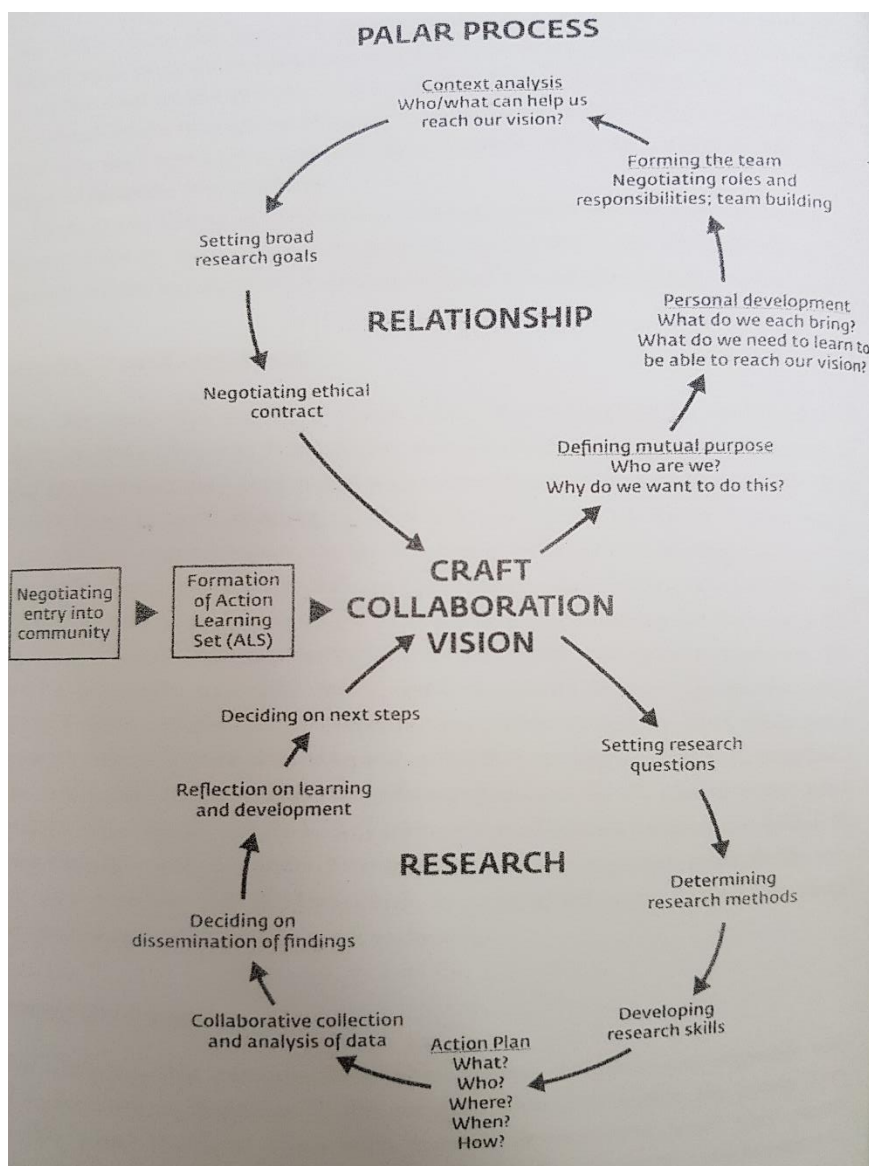


Figure 3-4: The PALAR process (Wood, 2020)

It is important to remember that the ALS is critically reflective by nature, and the participants remain focused on the relationships they build and develop by means of reflective dialogue during each cycle (Wood, 2020). Wood (2020) furthers this by explaining that the cycles become one, they are completely integrated while still being discussed and represented as their own components. The cycles are discussed below.

3.4.2.1 Cycle One

The aim of the first cycle was to establish a good relationship between the researcher and the participants (cf. 1.9). We discussed the needs, roles and responsibilities of each person and the ethics of the research.

During the first cycle, parents and teachers of learners with ADHD were included as participants as they are an important source of information about the living experiences and the possible underlying causes of emotional difficulties in FP learners with ADHD. This cycle helped me find answers to the first sub-question, namely:

- *“What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?”*

The knowledge obtained during this cycle helped to inform the actions in the next cycle.

3.4.2.2 Cycle Two

During this cycle, the participants and I reflected on Cycle One and then started to identify new needs that emerged from the previous cycle (cf. 1.9). The aim of this cycle was to identify current support strategies and to broaden the available knowledge about those support strategies. This cycle helped me find answers to the second sub-question, namely:

- *“What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?”*

This knowledge allowed the participants and I to collaborate to evaluate and refine current support strategies for the emotional well-being of the FP learner with ADHD.

3.4.2.3 Cycle Three

This is the phase during which the parents and teachers collaborated to ensure the sustainability of the support strategies (cf. 1.9). The participants and I reflected on Cycles 1 and 2 and then participated in further discussions on any needs that may have been left out previously. This cycle helped me find answers to the final sub-question, namely:

- *“What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?”*

The knowledge gained from this cycle allowed the participants and me to understand the importance of sustained collaboration between parents and teachers to improve the emotional well-being of the FP learner with ADHD. The participants were also able to reflect on working collaboratively and the benefits it had.

3.4.3 Site and recruitment

During my research, I experienced multiple challenges related to finding participants due to the COVID-19 pandemic and the resulting difficulties at schools due to the COVID-19 restrictions (cf. 1.9.1). St. Benedict's informed me that they had opted not to participate in the research as the teachers were under too much stress due to the combination of online teaching and formal class teaching brought on by COVID-19. Assumption Convent School was willing to participate, but could only identify one teacher participant, which was not sufficient for the ALS. When I requested contact with the parents of the FP learners with ADHD at Assumption Convent School, I was informed that I was not allowed to contact the parents, which also posed challenges as the parents formed a vital part of my research project. A few days later, Assumption Convent School opted not to participate in the research project either. As each school withdrew from the research project, I had to adjust and adapt my ethics agreements and resubmit these updated documents to the NWU ethics committee to update them on the current state of my research project. I also had to reapply to the DoE for permission to conduct research at the newly approached school, namely Little Oaks Remedial School. Due to the high volume of work at the DoE brought about by COVID-19, they took some time to give permission for my research to proceed (cf. 7.8)

In the end, I selected my participants at Little Oaks Remedial School as this school became my research site. I was interested in obtaining information on both girls and boys with ADHD as they manifest symptoms differently (cf. 1.9.1). Due to the state of COVID-19 at the time of research, Zoom meetings were used to get the required information as stipulated by the NWU ethics regulations. When the COVID-19 alert level was adjusted to Level 1, we resumed face-to-face research while ensuring all COVID-19 regulations were obeyed throughout. It was not my aim to reach generalised findings, but to focus on the experiences and knowledge of the selected parents and teachers. I therefore used a form of purposeful sampling. Palinkas et al. (2016) describe purposeful sampling as selecting and identifying individuals that are experienced or deeply knowledgeable about the research question. It was my aim to focus on the experiences and knowledge of the selected group of parents and teachers. Palinkas et al. (2016) further explain that the participants must be available and show a willingness to participate and be able to communicate their experiences and beliefs in an expressive and reflective way. Benoot

et al. (2016) posit that information-rich participants are people from whom you can learn much in relation to the purpose of the research study, resulting in in-depth understanding and insight.

I purposively selected nine participants, three parents and six teachers from the school (nine in total) and these participants and I formed one ALS together. I selected parents of FP learners with ADHD and the teachers of these learners as their experience would yield valuable information about the emotional well-being of FP learners with ADHD. The ALS emphasised the development of relationships and a thorough understanding of the context to identify needs and to benefit from the critical reflection that would improve practice (Wood, 2020). The ALS members learned from each other and with each other as they collaborated to share their knowledge and perspectives (Wood, 2020). The participants were selected according to set criteria.

Criteria for participating parents:

- The parents had to have a learner who had been diagnosed with ADHD and had to be willing to disclose this information.
- The parents had to be willing to participate in the different cycles of the study.

Criteria for participating teachers:

- The teachers had to be working with a learner who had been diagnosed with ADHD at the time the teacher disclosed the information.
- The teachers had to have adequate experience as a teacher – a minimum of five years' experience.
- The teachers had to be willing to participate in the different components of the study.

Table 3-1 provides the biographical information of the participants and the FP learners with ADHD.

Table 3-1: Overview of biographic data of all participants

Participant code	Teacher or Parent	Gender of participant
P1	Teacher	Female
P2	Teacher	Female
P3	Teacher	Female
P4	Teacher	Female
P5	Teacher	Female
P6	Teacher	Male
P7	Parent, Principal, and Gatekeeper	Female
P8	Parent	Female
P9	Parent	Female

After the participants had been identified, we moved on to collective data gathering. The techniques used to answer the research question are discussed below. Gatekeepers are essential for mediating study settings and the participants in research (Andoh-Arthur, 2019). Gatekeepers are also useful as representatives of groups or individuals due to their membership, connections and their knowledge (Andoh-Arthur, 2019). The gatekeeper ensured that she was objective throughout the entire research study and that there were no power imbalances due to her being the principal of the school.

3.4.4 Data generation techniques

Dudovskiy (2018b) suggests that qualitative data generation methods focus on gaining an understanding of and insight into a specific question. It is exploratory in nature, and they provide rich information about real people and their situations while aiming to

understand the behaviour in a wider context as this method can express human emotions and feelings in the situations we are interested in (cf. 1.9.2). To gain the needed information rich data, the following techniques were followed:

3.4.4.1 Recorded action learning set discussions

Morrison (2011) reminds us that recorded ALS discussions are a powerful method where a group of people meet regularly to discuss problems, support each other, and act to resolve the issues (cf. 1.9.2.1). Gifford (2005) states that ALS discussions focus on real and current situations with participants that are not experts in the area. This means that the problems identified are viewed from a fresh perspective, which can reveal underlying causes and logical long-term solutions.

Gifford (2005) suggests that a group for ALS comprises five to eight participants. Each participant has an opportunity to discuss their situation while the other participants offer advice, encouragement and challenge each other to act on the problems being identified. Each learning set has a facilitator who guides the discussion without adding any programmed knowledge. This process is non-judgemental, non-directive, confidential, supportive and the participants make their own decisions, take the necessary steps to solve problems and are held accountable by the other group members (Morrison, 2011).

The ALS discussions with the parents and teachers in this study started in Cycle One to encourage the participants to express their thoughts freely, to build relationships with the other participants and to work collaboratively to gain a better understanding of their life experiences of the emotional difficulties of a FP learner with ADHD. These ALS discussions were recorded with the use of a voice recorder and then transcribed verbatim. The discussions were unstructured to allow participants to converse freely and naturally and to allow the participants to work collaboratively.

The purpose of the ALS discussions held in Cycle One of this study was to stimulate discussion to gain an understanding of the parents' and teachers' views on the emotional well-being of the FP learner with ADHD and to answer the following research question:

- *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?*

I introduced the participants to each other and then informed them of the purpose and expectations of the ALS discussion. I encouraged the participants to express their opinions and feelings freely, but I reminded them that no one was obligated to speak. The ALS discussions were captured via audio-recording, transcribed, and analysed to gain a comprehensive picture of the challenges parents and teachers face daily.

ALS discussions have advantages and disadvantages. The advantages are that these discussions break down barriers, which then enables the participants to work together more effectively and efficiently. They can resolve key issues because of the process of thorough and balanced consideration of issues by combining different perspectives and opinions. However, the disadvantages are that it is a time-consuming process, and it can often be costly when compared to other methods (Gifford, 2005).

3.4.4.2 Asset-mapping

Asset-mapping (cf. 1.9.2.2) is a useful tool for organising and preserving positive changes related to health and well-being as it maps out resources to encourage growth and transformation (Jakes, 2015). Clark (2017) reasons that asset-mapping identifies strengths and resources, helps develop solutions to problems or needs and identifies unused resources and strengths, which leads to the participants gaining a sense of empowerment and control.

Using asset-mapping holds both benefits and drawbacks. Snow (2010) states that the major benefits of asset-mapping include the following:

- It helps participants to recognise assets and strengths that may have been overlooked or taken for granted.
- It helps participants to build beneficial relationships together, which highlights the way participants can achieve things they could not do alone done by working together.
- It opens opportunities for actions towards the greater good by allowing people to follow their interests as a group.

During Cycle Two, I included an activity in which the participants were given the following instruction:

Using the template provided (see Annexure C), note down the strengths that you have identified with regard to the FP learner with ADHD. Write down all strengths and assets that come to mind. You can also add a short explanation if necessary.

I reminded the participants that no assets or strengths they could identify would be incorrect. I distributed the papers and writing material and allowed the participants time to work on identifying the strengths they believed the FP learner with ADHD had.

After the asset maps had been completed, we progressed through the following steps:

1. Looking at the asset maps and presenting them to the rest of the group
2. Discussing the identified strengths and assets in detail
3. Reflecting on the process, which led to answering the question posed during Cycle Two:
 - *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?*

By collaborating to create asset maps and reflecting on the entire process, the participants worked together to see what strategies are in fact effective, by reflecting on the successes and failures thus far, to support the emotional well-being of the FP learner with ADHD and promote their strengths.

3.4.4.3 Digital storytelling

Kasami (2018) explains that digital storytelling is a powerful way to foster creativity, engage the community, change perspectives, and encourage reflection. Digital storytelling (cf. 1.9.2.3) allows the participants to feel part of the community since it fosters empathy for those around us. It is also a powerful tool to persuade and motivate others, teach life lessons, and energise the learning process (Dillon, 2014). In this study digital storytelling was used to encourage the participants to be an active part of the process and to collaborate to develop useful strategies to support the emotional well-being of the FP learner with ADHD.

Making use of digital storytelling has advantages and disadvantages. Gaille (2019) discusses the following advantages of digital storytelling:

- Digital storytelling is a way to develop trust and participants often find it an entertaining experience rather than a boring activity.
- It is a good way to encourage people to share with others.
- It evokes an emotional response from the listeners as it is easy to remember something when the participants can relate directly to it.
- It is a reliable source of information.
- It attracts listeners for whom the topic is relevant.
- Digital storytelling allows you to involve other people while ensuring you reach the correct audience.

Gaille (2019) lists the following disadvantages of digital storytelling:

- It takes time to establish an audience.
- It can be costly.
- It can be a challenge to manage and control.
- Some people may take a different meaning from the story than what was intended.

The process to compile the digital storytelling video was as follows:

3.4.4.3.1 Production process

I explained the process to the group to ensure they had a clear understanding of the way forward. I explained to the participants that we would make use of drawings, music, pictures, and the participants' voices to create a meaningful message to answer the question posed in Cycle Three:

- *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?*

3.4.4.3.2 Creating data for use in the digital story

The participants were encouraged to brainstorm ideas related to the research question posed in Cycle Three. They then started drawing, taking photos, deciding on music and recording short messages that would be useful in the story. The participants were given time to experiment with the different methods to gain familiarity and confidence.

3.4.4.3.3 Creating the blended video

I then used the drawings, photos, music, and recordings of the participant's voices to create a three- to five-minute-long blended video. This video was intended to help identify guidelines to maintain collaborative support between teachers and parents to promote the emotional well-being of the FP learner with ADHD. This activity was also a good activity to show the parents and teachers that collaboration can be fun and that they can achieve a lot more when they work together.

3.4.4.4 Reflective diary

Chan (2009) notes that a reflective diary is a tool to record personal thoughts, ideas, experiences, reflections, and insights during the research process. It is also useful to encourage the participants to think more deeply, to challenge their old ideas, and to integrate them into their daily experiences and their future (cf. 1.9.2.4). Nga (2016) furthers this line of reasoning by noting that reflective diaries increase motivation, enhance critical thinking and creativity, and improve learning.

Reflective diaries have advantages and disadvantages. Chan (2009) highlights the following advantages and disadvantages:

Advantages:

- It promotes active learning.
- It provides opportunities for teachers and parents to understand how the learners feel and think in a situation, which in turn enhances the learning process.
- It allows participants to express themselves freely and to promote their own opinions, experiences, and ideas.
- It enhances critical thinking skills as participants relate their understanding and feelings to real-world issues while also enhancing their creativity in tackling situations.

Disadvantages:

- It can be time-consuming.
- Confidentiality can be an issue.

- Clear guidelines are needed to ensure the relevance of the information the participants provide.

I kept a reflective diary to help me reflect on the events that took place throughout the research process. This was used as a memory tool to remind me of events during the research process at a later stage in the research.

I provided each participant with a small notebook they could use for their reflective diaries. The participants' reflective diaries contained their own personal experiences, perceptions, and narratives throughout the course of the study. I allowed the participants to use this reflective diary in their own way, which made them immensely helpful as they contained a record of the participants' impressions and feelings about the research process. Many of them were not able to express this freely in front of each other.

3.4.5 Data analysis

Qualitative research is aimed at gaining knowledge based on human experience (cf. 1.9.3). This makes it greatly important to conduct research in a methodical and rigorous manner to yield useful and meaningful results (Nowell et al., 2017). The next step is to analyse all the data that had been collected as a proper analysis is important to ensure the validity and trustworthiness of the data. It allows others to easily understand your findings and conclusions (Mortensen, 2020). The method comprised of six steps, namely familiarisation, coding, generating themes, reviewing themes, and defining and naming themes and writing up.

For the purpose of this study, I made use of the data analysis process formulated by Caulfield (2019) and Mortensen (2020), commonly used in qualitative studies. The first step was familiarising myself with the data that had been collected. The process of familiarising myself with the data enabled me to make notes and write down ideas for codes to describe the data. It is particularly important to get familiar with the data. The second step involved generating initial codes for the data once the data had been highlighted into sentences and/ or phrases. Coding is useful to organise the data into meaningful groups as the codes act as descriptions and not an interpretation. Coding and familiarisation work hand-in-hand as some of the initial coding happened during the familiarisation stage. In the third step, I started identifying patterns in the codes to create themes as these assisted with identifying interesting information from the data.

The fourth step entailed reviewing and refining the themes that were found during step three. All the extracts were read in detail to check if themes overlapped, if the data supported the theme, or if there were any contradictions or any themes were too broad. Such themes were then subdivided into subthemes. This process continued until the set of themes were distinctive and coherent. During the fifth step, the themes were defined and named for easy understanding. The names that the themes were given had to be descriptive and engaging. The theme description should show what was interesting about the theme and how each theme related to the other themes. The last step, step six, was about writing up the findings. When drafting the final report, I ensured that there was sufficient information about the entire research process. Quotes from the participants, with their consent, were used to demonstrate the findings and results clearly.

During all three cycles of my research, I made use of verbatim quotes from the participants as well as from my notes to ensure the trustworthiness of the findings. I interpreted this data in relation to the literature reviewed on the emotional challenges of learners with ADHD, as well as Gardner's (1983) theory of multiple intelligences and Seligman's (2000) theory of positive psychology as my theoretical framework.

3.5 Validating the research

Herr and Anderson (2005) remind us that the five validity criteria, namely process, outcome, dialogic, democratic, and catalytic, are linked to the goals of action research. These goals are the generation of new knowledge, the achievement of action-orientated outcomes, the education of both researcher and participants, results that are relevant to the local setting and a sound and appropriate research methodology. Table 3-2 below shows how these goals are linked to the validity criteria.

Table 3-2: Herr and Anderson’s goals of action research and validity criteria

<i>Goals of Action Research</i>	<i>Validity Criteria</i>
1) Generation of new knowledge	Dialogic and Process Validity
2) Achievement of action-based outcomes	Outcome Validity
3) Education of the researcher and participants	Catalytic Validity
4) Relevant results	Democratic Validity
5) Appropriate research methodology	Process Validity

Adapted from Herr and Anderson (2005)

Anderson and Herr (1999) identify validities that are useful because they assess the knowledge claims of the research project. Newton and Burgess (2008) further argue that these validities ensure that the research adheres to the outcome, process, democratic, catalytic, and dialogic validities.

When testing *outcome validity*, the researcher verifies whether the question has been answered and a solution to the problem has been identified and put to use. Leuverink (2018) explains that this criterion shows the primary goal. Newton and Burgess (2008) further this line of reasoning by stating that this criterion refers to the extent to which the outcomes of the research were successful and matched the intended purpose. Herr and Anderson (2005) remind us that outcome validity acknowledges that action research often forces researchers to restructure the problem in a better way, which often leads to a new set of problems and questions, this in turn leading to a sustained period of inquiry.

Herr and Anderson (2005) reason that outcome validity is dependent on *process validity* because if the process is flawed, the outcome will reflect it. Process validity ensures that problems are resolved in a way that fosters ongoing learning. This ensures the quality of the relationship between the researcher and the participant. Leuverink (2018) explains that this criterion focuses on ensuring that the right research method is chosen to address the problem and that the research is conducted systematically. Process validity focuses on what counts as “evidence” to uphold “assertions” as this criterion is concerned with

the efficiency of the research approach when addressing the research problem (Newton & Burgess, 2008).

Democratic validity is concerned with how research is conducted collaboratively with all parties involved in the research process (Newton & Burgess, 2008). Herr and Anderson (2005) argue that if research is not done collaboratively, there will not be multiple perspectives and interests to take into consideration during the research. Collaboration ensures that the solutions are relevant to the participants. Leuverink (2018) furthers this line of thinking by explaining that this criterion refers to the extent to which colleagues, parents, students, or administrators are involved in the research to ensure the relevance of the solutions found for all members within the context.

Catalytic validity focuses on how researchers bring about change for all members involved in the study by deepening their understanding or shifting their view of the educational practice. This would then reflect the improvement because the research should help transform educational practices (Leuverink, 2018). Newton and Burgess (2008) add that this criterion refers to the ability of researchers to transform and motivate the participants while expanding their understanding of social action. Herr and Anderson (2005) explain that catalytic validity is how the research process focuses, energises and reorients participants towards transforming the reality they know. Researchers also have to be open to adjusting their view on reality as this highlights the transformative potential of the research.

Newton and Burgess (2008) highlight that *dialogic validity* focuses on the review process where researchers engage in a reflective and critical discussion with other researchers. Dialogic validity is concerned with how researchers make use of feedback and engage with other researchers (Leuverink, 2018). Herr and Anderson (2005) maintain that research should be monitored by peers as this allows for opportunities to engage in debates about the current study.

3.6 Ethical considerations

Ethical implications change and adjust throughout the research process. Risks may increase or decrease as situations change and researchers should develop ways to monitor their behaviour for good ethics on a continuous basis throughout the research process (Wood, 2020). This study followed the ethical guidelines suggested by Fouka

and Mantzorou (2020), Allen (2017), Shahnazarian et al. (2020) and Barrow and Khandhar (2020). Section 1.11 outlined how ethical principles such as informed consent, beneficence – doing no harm, respect for confidentiality and respect for privacy were upheld throughout the research process. Ethical approval was obtained from the NWU Research Ethics Committee of the Faculty of Education (EduREC) in September 2020. Ethical approval was also obtained from the Gauteng DoE on the 13th of October 2020. The participants who participated in this research project signed an ethics agreement along with the primary researcher (see Annexure A – Ethics agreement).

3.7 Limitations of the study

This study was a qualitative study, and a small sample size was maintained throughout. It is therefore not possible to generalise the findings to all challenges of emotional well-being in learners with ADHD. The study sample was confined to one independent school in Johannesburg, Gauteng. These limitations are discussed in further detail in Chapter Seven.

3.8 Conclusion

The aim of this chapter was to describe the research methodology and the research design used for the study. The use of the critical, transformative and participatory research paradigm for investigating the research phenomenon was explained, as well as the validity and trustworthiness of the knowledge creation process and the ethical considerations of this study. In the next chapter, I provide the reader with a more in-depth understanding of the challenges parents and teachers face as we worked through the different research cycles.

CHAPTER FOUR - DISCUSSION OF CYCLE ONE: THE CHALLENGES TEACHERS AND PARENTS FACE WITH THE EMOTIONAL WELL-BEING OF FOUNDATION PHASE LEARNERS LIVING WITH ADHD

4.1 Introduction

Chapter Three outlined the research methodology and design used in this study. This chapter reports on Cycle One of the research, which was aimed at answering the following question:

- *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?*

The aim of this chapter is to report on Cycle One, during which participants set out to gain a better understanding of the challenges teachers and parents face in supporting the emotional well-being of FP learners living with ADHD. The chapter presents the themes and subthemes that emerged from ALS and relate them to the existing literature. The literature study in Chapter Two offered a foundation of knowledge on the research topic and the existing debates relevant to collaboration between parents and teachers to support the emotional well-being of learners living with ADHD.

The research started with this question as I wished to gain a thorough understanding of the topic and to confirm if the participants did indeed regard it as a problem that they wished to address and if so, to help them find the best way to do so. The data generation strategies employed for this cycle are shown in Table 4-1 below.

Table 4-1: Data generation strategies and analysis activities for Cycle One

Data generation strategies	Data documentation	Question / prompts
Introductory meeting	Note-taking	Start-up workshop with participants to discuss the ethics agreement and plan for the study Signing of consent forms Introduction and explanation of research and methods to follow Questions and answers about the research process Relationship building
Recorded ALS discussion (cf. 1.9.2.1)	Transcribed <i>verbatim</i> group discussion	Reflection on first introductory meeting using reflective diaries (3.4.4.4) Tell me about the challenges you face in supporting the emotions of the learner with ADHD? Describe the emotional outbursts? Tell me when the learner was diagnosed officially? How does this affect performance in the classroom? Group analysis of data from the previous meeting
Recorded ALS discussion	Transcribed <i>verbatim</i> group discussion	Reflection on first introductory meeting with the use of a game How does stigma affect emotional well-being? What factors affect outbursts? What factors in the classroom influence emotional well-being? Teaching strategies? Peers? What factors in the home environment influence emotional well-being? What factors in the physical environment influence emotional well-being, sensory experiences or medication? Group analysis of data from the previous meeting

Table 4-1 outlines how the research was conducted during Cycle One to answer the research question. Cycle One began with an introductory meeting at the school (Figure 3-3). I introduced myself to the participants and allowed them all time to introduce themselves. I then gave the participants a brief explanation of my research and its purpose. I also explained how I aimed to ensure confidentiality and anonymity during the research project. I made sure the participants knew that their participation in this research would be beneficial and how could positively affect the lives of learners with ADHD in the home and school environment. Sheely (2018) explains that participatory research aims to reverse any forms of exclusion and disempowerment. I therefore ensured that there was equality throughout the research. I ensured that I, as the facilitator, and the

participants worked together on an equal basis to reach the goal of addressing the main research question. This can help participants feel empowered by increasing their sense of efficiency and accountability (Sheely, 2018). I allowed the participants to ask questions and I provided answers to ensure they had a clear understanding. After all the participants indicated that they were happy to proceed, I provided them with consent forms, which they all signed. I also ensured that the principal's consent form and the goodwill permission consent form were all filled in and signed before the research commenced. I also ensured that I had consent from all the participants to make audio recordings during each cycle of research as this would help me to transcribe my research correctly and obtain the information needed (see the ethics agreement in Annexure A).

I held a second meeting where I allowed each participant a moment to verbally reflect on their feelings from the introductory meeting as a group. They could write down those reflections in their reflective diaries at a later stage (cf. 3.4.4.4). The first research question was then discussed (cf. 1.4.2). I ensured that this meeting was recorded so that I could transcribe the group discussion. From this verbatim transcription, I identified different themes, and these were analysed together by the co-participants in the ALS. Grant (2020) points out that data analysis (cf. 1.9.3) occurs when data are evaluated to discover useful information and make decisions.

I held one final meeting to conclude the discussion on the first research question and the first cycle of research. During this final meeting, I once again allowed the participants to reflect on the second meeting, both verbally and with the use of their reflective diaries (cf. 3.4.4.4). We discussed the themes that emerged during the second meeting, we discussed the research question further and we discussed factors that affect the FP learner with ADHD.

4.2 Presentation of data

The data are presented below and supported by *verbatim* statements from the participants and by references to the literature where relevant. The themes were the dominant narratives of the parents and teachers on the topic of the challenges parents and teachers face when supporting the emotional well-being of FP learners with ADHD. In presenting the data, the participants in the ALS are numbered from P1 to P9 as seen

in Table 3-1 in Chapter Three. Verbatim statements reflect the authenticity of the information. Four themes emerged, indicated below in Table 4-2.

Table 4-2: Overview of themes and subthemes identified during Cycle One

Theme	Sub-theme
1. Cognitive challenges	1.1 Stigma and stereotypes
	1.2 The effect of stereotypes on parents, teachers and FP learners
2. Behavioural challenges	2.1 Emotional outbursts
	2.2 Other behavioural challenges
3. Emotional challenges	3.1 Self-blame among parents
	3.2 FP learners comparing themselves to others
4. Physical challenges	4.1 Sensory overload
	4.2 Lack of collaboration and involvement
	4.3 Delays in diagnosis and denial from doctors / specialists

Table 4-2 shows the different themes participants identified during the first cycle of research. Chapter Two points out that there are different factors that influence the emotional well-being of the FP learner living with ADHD. The themes are discussed in detail below and linked with the existing literature.

4.3 Theme 1: Cognitive challenges

The first narrative that emerged was that learners, parents and teachers experienced cognitive challenges. These included stigmas and stereotypes and the effect these stigmas and stereotypes had on parents, teachers, and FP learners with ADHD. Chapter Two outlined that the PERMA model (Seligman, 2011) can help role players discover new cognitive tools to support the FP learner with ADHD. The PERMA model (Seligman, 2011) focuses on five elements, namely positive emotions, engagement, positive relationships, meaning, and accomplishments, all of which are useful in supporting the cognitive challenges identified in the ALS. The parents and teachers felt that the consequences of the many challenges they experience are considerable. The use of the PERMA model (Seligman, 2011) would be helpful in addressing these challenges as it could help parents

and teachers to foster positive emotions, engagement, positive relationships, meaning and accomplishment to address the cognitive challenges they identified (cf. 2.2.2).

The participants believed that having a learner who had been diagnosed with ADHD led to many stereotypes and stigmas being assigned by outsiders, doctors or specialists, even their own family and friends.

4.3.1 Stereotypes and stigmas

The findings revealed that one of the challenges parents face when trying to support their FP child with ADHD is stereotyping of people with ADHD and the stigma associated with it (cf. 2.3.2). A stigma is an act discrediting people based on an incorrectly assumed association between a group of people and undesirable behaviours, attributes or characteristics (Mueller et al., 2012). Negative stereotypes bring suffering to the lives of the FP learner with ADHD and their families. The participants noted that society is not perfect and that adults do not always behave correctly as a learner with ADHD might think, as they do not know better. Outsiders' reactions to learners showing symptoms of ADHD are often discrediting, which leads to feelings of hostility (Mueller et al., 2012). These parents feel that society does not understand the challenges they face and that people think they lack control over their own children. One participant explained:

P7: So do not comment on somebody else's child. Don't 'Oh, what a little brat' you know, their mother can't even control your kid or whatever.

The dominant narrative was that having a diagnosis of ADHD exposes the problem to society, which often left the parents feeling alone and as if nobody is there to help them in supporting their child emotionally. Participants shared that many of them had been told that their child had bad behaviour, or the blame was shifted onto them:

P9: Everyone keeps on saying, 'Oh but he's a naughty boy and he'll outgrow it, it's too young to diagnose him.' I got told I'm a helicopter parent. Yes I'm just hovering there all the time.

Another participant added:

P8: And I was told I was neurotic. I was seeing things.

The teacher participants agreed with the above by explaining that they had been stigmatised when trying to support the FP learner with ADHD. The participants explained that they felt as though their thoughts and concerns are often ignored and they are often not heard. Teachers felt as if there was a stigma around the correct ADHD medication. These participants showed signs of anguish when discussing the stress their FP learner with ADHD experiences. They often fear that outsiders are going to do things to this learner and not think twice or consider their condition. These outsiders will then be rude to these learners. A participant stated the following:

P2: because we can't rely on society to catch up with what we as educators know is the right way to go forward. And that, to me, is one of the most frustrating things as a teacher

The above discussion highlights the fact that parents and teachers experience that the learner with ADHD is judged. The holistic well-being of the parents of the learners with ADHD was affected by these stereotypes and stigmas (cf. 2.4.2.5). While they were concerned with the well-being of their children, they also feared the judgement that they themselves endure daily. This exposed the need for collaboration when supporting the emotional well-being of the FP learner with ADHD. Flottman et al. (2011) maintain that partnerships are important for all learners, teachers, and families in order to achieve the best outcomes and for development through formal and informal learning. Although collaboration will not solve all the challenges with stereotypes, a partnership could provide opportunities to address these stereotypes (cf. 2.4.2.1). Although the parents and teachers have to deal with the stereotyping, the learners are unfortunately most affected.

4.3.2 The effect of stereotypes on learners in the FP

Stereotyping can influence parents, teachers, and learners. (cf. 2.3.2). According to data, it would appear that the FP learners with ADHD are affected by the stereotypes they experience in their daily lives. Learners are aware of stereotypes from a young age. Stereotypes can be distracting for the learner at the receiving end, up to a point where it interferes with their academic performance and learning (Dewar, 2020). Unfortunately, the stereotypes these learners experience have serious consequences, such as bullying, mistreatment and social discrimination (see Chapter Two). Most importantly, learners become self-conscious, making them feel as if people are constantly watching them

(Dewar, 2020). One of the parent participants explained how her child was overly conscious of people's reactions to him.

P9: And then Matthew gets more conscious, and oupa staring at me, and I shouldn't be doing this. And I better use my knife and fork. Can I better use my knife and napkin and cry? Yeah, exactly. Because what's wrong with me? Why is oupa staring at me?

The participants shared how the learners show signs of low self-esteem and often say that something is wrong with them. These learners feel judged by their peers and take on what their peers and society have to say about them (cf. 2.3.2). The participants explained that the learners have been mocked and picked on in previous years and that peers have led them to believe that crying was completely unacceptable.

P2: So it is inevitable that they start taking into account what their peers have to say to them and what society has to say to them. But their ability to understand that you don't actually have to accept what someone thinks about. Like, you know, so what if that person thinks this about me now? I think they struggle with that.

The participants also discussed what they have witnessed as their children try to cope with the different stereotypes. The participants explained how the FP learners with ADHD would get anxious and upset and try to internalise their feelings. They were often scared of further stereotyping if they made their feelings known. These learners are often over-apologetic, and this leads to adults and peers taking advantage of them in situations where they feel overwhelmed by stereotypes. P2, who is a teacher, argued that FP learners often try to adjust to a situation when they feel uncomfortable.

P2: the child trying to change the situation somehow. And of course, he's trying to change the situation because he's not happy or comfortable in that situation

The above discussion clearly shows that stereotypes may have an influence on the emotional development of learners living with ADHD. Some learners may come across as reserved because they are afraid of people's reactions to them or the things that they do. Dewar (2020) points out that learners perform poorly on tests when they are self-conscious about the negative stereotypes they might experience. Bennet (2018) mentions that stereotypes have a negative impact on learners as it affects their attitudes, their behaviour and their brain development as they grow into adults (cf. 2.3.2).

4.4 Theme 2: Behavioural challenges

The second theme that was identified relates to the behavioural challenges that parents and teachers face when trying to support the emotional well-being of the FP learner with ADHD. The behavioural challenges that the FP learners with ADHD encounter at home and in the school environment are unique to each learner and unpredictable. Chapter Two argued that these FP learners with ADHD have behavioural impairments and unique learning styles (Wells et al., 2020; Louw, 2020). There is a need for parents and teachers to discuss these behavioural challenges experienced by learners with ADHD and learn from how the other participants may have dealt with them for future reference (cf. 4.5).

4.4.1 Emotional outbursts

The findings from the ALS meeting show the different emotions and outbursts that the participants deal with when trying to support the emotional well-being of FP learners with ADHD. Chapter Two showed that one of the most common problems that bring FP learners to the attention of a psychologist is emotional outbursts (Miller, n.d.). Tantrums and meltdowns occur when a learner struggles with their emotions. It is a great challenge to raise such a learner as outbursts can be hard to understand, hard to prevent, and it can sometimes be hard to react adequately when they happen (Miller, n.d.). The participants expressed their concerns that these learners may suffer from anxiety due to a lack of control over their environment as they often feel unhappy and uncomfortable in different situations. The participants explained how each of their children reacted differently when they have bouts of anxiety:

P2: Where he almost like switches off, where he'd rather just like, stop trying, and just sort of lay back and just be like, Okay, well, you don't know what we're talking about. And then just sort of his frustration, he tends to shut down rather than explode, if that makes sense. Yeah. That's what I've noticed. I haven't seen I haven't seen a tantrum from him either. With him, it's more I can tell when I'm irritating him. I can tell when he's frustrated because then he switched off and he's like, not wanting to look me in the eye and he's not wanting to talk to me and he's not wanting to participate in the lesson. He won't put effort in.

Another parent participant explained how her child tends to laugh in serious situations:

P7: he bangs, makes jokes, and he plays pranks

The teachers explained how the learners reacted in the classroom and the parents focused on situations at home or daily tasks like going shopping. The responses revealed that when the learner felt anxious or frustrated, he would pull towards himself and avoid eye contact to avoid being open about how and why they are feeling this way. The participants had all seen how the learners shut down or say inappropriate things when they experience this flood of emotions:

P6: Like I can always see on their face if they are having an internal battle with themselves. It's like, what's going on? They feeling uncomfortable so they're not going to be open. I have it with some of the kids if I'm in front and I explained something they'll be like just looking down. They will like 'why can't I get the previous work done?'

Another participant added:

P8: those little things, even from an academic point of view is enough to trigger you know, an argument or reasoning or an anxiety attack.

Many of these learners suffer from low self-esteem (cf. 2.1) and it was often something exceedingly small that triggered an outburst. This leads to these learners entering 'fight or flight mode' as explained by P7. Some participants said that if they do not give the FP learners with ADHD what they want, this could lead to a meltdown. Miller (n.d.) describes that learners with ADHD may believe that they are deserving of something that is purposefully being withheld from them, so they are overwhelmed by their sense of injustice and frustration, causing them to have a tantrum. The parents discussed how the learners often have severe tantrums when they are tired. The parents stick to a structured sleep routine. FP learners have emotional outbursts from a noticeably young age. Many of the participants verified this during the ALS meeting:

P7: Kade was diagnosed at 6, he was behaving badly, he was quite out of control.

Another participant added:

P9: Now with Matthew when he was in play school. He was running around, he had no tabletop activities that he could do at all, drawing painting. Nothing like that, he'd run around in circles, circles, circles, never sit down for a story. And he just couldn't, couldn't, he was biting people.

The participants further explained that the FP learners with ADHD experience behavioural issues when their anxiety is triggered. This shows the connection between the emotional and behavioural challenges experienced by the learners as discussed in 4.2. The parents and teachers try to anticipate these behavioural outbursts by looking for the signs they have grown familiar with, such as teary eyes, going quiet, putting their heads down, facial expressions, jaw-clenching and teeth-grinding. The learners show signs of frustration and awkwardness when things do not go their way. One participant explained that learners try to hide these emotions from people by keeping their heads down and trying to make themselves seem small:

P9: And he does he gets very quiet and I can see he's about to start crying. So yeah also we have a thing that he can talk he can say he's allowed to like he says, On the way home if he's had a bad day, then he says, Can I go and scream into my pillow and bang the pillow?

The participants further shared that these learners often feel overwhelmed and as if they are missing out. When they see differences in their own responses and behaviours, they do not know how to navigate the situation and their first instinct is to attack it, avoid it, or say hurtful things (cf. 4.5). Learners with ADHD are often quick to lash out, throw a tantrum, and be defiant when they are in a situation in which they do not want to be (Miller, n.d.). Participants commented on how these learners absorbed negative experiences quicker than positive experiences and on their tendency to focus on the negative experience for a longer time.

P8: Because it's evoked the most emotional response from somebody else. And the negative experience evokes more emotion than a positive one response. And as if, if something happens to him during the day, and negative one will completely wipe out the positive one

The statements above highlight the fact that FP learners with ADHD go through extreme emotions and outbursts and show how challenging it can be for parents and teachers to support these learners (cf. 4.5). These learners get anxious and overwhelmed, especially when they feel like they will not complete a task on time. Supporting the emotional well-being of the FP learner with ADHD can become increasingly difficult as there are countless behavioural challenges. This highlights the need for strategies. Learners have

difficulty working through their emotional outbursts if the environment they are in is not welcoming of emotions. Pruess (2020) warns that resistance of emotions does not work.

4.4.2 Other behavioural challenges

Behavioural challenges may interfere with learning in a variety of ways. Such challenges can be the result of stressors or formally diagnosed problems or a combination of the two (Reiter, 2021). Some of the participants related that mainstream schools often just assume that learners know how to behave, yet FP learners with ADHD often lack these skills. The participants further expressed that these FP learners with ADHD often lack the ability to reason, to reflect and to pick up on social cues. This causes difficulties for these learners when trying to interact with their peers as they lack the emotional knowledge (cf. 2.3.2).

P7: How do we work through social cues? Because they often don't pick up social cues. Especially with ADHD, ADHD learners do not pick up on social cues, and working with that, and that's where our curriculum fails. And that's where your big mainstream schools don't have any time.

The participants pointed out that as they have been trying to support the FP learner with ADHD emotionally, they have learned to realise that what works for one learner does not necessarily work for another learner. Each learner experiences different triggers, causing behavioural challenges for the parents and teachers. Participants found that these learners are visual, and they cannot be overloaded with too many instructions at once. Broadbent (2020) explains that with ADHD, the instructions become "fuzzy" and it is difficult for these learners to follow multiple directions without losing a few instructions or even rearranging the order of the instructions. Sometimes the learners like to verbalise or play with sounds, which may cause distractions in the classroom as the learner constantly talks and distracts those around him. The participants further pointed out that the FP learners with ADHD sometimes have speech issues. One learner had little language by the age of four, as well as tactile issues. The participants observed that the learners have to feel comfortable and safe to cope with the emotional challenges they were experiencing.

P8: he hated being touched. He hated tummy time. Now he hated that, you know.

The parent participants explained how their child's condition often negatively affected the family as these learners can be stubborn and headstrong, leading to unnecessary tension (cf. 2.4.2.3). The teachers discussed how denying these learners their favourite activities during school hours was often a huge environmental trigger. Trying to get these learners out of their comfort zone, especially during art, was a noticeably big challenge. Challenges related to ADHD often manifest in environments where the FP learner is not in their comfort zone (Kao, n.d.). The participants discussed in detail how each day is different and how what you do one day to help the learner does not always work the following day. Participants have to be flexible and opened-minded. The participants also experienced some challenges when medicating their learners, as sometimes the side effects of the medication are severe, or the parents are just left to figure things out on their own without proper assistance from doctors.

From the above discussion, it is evident that the behavioural challenges these parents and teachers face when trying to support the emotional well-being of FP learners with ADHD are quite extreme. The behavioural challenges experienced by the learners are physically and mentally exhausting for the parents and teachers, and supporting these learners is a long and difficult road. Collier (2018) reminds us that challenging behaviour is a form of communication from these learners. It is vital for parents and teachers to understand the causes of the behaviour and to develop the correct strategies to cope with these behaviours.

4.5 Theme 3: Emotional challenges

The third theme that emerged centred on the emotional challenges the parents and teachers experience themselves when trying to support the FP learners with ADHD. It appears as if the challenges parents and teachers face concerning the learners' cognition, behaviour and emotions are all interconnected and influence each other. Miller (n.d.) reminds us that learners with ADHD have poor self-regulation, which limits their ability to stay calm in situations that disrupt their routine, thus leading to emotional outbursts. Classi et al. (2012) state that emotional difficulties are frequent in learners with ADHD and these emotional difficulties include aggression, limited empathy and poor self-regulation. The participants indicated that they experienced a multitude of emotions, including different forms of self-blame, when trying to support the emotional well-being of the FP learner with ADHD.

4.5.1 Self-blame

Howes (2019) warns that self-blame is an unproductive control mechanism; it is an unfit attempt to try and fulfil a genuine need for safety and survival. The narratives of the parents and teachers highlight the self-blame these adults experience when trying to support the emotional well-being of the FP learner with ADHD. The ALS described how trying to support the FP learner with ADHD affected them emotionally. Formica (2013) points out that people often try to take on responsibility that is not their own when the world they created does not meet the ideal image. The participants explained how they often feel self-blame and self-judgement. One participant had the following to say:

P7: It really does hurt, you think to yourself, what have I done wrong? What did I do wrong in my pregnancy? What do I have to deal with this in my life? I deal with those emotions.

Besides the self-blame questions, the participants asked themselves on a regular basis, a further concern is that these parents and teachers punish themselves with feelings of guilt and carry the weight of the challenges without looking for support from others. Some participants recounted their breaking points:

P7: And some days you want to resign, you say I've had enough.

Another parent participant explained the extent to which she struggled to cope with trying to support the child:

P9: I had a nervous breakdown because and then you go to, you go to like a neurologist and then she would give him more medicine because I wasn't coping.

The participants mentioned how the mother of the learner is often more patient and understanding while supporting the FP learner with ADHD emotionally and academically. However, some of the parent participants expressed the difficulties they have with ensuring they have enough time to have fun with the learner as they are often overwhelmed with different chores, and this then leaves little time for more enjoyable activities. Chapter Two explains that parents often battle with their relationships with their child with ADHD, but with lots of practice and dedication, it can improve. One participant explained how the lack of enjoyable activities with her son led to the following difficult experience:

P8: That he said his dad was his favourite person. I ended up in a pile of tears in my room. Because I do so much, I bend over backwards. Dad gets to do the nice things and he gets to sing them last time, whereas I'm the one that's rushing around doing the washing and cleaning behind and different things and I don't have time to sit for two hours and dedicate those two hours with all these other chores to do and then it comes along with 'my dad's my favourite person'

The above statements underline the fact that parents and teachers experience difficult emotions, including that of self-blame and disappointment, when trying to be strong and supportive of the FP learner with ADHD. During this stage of the research, the ALS expressed their gratefulness for the opportunity to meet with each other and to be able to share these feelings as they now felt that they had someone who understood what they were experiencing. The ALS decided that they wanted to try to limit the future chances of negative outcomes for themselves and for those around them (Howes 2019) by working together and depending on each other when needed.

4.5.2 FP learners compare themselves to others

A person's emotional well-being can be severely affected by comparisons to others as studies show the negative effects of comparison on health and well-being (State, 2012). Lee (2020) explains social comparison as the disposition to compare your accomplishments, your experiences and your situation with that of others. A concern that arose during the ALS meeting was the severity with which FP learners with ADHD constantly compare themselves to others around them. These learners take things personally and measure themselves against their peers or even their siblings, as one participant explained:

P9: I've got this problem with his brother. because his brother's a bit of a rocket scientist. And the problem is that he tries to measure up to Joshua (his brother). So he said, but Joshua can do this, why can't I do it? Joshua can do that, why can't I do it? You know, it's very hard, they do live up to a copy.

Another parent participant added how her child compared himself in the school environment:

P8: Alex is a single child. So it's like, he's got nothing to compete itself. But he's finding some. You know, he finds it at school. And it's like, obviously, he doesn't have a concept

that he's in a different school. He's in school. And to him, it's like, how is it that person? Can they get there so fast? And I'm still struggling? And then of course, it starts a spiral of Alex, you, are faster at other things.

The participants explained how they saw these learners put a lot of pressure on themselves. They analyse situations thoroughly and think about it for many days. These learners value the opinions of their peers and wider society and need validation to feel as if they belong in a situation. These learners do not notice performance, they tend to focus on the progress that their peers make. As soon as one of their peers move ahead of them it would then cause this learner to feel stuck and unworthy.

P8: he always finds a measuring stick for himself. And then he uses it to beat himself down with. And it doesn't matter what I say to him.

Another participant stated:

P2: I was talking to a young boy on the playground. And he said, "I always have problems my whole life. It's always me I have problems always."

These learners struggle with self-comparison at home and in the school environment. The parents and teachers try to support and motivate the FP learners with ADHD, but these learners focus on the negative more often and for longer periods of time than other learners do. Lee (2020) highlights that social comparison has a terribly negative effect on the learner's psychological well-being (cf. 2.3.2). State (2012) explains that when learners focus on differences between themselves and someone else doing extremely well on a set task, they automatically feel worse, but by teaching these learners more positive ways of self-comparison we can help improve their behaviour and experiences. During the reflection stage, the ALS suggested that they should help foster good peer relationships between learners that experience the same difficulties as this would make them feel less isolated. State (2012) also explains that when learners focus on similarities between themselves and people experiencing the same as them, they will likely feel better in that situation.

4.6 Theme 4: Physical challenges

The final theme related to the physical challenges that the participants face when trying to support the emotional well-being of the FP learner with ADHD. The participants often

got resistance from different specialists and/or doctors which, in many cases, led to a delay in diagnosis. The parents and teachers were burdened by a lack of collaboration and involvement throughout the lives of these FP learners with ADHD. There is the serious challenge of ensuring the correct physical support is given to these learners when it is most required. Chapter Two highlights how the lack of collaboration leads to the FP learner with ADHD suffering the most consequences. Furthermore, the participants stated that all the learners who were diagnosed dealt with different types of sensory overload. The participants explained their different experiences with their learners with ADHD was as they experienced sensory overload.

4.6.1 Sensory overload

The participants mentioned how the FP learners with ADHD had heightened senses. Sensory overload can occur when one or more of the five senses becomes overstimulated. This type of sensory overload occurs differently in each person but can be so intense that people are unable to function normally until their senses normalise (Ohwovoriole, 2021). Braaten (n.d.) highlights that sensory overload is much more intense for learners with ADHD and normal everyday tasks can trigger anxiety (cf. 2.3.1). The participants further discussed how they had witnessed learners experiencing difficulties with textures and smells on a daily basis. One of the senses that many learners find problematic is the sense of smell, as the following extract shows:

P9: Every time we went down the spice isle, he would go ballistic. And even now, even now, if it's a smell problem, he's got a very, very high sense of smell.

Another two participants added:

P8: Alex is also sensitive to smells. sound as well. Alex was sensitive to fluorescent lights from a sound point, to smells. I can't put car fresheners in my car now. If we go anywhere with spices, he smells extremely fine

P7: Lake smells everything. Salt and vinegar on popcorn, He will go mad in a movie house he will run out of that movie, he can't handle it.

Learners battle when more than one of the five senses are working at the same time, as some of the parents talked about difficulty with flickering lights while there is also a strong smell. Some participants observed for instance that when the learner was trying to

concentrate, the clicking of a pen or the sound of an aeroplane flying overhead would be overwhelming and frustrating for these learners. One of the parent participants voiced how she struggled to get her child to join her when attending pottery lessons or even to play with chalk:

P9: Now Matthew won't touch chalk. Because I gave him chalk to draw on the driveway and then, No he won't touch chalk. So this one was bad, feeling of shutdown. Clay he'll do but he said to me the other day, I said we'll go to pottery lessons. And he said I just don't like that feeling. So I don't know.

One of the teacher participants added to this by saying:

P1: We did an activity where we used shaving foam and it was a big deal for him. And I say to him I'm proud of you for doing it. But as soon as we were done, he was like, let's go wash my hands.

It is evident from the above that these learners also struggle with different textures when their sense of touch feels overstimulated. Some learners struggle with their other senses on a daily basis when doing normal daily activities such as grocery shopping. Research has shown that learners with ADHD may suffer from sensory overload as sensory information competes for their brain's attention (Watson, 2018). Watson (2018) further explains that anxiety problems may further the issues with sensory overloads (cf. 2.3.1). Parents explained the lack of support from their family and in public places. Some learners may have an outburst or a meltdown from a sensory overload and the best way to provide support to these learners is to learn to understand what triggers it and work on avoiding those triggers (Braaten, n.d.). Some of the teacher participants explained that they believed the learners were attentive listeners as a coping mechanism in overwhelming situations.

4.6.2 Lack of collaboration and involvement

Lack of collaboration is considered to be a serious physical challenge. Without adequate collaboration, the FP learners with ADHD cannot get the correct support to succeed. The participants said that they especially experienced a lack of collaboration from older generations of family and friends. Many studies highlight the importance of involvement and collaboration in a learner's education (cf. 2.5), but globally there are many factors that negatively affect the sustainability of involvement and collaboration (Munje &

McNube, 2018). Without adequate collaboration from all parties involved in the life of the FP learner with ADHD, these learners will battle to succeed. The parent participants recounted their difficulties with a lack of collaboration from their friends and family as often these people do not have a good understanding of ADHD. The parent participants discussed the challenges they face in a schooling environment before they placed their child in a remedial school. They elaborated on challenges such as a lack of resources and time and classrooms with too many learners, which left little time for focused learning and for assisting the learners who have ADHD in the FP, for example:

P9: Always in the past, it's been, I've got to do something to help my child and the teacher hasn't really been involved in order to help my child, you know.

While parents discussed the limited support they received in mainstream schools, some participants discussed the fear their FP learners had due to bad experiences at previous schools. Another problem that the parents are confronted with is that many schools do not have an open mind when it comes to trying to support special needs learners. Some parents were told to remove their children from the school and place them elsewhere. P8 told of the lack of collaboration she received at her son's previous school:

P8: I mean, I put Alex in a nursery school, and I warned them that he hadn't been to therapy. Three weeks later, I got called, please take your child out. We can't handle it. And I warned the school that he hadn't been therapy, that we've gone through the whole process. They couldn't handle him. And I had to pull him out.

Besides the challenges that the parents faced relating to support and involvement from schools, the teachers also experienced many challenges trying to ensure that parents stay involved in their FP child with ADHD's schooling success and well-being (cf. 2.3.2). Johnsen and Bele (2013) point to this as they explain the different causes that inhibit involvement and cooperation between school and home and how each parent experiences this differently. Some participants felt that parents may be in denial about their own child's diagnosis. The teachers have experienced a lack of involvement where parents would drop their child off in the mornings and refuse to collaborate as they believed that paying the school fees relieves them of their responsibility to collaborate. P7 was concerned that some parents do not show an interest in their child's schooling:

P7: I think that's another thing in the school, there is one or two parents that are not interested, drop the learners off, and they go and we had a child like that last year and was extremely frustrated, because we try to help, try to get the best for your value for your money. And we're not getting that back from his parents. So it has to be a team. With this type of child, You don't drop your child off at the gate and pick them up at two o'clock and say, no, it's me versus not this type of child. And it's going to be like this until they finish school.

Some of the teacher participants expressed their concerns about parents who become a barrier in the learner's life as they may be afraid of the different possibilities.

P2: I think some of them then become the barrier, where maybe they don't trust the teacher

The above statements underline the fact that parents and teachers face individual challenges when it comes to involvement and collaboration when trying to support the emotional well-being of the FP learner with ADHD. Chapter Two explains that collaboration between parents and teachers is more effective than isolated efforts. The ALS argued that collaboration could lead to the longevity of the support that the FP learner with ADHD receives when they have emotional difficulties. The ALS further argued that it is important for everyone in the FP learner's life to understand the positive effects consistent involvement and collaboration can have and how it can limit the learner's outbursts or meltdowns.

4.6.3 Delays in diagnosis and denial from doctors / specialists

The participants expressed concerns about doctors and specialists avoiding the diagnosis of ADHD in their learners. A long delay in diagnosis (cf. 2.3.1) can be linked to negative outcomes as the time to diagnosis is considered particularly important when early-onset symptoms are seen (Cheung et al., 2017). The participants explained that they encountered doctors and specialists who adhere to standardised tests, which meant learners could only be tested at a certain age. The parents expressed their feelings that they were not being taken seriously by doctors and some schools in their quest to get their learners formally diagnosed or that the doctors were biased in some cases.

P8: My biggest difficulty when trying to get Alex diagnosed is, I wasn't taken seriously by the schools and by the doctors. And it was only through being stubborn and eventually

saying, you know, what, if you're not going to listen to me, I'm going somewhere else. Not because I wanted to hear the answer that I wanted, it was to hear an unbiased diagnosis.

Delaying the diagnosis also has major implications for teachers, as it creates a backlog from the FP years, which then causes long-term problems for the learner in their schooling careers. One participant stated the following:

P7: if you have a house foundation, you need to build that foundation right. If you build that foundation wrong. As you build your bricks, the plaster starts falling off, and then you get cracks in the floor. And then the roof starts to pain. And that's exactly why we are sitting with problems now where we're trying to fix learners who can't read and learners who have gaps.

These gaps created by late diagnosis could be a contributing factor to the emotional outbursts FP learners with ADHD experience. Some of the participants expressed concerns about therapists provoking the learner with ADHD because these therapists were not willing to shift away from one method of therapy. One of the parents shared this concern:

P8: Even the therapists were triggering his anxiety and his emotions, because they weren't listening to him and weren't listening to me. Because I was saying you are triggering him on purpose. And that's why you're not getting the results out of them. Is it just because you've gone to university and you've trained in a specific line of therapy, You know, there's so many different, there's so many different schools of thought that it is not the tried and tested way. It's just one way, each child is different, they have different triggers, have got different ways of, you know, responding. And I've found that you know, when once you put the blinkers on, it is actually almost just as bad as sticking one of these learners in mainstream schools.

The participants discussed how lack of knowledge and understanding was a large contributing factor when it came to getting a proper diagnosis. Barrow (2021) argues that many professionals do not possess sufficient information on ADHD and how to assess it and treat it. The participants also recounted how difficult it was to consult with doctors and specialists as it is a time-consuming task and time off is needed from work. They further mentioned the financial implications (cf. 2.3.3) related to the costs of all the doctors' appointments. The ALS argued that ADHD was often misdiagnosed, and they

expressed concerns about the trauma the FP learners went through to get these final diagnoses (cf. 2.4.2.4). One participant stated:

P7: It takes trial and error

To which another participant added:

P8: We using our learners as guinea pigs

The ALS argued that early diagnosis was vitally important to ensure that learners receive adequate support from the beginning of their schooling careers. It would also limit the amount of trauma these learners experience with the different doctors and specialists. Barrow (2021) explains that persistence pays off as many doctors and specialists battle to pinpoint the medical issue as finding a qualified ADHD expert is not easy. Participants further argued that being persistent and continuous with doctors, therapists and specialists was an appropriate way to ensure these doctors, therapists and specialists understood the severity and importance of early diagnosis for supporting the emotional well-being of the FP learner with ADHD, which in turn would stop the learner from missing out on important milestones.

4.7 Turning themes into prevention strategies

In order to identify the themes, the research participants and I made use of the data analysis process outlined in Chapter One and Chapter Three. Based on the data analysis (cf. 3.4.5), the findings suggest that the limitation of stereotypes and stigma is vitally important to support long-term collaboration between all parties involved in supporting the emotional well-being of the FP learner with ADHD. It was also found that earlier diagnosis of learners with ADHD would have limited the long-term emotional and academic problems for these learners. Due to the multiple challenges with sensory overload, it is thought that more sensory stimulation from an early age and more kinaesthetic and hands-on play from a younger age would be beneficial to help these learners deal with their emotions (cf. 2.2.1).

The FP learners with ADHD are further affected negatively by stereotypes and they compare themselves to their peers. Supporting positive peer relationships from a young age can develop this into a positive form of comparison rather than negative. Over the course of a few sessions, I presented the themes to the participants. We discussed all

the challenges they face while supporting the FP learner with ADHD and how their actions and support could either hinder or promote positive mental health in these learners. The next chapter discusses the evaluation and implementation of these intervention strategies in detail.

4.8 Personal reflection on findings

By reflecting on the findings from the first cycle of the PALAR approach with the participants, I also gained knowledge that enabled me to help with the design of support strategies that would be effective in supporting the emotional well-being of the FP learner with ADHD. Firstly, I learned that parents and teachers themselves are overwhelmed by the challenges they face in their daily lives as they support the emotional well-being of the FP learner with ADHD. The parents and teachers felt that they still had a lot to learn about the correct and most effective ways to support these learners, especially since each learner is unique and experiences different difficulties on a daily basis. Many of the parents experienced negative attitudes and comments from previous schools, doctors, specialists, family and friends or even complete outsiders, which then hindered the collaboration needed to support the emotional well-being of the FP learner with ADHD. The participating teachers had experienced some resistance from some parents who were not part of the research study, parents who were in denial and expected the school to deal with everything and were completely against participating actively in the learner with ADHD's life.

I learned that each parent and teacher have different ways and techniques to support the emotional well-being of the FP learner with ADHD, but these techniques are constantly being adapted. All the participants verified the need for intervention strategies to start earlier in the lives of these FP learners with ADHD to desensitise them, which in turn could lead to less resistance later on in the learner's life. Most of the intervention strategies did not start early in the learner's lives as doctors and specialists delayed the diagnosis due to the standards of testing. Many parents felt that the doctors did not take their concerns seriously.

The participants needed consistency and to feel acceptance and less judgement from the people around them to support the emotional well-being of the FP learner with ADHD. The participants all work consistently with therapists in the school and home environment

to try and cope with the emotional challenges that these learners face. It was through this project that I truly began to understand just how challenging it can be to support the emotional well-being of the learner with ADHD as a parent or a teacher as I watched the participants discuss, learn and grow. I would recommend such a process to all teachers and parents of FP learners diagnosed with ADHD since it is only through engaging at this level that you truly begin to understand the deeper challenges. I learned that the emotional difficulties of each FP learner with ADHD is unique. It is something these learners deal with many times during a day in a multitude of ways, and they have little control over it.

I learned that I should create a space for parents and teachers to discuss the different challenges they experience, which then allows them to identify different strategies and approaches that they could all try. Learning from each other was an important part of the process. I used this knowledge to assist me in guiding the participants in the next cycle of research.

4.9 Conclusion

This chapter presented the findings from Cycle One of the research process in response to the first sub-question: *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?* The following themes were identified: *Cognitive challenges; behavioural challenges; emotional challenges; and physical challenges*. These themes reflect the feelings, experiences and knowledge of parents and teachers of the FP learner with ADHD. It appears as if parents and teachers face many challenges as they try to support the learner to ensure the learner continues to develop to the best of their abilities. In the next chapter, I discuss the findings of Cycle Two.

CHAPTER FIVE – DISCUSSION OF CYCLE TWO: COLLABORATIVE STRATEGIES TO SUPPORT THE LEARNER

5.1 Introduction

Chapter Four offered an account of Cycle One of the research, which explored the challenges that parents and teachers face when supporting the emotional well-being of the FP learner with ADHD. The main themes that emerged from the discussions were cognitive challenges, behavioural challenges, emotional challenges, and physical challenges. The interpretation of data is supported by verbatim statements from the participants during the focus group discussions, and by relevant literature. The chapter concluded with self-reflection on the first cycle of the research as this learning was helpful during Cycle Two.

Chapter Five reports on Cycle Two of the research, which was aimed at answering the second research question:

- *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?*

In this chapter, I discuss the identified strategies in greater detail and examine how they can possibly address the challenges mentioned in Cycle One in Chapter Four. The insights gained from the participants' involvement in Cycle Two provided an opportunity for the participants to understand the strengths of the FP learner with ADHD. Identifying these strengths allowed the participants to advocate for improvements in the ways in which we support the emotional well-being of FP learners with ADHD. The findings from the first and second cycles complemented the guidelines for maintaining the collaborative support strategies that emerged from the third cycle, which is discussed in Chapter Six.

5.2 Presentation and discussion of data

In presenting the data, codes are used to ensure participant anonymity and to indicate the data source. (P1-9) refers to the participants, and (ALS) refers to the action learning set (cf. 3.4.3). *Verbatim* statements from the participants are included in the discussion to support the findings. The findings are triangulated using the literature reviewed. The data collected during this cycle were collected using asset-mapping. As explained in

Chapter Three, asset-mapping was useful to help organise current resources to determine the strengths and weaknesses with which the FP learner with ADHD needs support.

The discussion below is structured by linking each of the common strategies identified by the participants in Cycle One (see Table 5-1 below) with the effect such an approach may be likely to have on the emotional well-being of FP learners with ADHD.

Table 5-1: Overview of themes from Cycle One and the relevant strategies to support those identified in Cycle Two

Cycle One		Cycle Two	
Theme	Sub-theme	Strategies	
1. Cognitive challenges	1.1 Stigma and stereotypes	1. Strategies to support the identified cognitive challenges	1.1.1 Limiting judgement and owning up to one’s own mistakes
	1.2 The effect stereotypes have on parents, teachers, and FP learners		
2. Behavioural challenges	2.1 Emotional outbursts	2. Strategies to support the identified behavioural challenges	2.1.1 Embracing differentiated teaching and learning styles (cf. 2.4.2.1) (cf. 2.4.2.4)
	2.2 Other behavioural challenges		
3. Emotional challenges	3.1 Self-blame by parents	3. Strategies to support the identified emotional challenges	3.1.1 Positive reinforcement (cf. 2.4.2.3)
	3.2 FP learners comparing themselves to others		3.1.2 Communication strategies (cf. 2.4.2.3)
4. Physical challenges	4.1 Sensory overload	4. Strategies to support the identified physical challenges	4.1.1 Multisensory teaching (cf. 2.4.2.2)
	4.2 Lack of collaboration and involvement		4.2.1 Adequate schooling environment (cf. 2.4.1)
	4.3 Delays in diagnosis and denial from doctors/ specialists		4.3.1 Early diagnosis (cf. 2.4.2.5)

Table 5-1 shows how the findings from Cycle One (cf. 4.3) were helpful when completing Cycle Two with the research participants. The strategies participants offered answered the second research question. These strategies are discussed in detail below.

Chapter Two mentioned how FP learners with ADHD can be better supported if parents and teachers adopt a more holistic approach (Flook, 2019). The strategies discussed

below relate to the methods to support FP learners living with ADHD listed in Section 2.4. It is important for parents and teachers to provide the learner with a nurturing classroom environment (2.4.1). Interventions may include academic, emotional, behavioural and parental involvement interventions (2.4.2). The research participants identified similar strategies and new strategies that could help the FP learner with ADHD.

5.3 Strategies to address cognitive challenges

Two of the most dominant strategies to emerge were cognitive in nature, namely limiting judgement and owning up to one's own mistakes. Chapter Two referred to the fact that reflection is a useful tool to learn from one's mistakes. The parents and teachers felt that this strategy was vital, as the challenge of stigmas and stereotypes, as identified in Cycle One, could hopefully be addressed with the use of this strategy.

5.3.1 Limiting judgement and owning up to one's own mistakes

The participants felt strongly about treating learners with respect (cf. 2.4.1) and limiting the judgement FP learners with ADHD face. Sankar (2018) highlights that by minimising judgement on ourselves and others, we can also eliminate the limitations on success. The participants stated that working collaboratively and being supportive of one another could limit or possibly stop the judgement the FP learner faces in and out of school.

P9 stated in her asset map (see Figure 5-7) that she feels people should show more empathy towards learners with special needs. P5 stated in her asset map (Figure 5-1) that she believes both learners with special needs and learners without special needs should be taught from an early age not to judge one another. Partridge (2015) argues that talking to learners about mental health will mean that these challenges will become less foreign to learners. This could lead learners towards accepting the differences they observe daily as normal occurrences and judging less. P5 also believes (see Figure 5-1) that each learner deserves to be treated with respect (cf. 2.4.1). This would ensure that the learner builds a trusting relationship with the teacher, which in turn would help them to discuss things with the teacher freely.

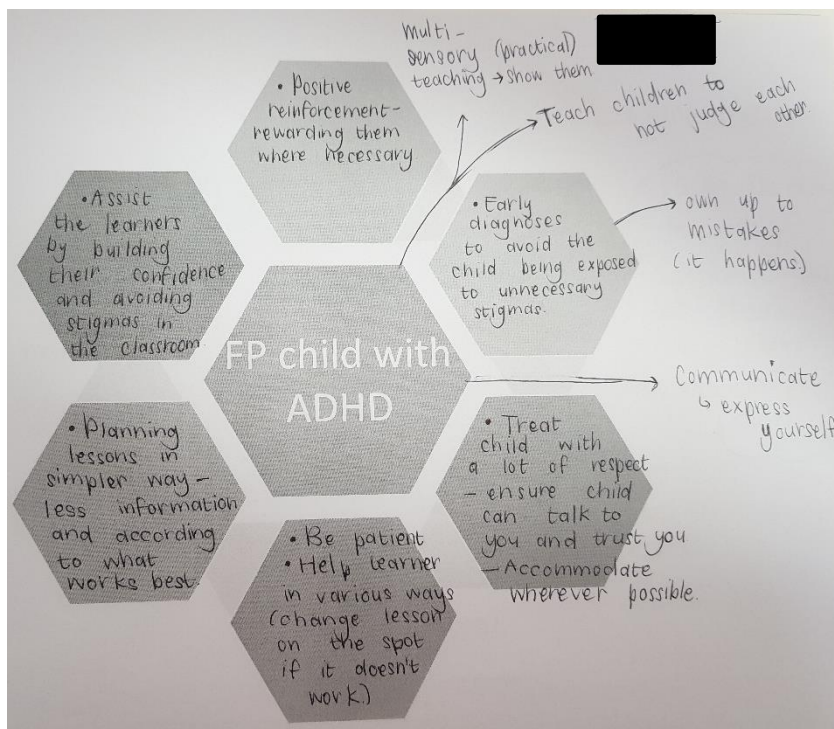


Figure 5-1: Completed asset map by P5

P1 furthered the line of reasoning that P5 started in her asset-mapping by stating the importance of teaching learners not to judge each other. Partridge (2015) points out that parents and teachers should spend time teaching learners that it is okay to be different and should encourage them to talk freely about their differences. P1 agreed in her asset map (see Figure 5-4) that FP learners with ADHD should be taught how to be patient with each other, to care for each other and to build each other up.

The participants shared the view that when someone owns up to their own mistakes, they can learn from them and help others around them. Such an attitude can help with the cognitive challenges the participants face (cf. 4.3). P2 specified in her asset map (see Figure 5-5) that teachers should also own their mistakes, further their learning, and forgive themselves when they make mistakes. P5 furthered this line of reasoning in her asset map (see Figure 5-1) by saying that mistakes happen, and people should own up to it so that they can adequately support the emotional well-being of the FP learner with ADHD. McKay (2013) states that taking responsibility for our lives and ownership of our mistakes can be especially worthwhile for a multitude of reasons. This is echoed below where P9 states:

P9: As a teacher, I need to say, I've made a mistake and I can learn from this.

Limiting the judgement these learners face and adults and learners who learn to own up to their own mistakes may have a positive effect on the emotional well-being of FP learners with ADHD (cf. 2.3.2). This strategy resonated with the participants, perhaps because they identified substantial challenges in this regard in Cycle One (cf. 4.3). This aligns with the ideas of McKay (2013), which highlights that our behaviour affects our lives, but when a person believes they can shape their own life through their own actions and decisions, the person is likely to feel more confident, be more willing to learn, have better discipline, and manage challenges and stressors more appropriately (cf. 2.4.1).

5.4 Strategies to address behavioural challenges

The second strategy that was identified relates to the behavioural aspects parents and teachers should consider when supporting the emotional well-being of the FP learner with ADHD. Chapter Two emphasises the importance of a differentiated approach; for instance, Dauman et al. (2019) discuss the importance of adaptation to suit the needs of FP learners with ADHD. Adapting to the needs of learners could support the FP learner living with ADHD when he/she deal with outbursts, different emotions and other behavioural challenges This idea ties in with Gardner's (1983) multiple intelligences theory as discussed in Chapter Two, which outlines how teachers should differentiate their instruction to have a meaningful connection with the learners. The section below shows how parents and teachers can embrace different teaching and learning styles.

5.4.1 Embracing differentiated teaching and learning styles

Different teaching styles can ensure that relevant learning activities are available to cater for each learner's unique needs and build on the learner's strengths so that all learners achieve the same lesson objective (Johnson, 2009). When teachers and parents embrace differentiated teaching and learning styles (cf. 2.4.2.4), FP learners with ADHD may show fewer challenging behaviours. When learners are given the opportunity to complete their work in the way most suited to their needs, they feel fewer frustrations and anxiety while working on the task. The findings from Cycle Two show that such differentiated teaching strategies and learning styles should be used both at home and in the classroom to support the emotional well-being of the FP learner with ADHD. Parents and teachers can collaborate to find the most suited teaching and learning styles as they explore which work best for the specific learner. To do this, parents and teachers should

have constant communication to provide feedback on what worked for the FP learner with ADHD and how successful each teaching strategy or learning style was. Friedman and Piffner (2020) explain how behavioural interventions are useful to give these learners appropriate means of coping with situations so that they gain control of their emotions and reactions if an activity or an experience upsets them (2.4.2.4).

P5 explained that teachers should support one another and be willing to share ideas on things that work. Strategies that worked for one teacher may possibly help another teacher in the classroom. P5 further suggested that teachers have regular meetings to share their experiences of teaching strategies that made a considerable difference. Each teacher and learner is different; therefore, they should learn from each other. P2 supported this view when she explained:

P2: So discussion is always important. Doesn't matter what we discussed, the fact that we get together and talk about it is useful.

P5 pointed out that teachers and parents should be patient when working with the FP learner with ADHD. She further indicated on her asset map (see Figure 5-1) that lessons should be planned in simpler ways, using less information and according to what works best for the learner. The teacher should be willing to help the learner in multiple ways by changing and adapting the lesson on the spot. Stenger (2014) points out that activities should be graded as soon as possible while being specific and relevant to what was taught that day. This can be used as an opportunity to provide the FP learner with ADHD with individual feedback, suggestions for improvement, and time for revision.

P2 offered the following differentiated strategies that may be useful: visual, mathematical, kinaesthetic, oral, textual, interpersonal, and intrapersonal strategies. Some of these strategies form part of Gardner's (1983) multiple intelligences theory (cf. 2.21). She further proposed that the use of wall displays and mind maps can be useful in supporting FP learners with ADHD who learn better visually (see Figure 5-5). P1 highlighted a strategy she felt was useful, namely allowing the FP learners time to discuss things in the classroom and not forcing them to sit in silence for an hour (see Figure 5-4). P2 motivated this as she discussed the use of standing desks or exercise balls:

P2: So, some schools employ standing desks where you can stand and work if you can't sit still comfortably. Other schools will use gym balls.

P6 stated in his asset map that he felt lessons should be more interactive and engaging to support the emotional well-being of the FP learner with ADHD. He further felt that teachers should remain on a broad topic or idea so as to not overwhelm the FP learner with ADHD with too much information at once. He also referred to alternative teaching methods, such as electronic presentations and games, which may be helpful in supporting the learner (see Figure 5-2). Tucker (2011) explains that online tools available to teachers could help them individualize their lessons to suit the needs of FP learners with ADHD (cf. 2.4.2.1). In his view, the flexibility of online teaching and learning tools allows differentiated instruction to transform and create meaningful experiences for the learner.

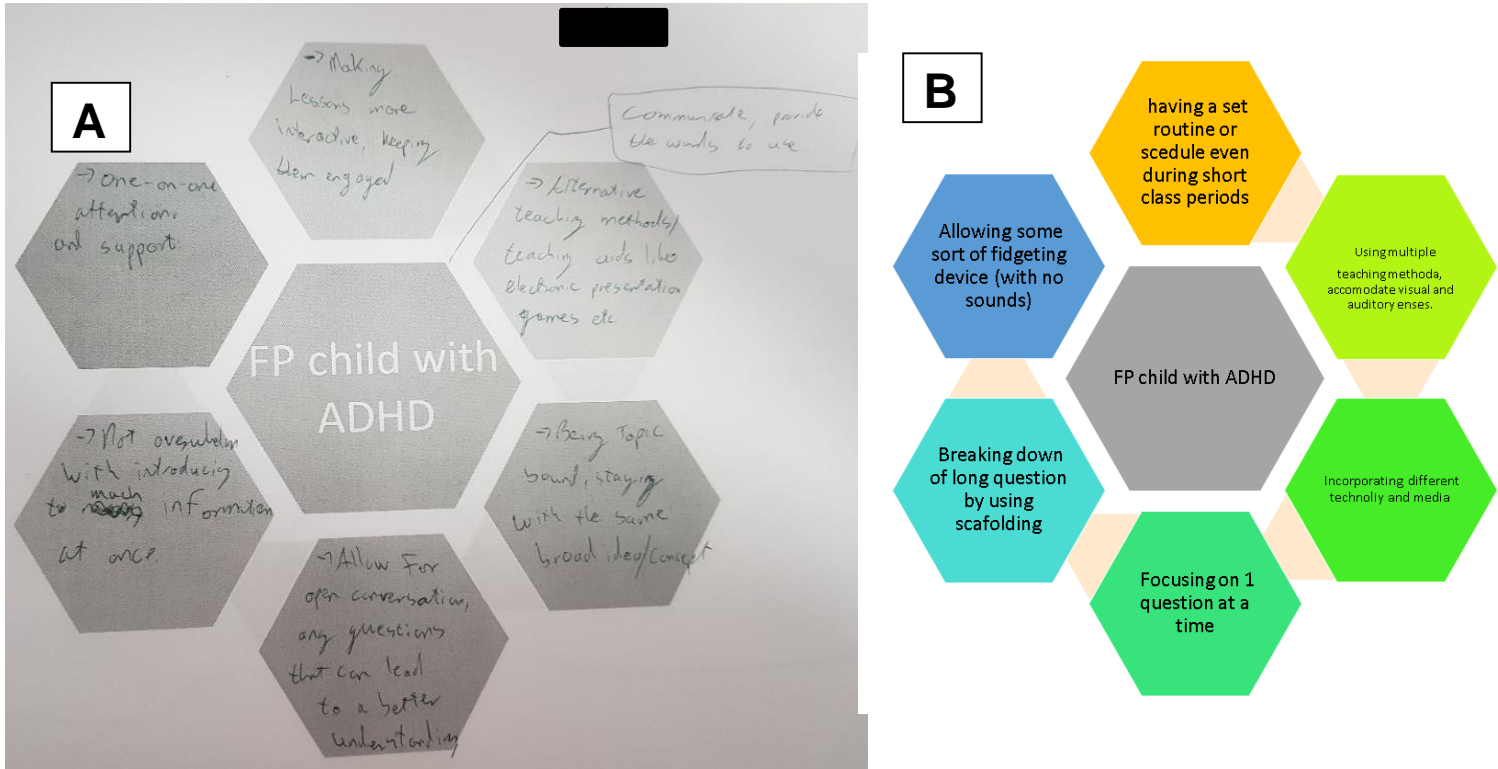


Figure 5-2: Completed asset maps by P6

P6 explained that the use of multiple teaching methods and a range of technology and media could accommodate visual and auditory learners (Figure 5-2-B). The participant added that it is important to have a set routine or schedule when working with FP learners with ADHD. The focus should be on one question at a time and this question should be broken down or scaffolded.

P3 suggested in her asset map (see Figure 5-3) that if the FP learner with ADHD finds a topic challenging, a parent or teacher could scaffold the section by breaking it up into smaller sections to prevent anxiety and the learner from shutting down. She believed that

this may help the learner to grasp the task from the beginning. She suggested that different strategies can be useful as the challenges the learner faces changes daily. She added that parents and teachers should first teach these learners in the way with which the learner feels the most confidence and then develop their weaknesses in ways they may not like, for example, speeches or tests. P3 agreed that questions should be broken down when the FP learner with ADHD experiences anxiety. Teachers and parents should show and explain to the FP learner how they can successfully do this activity as an assessment.

P7 pointed out (Figure 5-6-A) that the school makes their own workbooks for FP learners with ADHD that better suit their unique needs. These workbooks have a more legible font and spacing. She also pointed out that making use of tools such as a 'c-pen' or chrome books could decrease the anxiety FP learners with ADHD feel when they become overwhelmed by a task they cannot complete.

P7: So, I just put on how, how do we support the learners in the school. So, for example, our workbooks are made, fonts are better, spaced better, broken up into chunks, answered in one book, not flipping papers and copying off the board.

Freedman (2016) highlights that anxiety is found in school environments for a multitude of reasons, ranging from math education and language learning, but an inclusive classroom creates a more accepting space for the learner.

P9 pointed out that games, computers and books are good uses of differentiation, and she also felt that physical activity should be incorporated as it could help release the built-up energy the learner living with ADHD learner may have.

The above discussion highlights the importance of differentiated teaching and learning strategies in the home and school environments. The literature discussed in Chapter Two explains that parents and teachers should be willing to adapt their teaching styles to suit the unique needs of the FP learner with ADHD. The discussion above highlights how strongly the parents and teachers feel about adapting to suit the needs of the FP learners with ADHD to support them with any emotional challenges they may face when an activity is too hard for them to complete (cf. 4.4.1). Teachers and parents should collaborate and remain aware of the FP learner with ADHD and their unique needs, their strengths and

weaknesses, their behaviour, their mental health, and which strategies are the most useful (cf. 2.4.2.1).

5.5 Strategies to address emotional challenges

The third set of strategies that emerged centred on ways in which parents and teachers can collaborate to support the emotional challenges the FP learner with ADHD experiences. Seligman's (2000) positive psychology theory and the five elements of the PERMA model (Seligman, 2011) highlights the importance of well-being (cf. 2.2.2). The strategies discussed below may help with challenges such as the self-blame among parents and the FP learners' tendency to compare themselves to other learners around them (cf. 4.5).

5.5.1 Positive reinforcement

Many of the participants pointed out that positive reinforcement is an important part of supporting the emotional well-being of the FP learner with ADHD. Although it is important for learners to have a clear understanding of the consequences of certain behaviours, it is also important for learners to be reminded that there are rewards when they do something good (Ray, 2016). P2 noted on her asset map (see Figure 5-5) that she identified positive reinforcement as a useful strategy to support the learner. P5 noted down positive reinforcement on her asset map as well (see Figure 5-1) and highlighted the importance of rewarding the learner when it was necessary. The PERMA model set out by Seligman (2011) and discussed in Chapter Two also makes mention of positive reinforcement. Learners look forward to positive reinforcement, it drives them to perform better. Providing moments for positive reinforcement can show the FP learner with ADHD that the parents and teachers are in fact their biggest supporters (Ray, 2016).

P3 was passionate about positive reinforcement. She explained that it is important for parents and teachers to motivate the FP learner with ADHD to help them understand that they can achieve their goals. She further explained that parents and teachers should continue helping the FP learner with ADHD until they understand the task at hand or feel better about the work (see Figure 5-3). Positive reinforcement limits a learner's anxiety about a task. Gasparovich (2008) explains that positive behaviour support focuses on the learners' strengths, which provides them with skills to enhance their own resilience, thus teaching them to manage their anxiety.

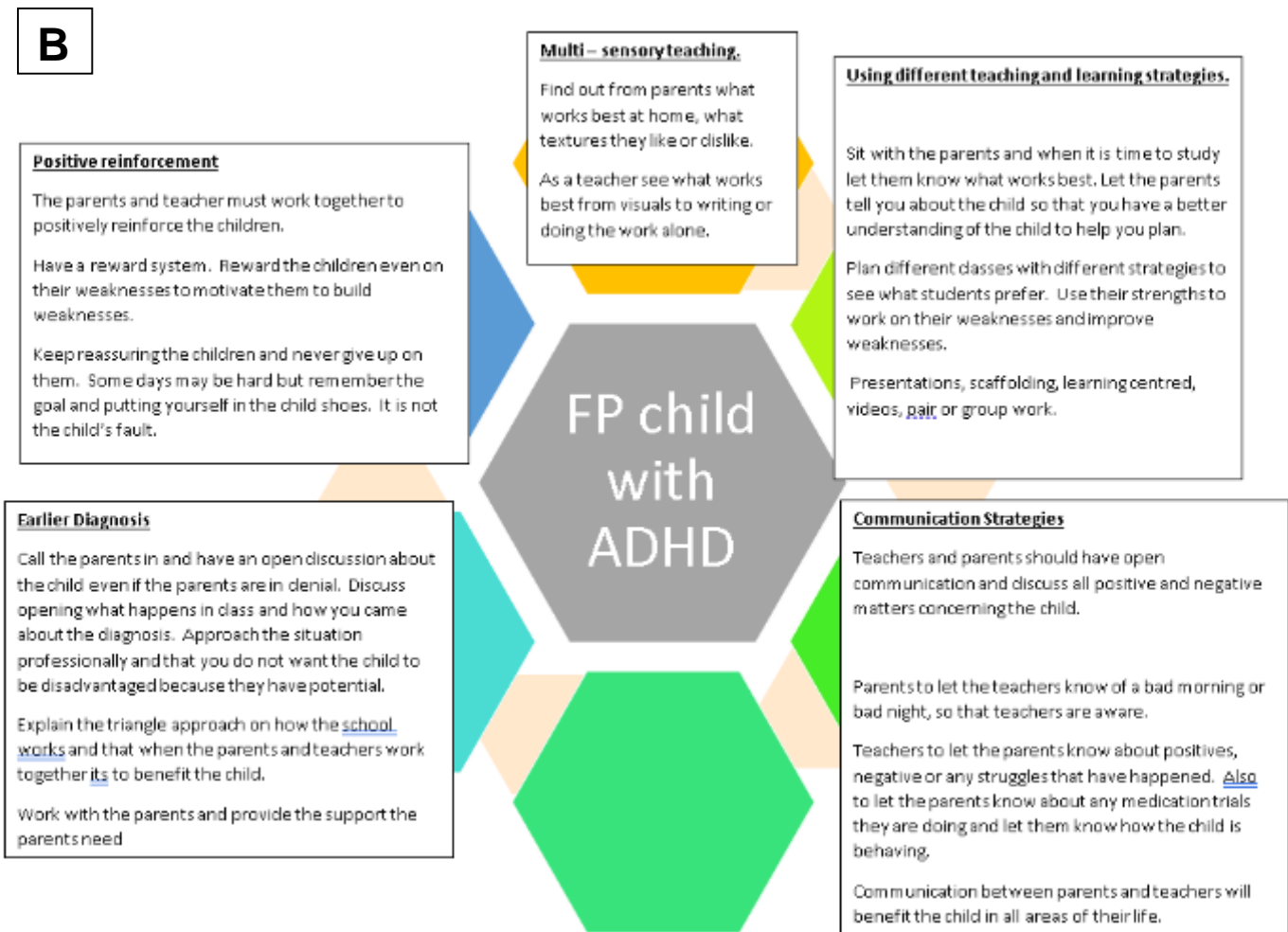
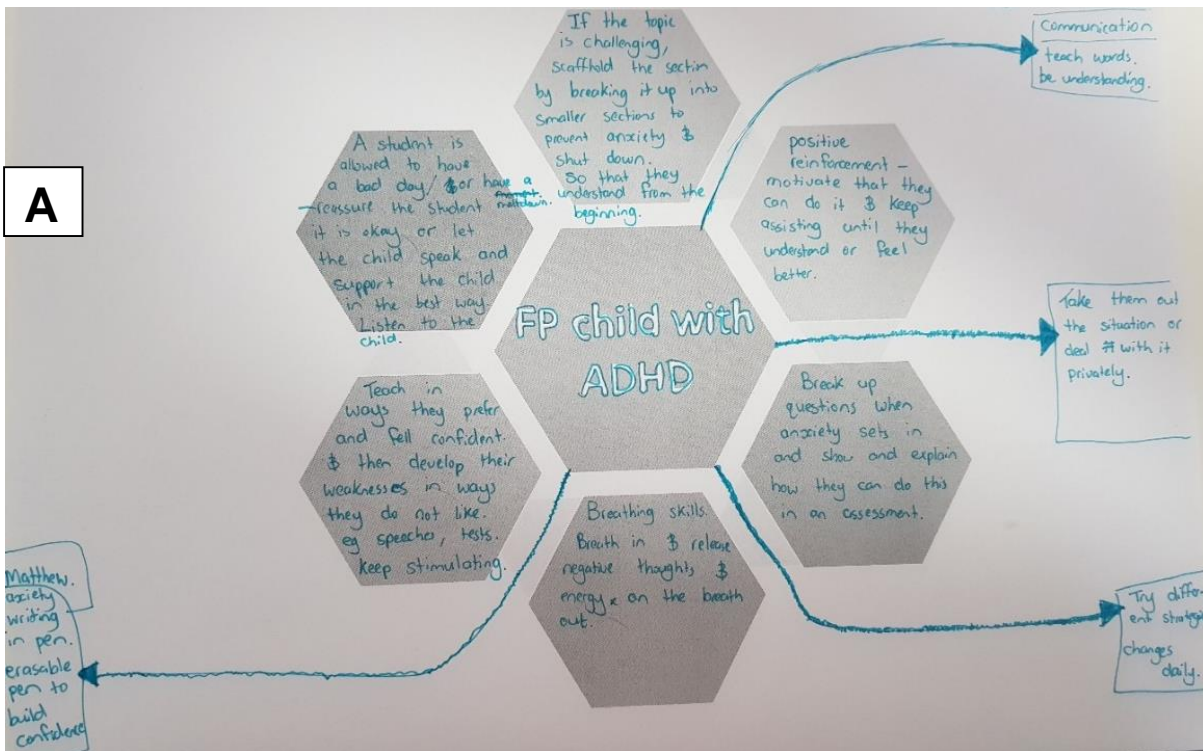


Figure 5-3: Completed asset maps by P3

P3 continued to explain that collaboration between parents and teachers is useful when positively reinforcing the learner. She felt that a reward system is important, even

rewarding them on their weaknesses to build them up and motivate them in areas that are considered a weakness. P3 stressed the need to constantly reassure the learner and to never give up on them as ultimately it is not the learner's fault and they require positivity. P5 agreed with this statement and added that it is essential for parents and teachers to have a corresponding positive reinforcement system as this will ensure that the same strategies are used throughout.

The statements above highlight the dire need for positive reinforcement when supporting the emotional well-being of FP learners with ADHD. Chapter Two explained how different coping skills can be used to support the FP learner. When they are empowered with coping skills, they feel more in control (Gasparovich (2008) states that learners should be taught positive coping skills from an early age as this will help them develop effective strategies to handle challenges. Teachers and parents should collaborate to help learners learn from their past experiences and create a positive state of mental health (Gasparovich, 2008).

5.5.2 Communication strategies

Moloko (2018) reminds us that a strategy is an action plan that ensures that one achieves long-term goals. Mack (n.d.) maintains that effective communication builds and maintains relationships, which allows for efficiency when working towards goals. During Cycle One of the research, participants pointed out that communication with the FP learner with ADHD is one of the behavioural challenges (cf. 4.4.2). During Cycle Two participants worked together to identify some communication strategies that could form part of the coping skills discussed in Chapter Two. All of the participants present (excluding P9) listed communication strategies as one of the most important categories on their asset maps.

P5 explained that FP learners with ADHD have to be taught how to express themselves as a step towards developing adequate communication skills (see Figure 5-1). P2 furthered this by stating in her asset map that FP learners with ADHD have to be taught adequate vocabulary and language to help them express themselves (Figure 5-5). Seefeldt (n.d.) explains that for learners in the FP to become effective communicators, they should be in language-rich environments. As seen in Figure 5-4 below, P1 stressed that communication skills should be strengthened by teaching the FP learners with ADHD

appropriate ways to communicate with their peers, teachers, and their parents. The strength of the language environment at home and school can help FP learners with

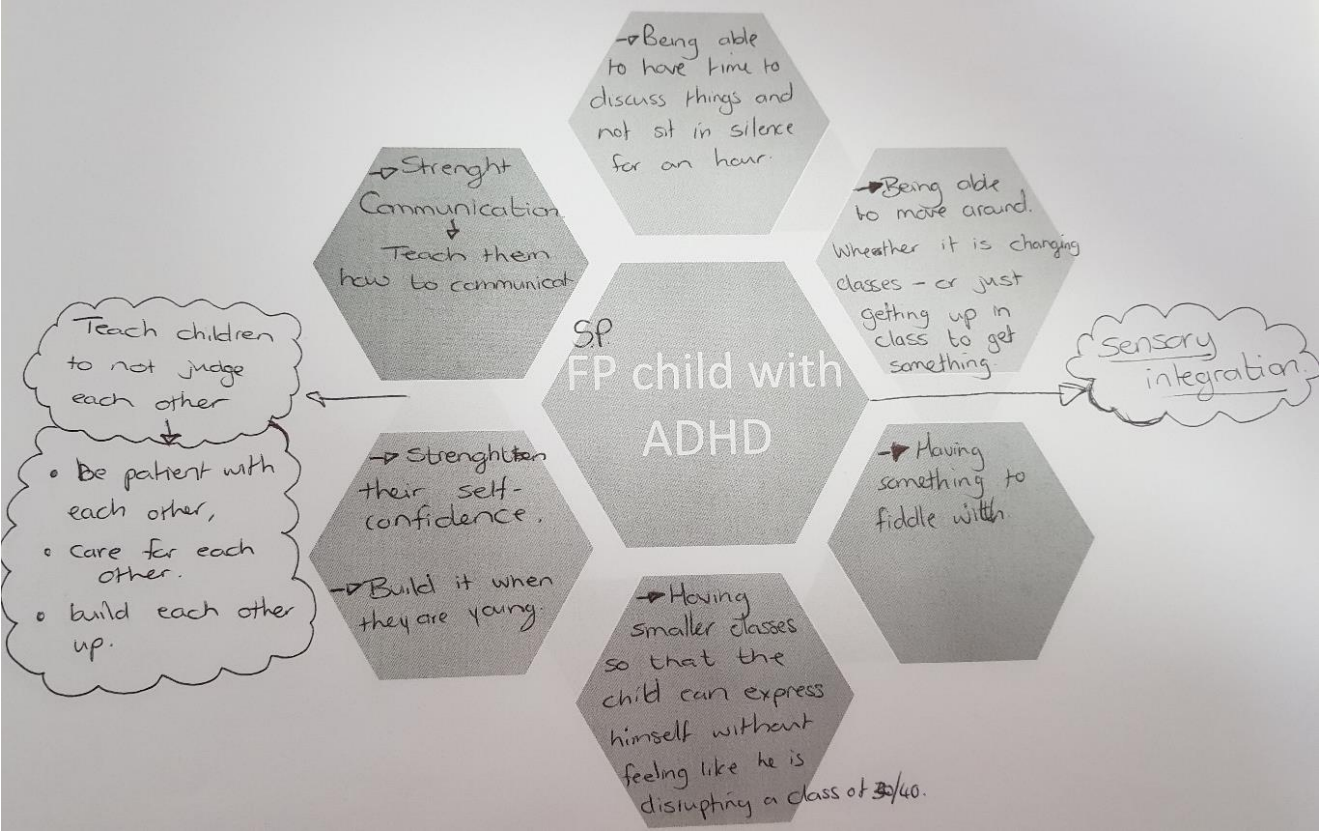


Figure 5-4: Completed asset map by P1

P6 explained how he believed teachers and parents should provide the FP learner with ADHD with words they can use to help them with adequate communication. He indicated in his asset map (Figure 5-2-A) that parents and teachers should allow for open conversation, which includes any questions that may arise, as this may assist the learner with gaining a better understanding.

P3 also identified the importance of teaching the FP learner words to help them with communication. P2 supported this as she discussed the need to provide FP learners with the correct vocabulary.

P2: One of the basic things that would help them is communication, give them the words and vocabulary that they need.

P3 pointed out that communication skills are not only for the FP learner with ADHD but also for the parents and teachers who have to collaborate to support the emotional well-being of these learners. P2 furthered this by saying that when the parent's communication with the teacher is open, it is greatly beneficial. P3 stated that parents and teachers should be understanding when a learner has a bad day or a meltdown, and they should be there to reassure the learner and allow the learner to speak and express themselves. On her asset map (see Figure 5-3) P3 noted that the best way to support a learner was by listening to them. Seefeldt (n.d.) supports this statement by saying that when teachers and parents stop what they are doing and listen to the learner, think about how they should respond, and look for ways to expand the learners' ideas, they help the learners gain the skill of effective communication.

P3 continued to explain that teachers and parents should have open communication and discuss all matters, whether positive or negative, concerning the FP learners with ADHD. P5 confirmed that it is vital to have open communication between all parties as it helps provide feedback and assistance where necessary. It is important for parents to communicate to teachers if the FP learner had a bad morning so that the teachers are aware of the learner's emotional state when the learner arrives at school. It is also important for teachers to keep parents informed of positives and negatives in class or any struggles that may have occurred (see Figure 5-3-B). P3 was of the opinion that communication between parents and teachers can benefit the FP learner with ADHD in all areas of their life, and P7 shared this view.

Learning the correct ways to express themselves could help FP learners with ways to discuss their emotional difficulties to limit emotional outbursts. When a learner's feelings are taken into consideration and the learner feels listened to, these learners begin to feel valued and acknowledged, which provides them with a sense of comfort (see Seefeldt, n.d.). The ALS pointed out that the development of effective communication strategies could be helpful in supporting the emotional well-being of FP learners with ADHD. The ALS further pointed out that effective communication strategies may help limit the emotional outbursts and that effective communication between parents and teachers could strengthen their collaborative efforts to support the learner.

5.6 Strategies to address physical challenges

The final set of strategies the participants identified was aimed at addressing physical challenges. The strategies centred on supporting the FP learner when they experience difficulties with sensory overload and supporting the parents and teachers when they experience a lack of collaboration or involvement, as well as delays in diagnosis (cf. 4.6). Rogers and Tannock (2018) argue that the home and school environments should be supportive of the learners' needs in this regard.

5.6.1 Multisensory teaching

During Cycle One participants identified sensory overload as a severe challenge for FP learners with ADHD (cf. 4.6.1). Participants decided that multisensory teaching could be a useful strategy to support the emotional well-being of FP learners with ADHD. P3 believed that it is important for teachers to discuss what textures the FP learner with ADHD likes or dislikes and if the learner works better with images or with writing (cf. 2.4.2.2). Neilson (2017) supports this view as he explains how multisensory teaching provides information in a way that can be a better means of learning for the learner with ADHD.

P5 pointed out that multisensory teaching should include practical activities where parents and teachers can demonstrate the activity to the FP learner with ADHD (see Figure 5-1). P2 showed in her asset map that multisensory teaching is important for FP learners with ADHD and that these learners should be learning through practical activities (see Figure 5-5). Francenschin (2017) supports this statement as he reminds us that when activities are transformed into real experiences, the learner with ADHD could have a better overall understanding.

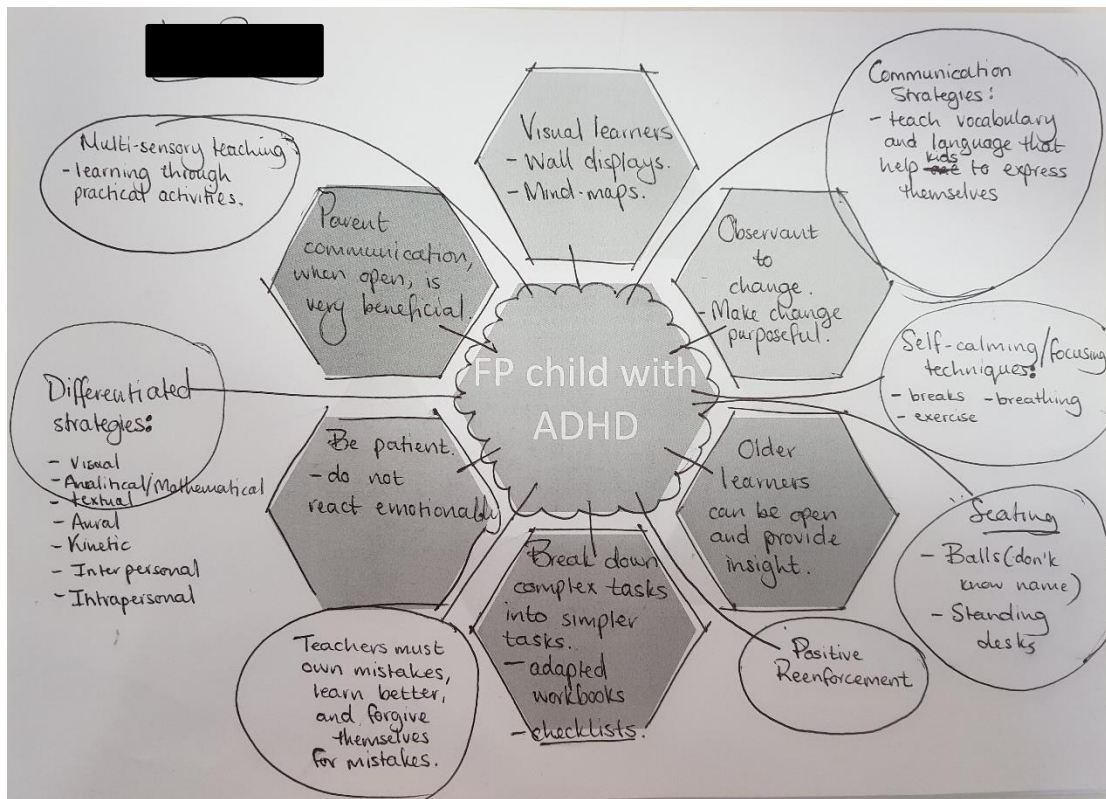


Figure 5-5: Completed asset map by P2

P1 pointed out on her asset map (Figure 5-4) that sensory integration should form part of the strategies to support the FP learner with ADHD who is experiencing emotional difficulties. She further pointed out that she believed that these learners should be given something to fiddle with to help them ease their anxiety. P3 agreed with this as she stated that the FP learners with ADHD need to be stimulated continuously (cf. 2.4.2.2). P7 added that multisensory teaching is useful in younger and older learners. She believed that learners should be allowed to play with dough and should wear watches to help them keep track of time (Figure 5-6-A).

The statements above underline the fact that the participants feel that multisensory teaching could be a useful strategy to support the emotional well-being of FP learners with ADHD. Chapter Four supports this statement as sensory overload was identified as one of the challenges in Cycle One. This idea is supported in Chapter Two where Nielson

(2017) pointed out that practical activities can limit the need for the FP learner's attention to wonder when completing the task at hand.

5.6.2 An adequate schooling environment

Selecting a school that caters to learners with a learning disability is one of the most valuable investments a parent can make to support their child with ADHD as these learners are often overwhelmed by the challenges they face in the learning environment (Dalien, n.d.). Participants pointed out that the schooling environment into which an FP learner with ADHD is placed could possibly have serious positive or negative implications for the learner.

P7 focused the majority of her asset map on what she believed are the necessary strategies to ensure the school environment is adequate to support the emotional well-being of FP learners with ADHD (see Figure 5-6). P7 believed that it is vitally important for a school to have teachers who are adequately qualified and who have a passion for teaching learners with ADHD. She advocated for schools to send their teachers on courses to keep them up to date with new content and ways to support the FP learner with ADHD (cf. 2.4.1). P7 further pointed out that she feels schools should offer counselling, guidance and emotional support when working with FP learners with ADHD and ensure that the number of learners in one class remains limited to ensure one-on-one support. P6 supported this by stating on his asset map (see Figure 5-2-A) that he felt that FP learners with ADHD who experience emotional difficulties should be given one-on-one attention and support in the classroom. P1 also supported this statement as she believed that by having smaller classes, the learners are then able to express themselves freely without feeling like they could be disrupting a class of 30 or 40 learners (refer to Figure 5-4).

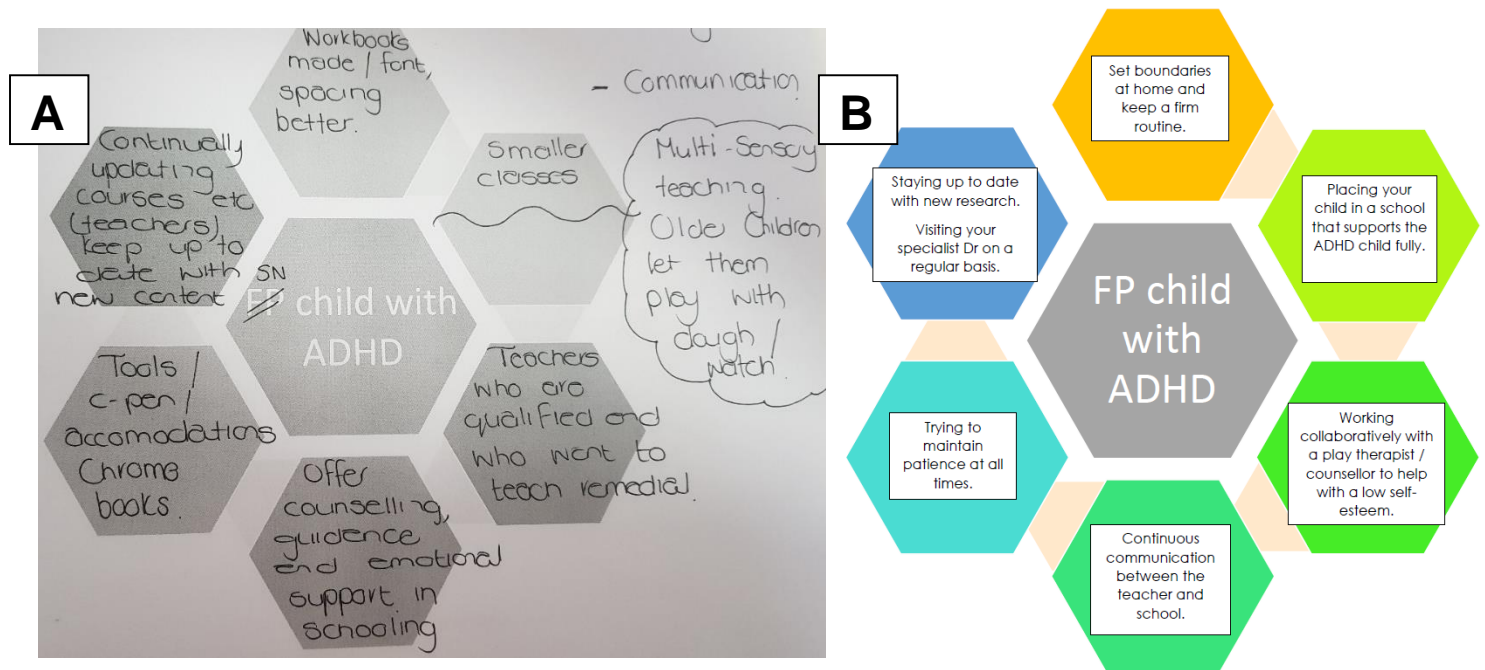


Figure 5-6: Completed asset maps by P7

P9 shared that her child started succeeding more and managed his emotions on a better level once she placed him in the correct school that caters to his unique needs. She also pointed out on her asset map (Figure 5-7) that she felt that there should be facilities for therapists, psychologists and play therapy at schools to support the emotional well-being of the FP learner with ADHD. This is in line with P7’s statement above.

P7 reiterated the importance of remaining patient when working with FP learners with ADHD and ensuring that they collaborate with therapists and counsellors in building the FP learner’s self-esteem. Staying up to date with new research is something that P7 felt was particularly important in an adequate schooling environment. P5 and P7 both remind us of the importance of a firm routine to support the emotional well-being of the FP learner with ADHD. P5 continued to say that a standard and routine should be maintained in all classes to limit any anxiety the learner may feel. This was one of the challenges identified in Chapter Four.

P2 highlighted that teachers should be patient in the school environment and not react emotionally when the FP learner has an emotional outburst. She further stated that teachers and parents should collaborate and be observant to change to ensure that any change is purposeful for the learner (see Figure 5-5). Wang (2009) stresses that all

stakeholders should have full input. Without full participation, an unsuccessful outcome may occur, resulting in lower achievement than what could have been obtained. Dalien (n.d.) reminds us that an adequate schooling environment helps learners to understand their own unique learning needs, which prepares them for success during the formative stages of learning and beyond.

5.6.3 Early diagnosis

The findings suggest that earlier diagnosis could possibly affect the emotional well-being of FP learners with ADHD. The participants indicated delays in diagnosis as a significant barrier (see Chapter Two), and expressed their opinions on the importance of early diagnosis when dealing with ADHD in the FP. They felt that earlier diagnosis could possibly ensure that the FP learner with ADHD receives the correct support from a much younger age, minimising some of the long-term effects of ADHD. Halliwell (2016) points out that early identification of ADHD can lead to effective management of the condition and can undoubtedly improve everyday functionality for the FP learner.

P5 reinforced this in her asset map (Figure 5-1), where she mentioned that earlier diagnosis could prevent the FP learner from being exposed to unnecessary stigmas as stigma was one of the challenges identified in Chapter Four.

P9 felt that earlier diagnosis could possibly limit the number of challenges related to the FP learner with ADHD's anxiety and self-esteem (cf. 4.4.1) (see Figure 5-7 below). Joffe (2018) highlights that early detection of mental health issues could possibly decrease the severity of issues such as anxiety and depression in learners with ADHD.

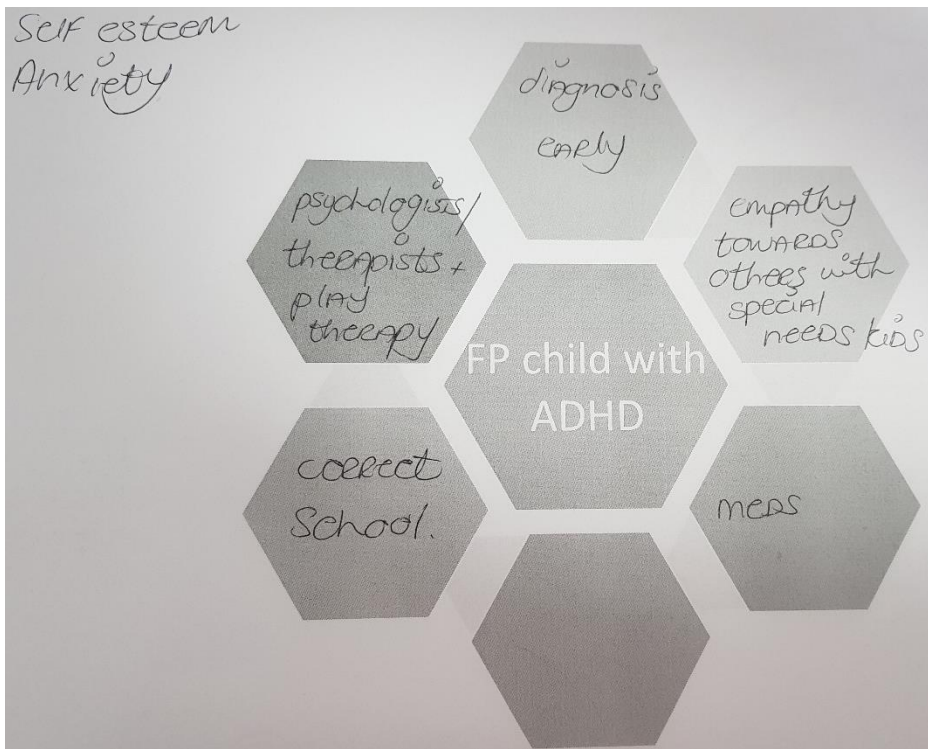


Figure 5-7: Completed asset map by P9

P3 explained that parents and teachers should have open discussions about the learner with ADHD, even when parents may be in denial. Parents and teachers should discuss what happens in class and how the teacher arrived at a request for an ADHD diagnosis. In section 2.5 the importance of collaboration between role-players is highlighted and P3 used the figure below to explain how teachers should work with parents and provide them with the support they may need when supporting the learner with ADHD.

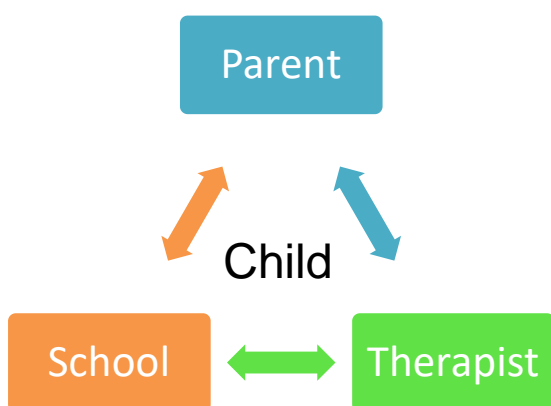


Figure 5-8: The triangle approach

From the above discussion, it is evident that collaboration may help parents and teachers to support the emotional well-being of FP learners with ADHD. Chapter Two discusses Joffe's (2018) work on the importance of early diagnosis. In order to successfully manage an FP learner with ADHD, there should be effective communication and collaboration between parents, teachers, and doctors as proposed by Halliwell (2016) and discussed in Chapter Two.

5.7 The participants' growth during the research project

This section presents the growth and learning the participants experienced during the research. The scope of the study did not allow for an in-depth evaluation of the impact of the identified support strategies. However, it was clear that the participating teachers and parents did benefit from the research project.

The data suggest that parents and teachers developed a better sense of community and collaboration to address the challenges they face when supporting the emotional well-being of the FP learner with ADHD. The increasing sense of community and collaboration showed from their comments during the ALS meetings, as the following extracts indicate:

P2: So, any discussion to me is useful. It doesn't matter what we talk about just as long as discussion is happening, because that's what's most important to us before we didn't talk about these things.

P1: So, I do think this is helpful. And yeah, I think we can look to the parents who's been playing the game for a long time.

P9: We need to learn from each other.

P7: I agree with you both on that. And it is nice to just be here to know that there are other parents that also struggle.

P5: I think it is really a great reflection on how parents also see everything from their point of view. And I think it's been great to just see it from everyone's perspective, and definitely just know that everyone has things that they are struggling with.

P3: You definitely learn from this. You have to be able to change on the spot develop as you go on.

P9: But you're the main thing is that it is nice to be around other people that do understand that understand that he's not being naughty, he's not being lazy, he is doing the best that he possibly can.

The participatory nature of this study allowed the participants to develop positive relationships. They were able to express what they felt and thought as opposed to saying what they thought they should say (Wood, 2020).

The teamwork required for the study meant that the participants had the opportunity to see each other successfully collaborating and communicating to support the emotional well-being of the FP learner with ADHD. This resulted in vicarious learning (Bandura, 1977). The engagement with visual methods provided an opportunity for laughter despite the seriousness of the topic and the harshness of some of the challenges the participants identified. This fostered a positive environment, which increased learning and the participants' motivation to achieve what they were aiming to achieve. Thus, there was a focus on positive influences, positive traits and positive experiences such as inspiration and happiness (Seligman, 2000).

The structure of the participatory research process allowed the participants to gain confidence and knowledge as they were guided through the different cycles to identify the main challenges they faced when supporting the emotional well-being of FP learners with ADHD and to begin to think of strategies to address these challenges. During each stage of the process, the participants were afforded the opportunity to learn new skills and they successfully negotiated each phase of research. The participants became aware of the intelligence profile of each learner, enabling them to adapt their teaching strategies to support the emotional well-being of the FP learner with ADHD (Gardner, 1983).

Throughout the research process, the participants constantly engaged in reflection. The participants reflected on what they were implementing, what they were learning, and this helped the parents and teachers visualise the knowledge and skills they were gaining from each other by collaborating and communicating effectively.

5.8 Findings and personal reflection on learning

By reflecting on the findings from the second cycle of the research process, I gained knowledge that can help me ensure that the strategies to support FP learners with ADHD

would be collaborative and would adequately support the learner's emotional well-being. I learned that the parents and teachers found comfort in each other, knowing that they have shared experiences. The support and understanding they received from each other were vital to maintaining the relationships they had built. The parents and teachers were willing to learn from one another while trying to identify the most beneficial support strategies to support the emotional well-being of FP learners with ADHD. Yet, the participants still highlighted the need for each to own up to their own mistakes and limit the judgement that they themselves and these learners face. The parents and teachers emphasised the use of differentiated teaching and learning styles when supporting these learners at home and at school. This taps into the theoretical framework used for this study, namely Gardner's (1983) multiple intelligences theory.

The parents and teachers felt that positive reinforcement is an essential support strategy when working with FP learners with ADHD. The participants explained on multiple occasions that it is vital to create a positive space for these learners. The support strategy of positive reinforcement fit well into the second theoretical framework used in the study, namely Seligman's (2000) theory of positive psychology, which includes the PERMA model. I learned that with positive reinforcement as a support strategy comes effective communication strategies. This includes effective communication between the parents and teachers and with the learner, as well as teaching the FP learner with ADHD what effective communication is and how to do it.

Each parent and teacher had different suggestions and opinions, but when they trusted one another, they were more willing to accept other opinions or consider other strategies. The participants discussed how deeply they felt about implementing multisensory teaching from a young age. They explained that this exposes the learners to more sensory activities and experiences, perhaps an over-exposure to sensory activities, which could limit the overwhelming emotions these learners often feel. The parent participants felt strongly about placing their learners in the right school and ensuring that the school environment is adequate to support the unique needs of their child. The parents and teachers agreed that earlier diagnosis in FP learners can ensure that the learner receives the correct support interventions from early on in life. This was something the parent and teacher participants emphasised equally.

I have learned that I had to create a space for the teachers and parents to discuss their different ideas and opinions, as this allowed them to collaborate to develop effective support strategies to support the FP learner with ADHD. Reflection on previous cycles and learning from one another were important steps in the process. The knowledge I gained from this helped me to adequately complete the final cycle of research.

5.9 Conclusion

This chapter presented the findings on the possible strategies the parents and teachers believed could be valuable to support the emotional well-being of FP learners diagnosed with ADHD. The research question that was addressed in this chapter was:

- *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?*

I can conclude that supporting the emotional well-being of FP learners with ADHD requires multiple approaches that should be tailored to the needs of each learner and the learners' different situations and life stages. Collaboration between parents and teachers could raise much-needed awareness and bring the shift in thinking needed in general with respect to ADHD. The participants in this research project focused on the challenges they felt made the FP learners with ADHD vulnerable to intense emotional well-being concerns. They did so in a manner that showcased the extent to which they had accepted the hardships they will face alongside the FP learner with ADHD.

The strategies devised by the participants, which are supported in the literature, point to the seriousness of the challenges the FP learner with ADHD faces. The evidence also shows that the strategies devised further guided the participants in understanding the need for supporting and helping one another and working together to achieve the overall goal of improving the learner's emotional well-being. The use of the ALS and asset-mapping created a space for the parents and teachers to share their experiences and opinions in a judgement-free zone, which allowed them to explore their own potential and resources.

In the next chapter, I revisit the main research question and answer the final sub-question to provide guidelines on how to implement the strategies identified in this chapter.

CHAPTER SIX – DISCUSSIONS OF FINDINGS FROM CYCLE THREE - GUIDELINES FOR COLLABORATIVE PARENT/TEACHER SUPPORT

6.1 Introduction

This chapter draws on the findings from the first two research cycles as discussed in Chapters 4 and 5 to arrive at guidelines to maintain collaboration between parents and teachers as they support the emotional well-being of the FP learner with ADHD. The chapter is aimed at answering the final research question:

- *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?*

The chapter starts with a discussion of the guidelines the research participants identified together with respect to supporting FP learners with ADHD in Cycle Three of the research process. Table 5-1 showed how the themes derived from Cycle One led the participants to the development of relevant strategies to support these learners. Here I discuss the guidelines the participants identified collaboratively for each support strategy identified in Cycle Two.

6.2 Presentation of the findings

This section presents and discusses the data collected during Cycle Three of the research with reference to *verbatim* statements from the participants and relevant support from the available literature. Verbatim statements offer a way for a researcher to put across participants' original views in the written report (Corden and Sainsbury, 2006). During this cycle, data were collected by means of digital storytelling as the method of data collection. As explained in Chapter Three, this method fosters creativity, engages all participants, and encourages self-reflection.

The discussion below is structured according to the strategies that emerged from the previous research cycle and the challenges identified in Cycle One of the research (see Table 6-1 below). I critically discuss the guidelines in relation to each challenge identified in Cycle One and each strategy developed in Cycle Two at the hand of Seligman's (2011) PERMA model.

Table 6-1: Overview of themes from Cycle One, the strategies identified during Cycle Two and the guidelines derived during Cycle Three

Cycle One		Cycle Two		Cycle Three
Theme	Sub-theme	Strategies		Guidelines to support strategies using Seligman's (2011) PERMA model
1. Cognitive challenges	1.1 Stigmas and stereotypes	1. Strategies to support the identified cognitive challenges	1.1.1 Refraining from judgement and owning up to one's own mistakes	1. P – Positive emotion
	1.2 The effects of stereotypes on parents, teachers and FP learners			
2. Behavioural challenges	2.1 Emotional outbursts	2. Strategies to support the identified behavioural challenges	2.1.1 Embracing differentiated teaching and learning styles	2. E – Engagement
	2.2 Other behavioural challenges			
3. Emotional challenges	3.1 Self-blame by parents	3. Strategies to support the identified emotional challenges	3.1.1 Positive reinforcement 3.1.2 Communication strategies	3. R – Positive relationships
	3.2 FP learners comparing themselves to others			
4. Physical challenges	4.1 Sensory overload	4. Strategies to support the identified physical challenges	4.1.1 Multisensory teaching	4. M – Meaning
	4.2 Lack of collaboration and involvement		4.2.1 Adequate schooling environment	
	4.3 Delays in diagnosis and denial from doctors/ specialists		4.3.1 Earlier diagnosis	5. A – Accomplishment

Table 6-1 highlights how the findings from Cycle One (cf. 4.3) and Cycle Two (cf. 5.2) were useful for the collaboration in the ALS during Cycle Three. The guidelines developed during Cycle Three offer answers to the final research question. These guidelines are subsequently discussed below.

6.3 P – Positive emotions

In Cycle Two the participants collaborated to identify strategies to support the cognitive challenges they had identified with the use of the construct of positive emotions in Seligman's (2011) PERMA model. Madson (2021) explains that positive emotions are linked to 'flourishing' and can be used to improve emotional well-being. She continues to explain that positive emotion can improve habitual thinking and develop intellectual, social, physical and psychological resources. In Cycle Three, participants developed guidelines to maintain the use of the strategies developed in Cycle Two.

Chapter Four discussed the fact that the participants have all experienced stigma and stereotypes and the effect of this on FP learners with ADHD. Madson (2021) explains that positive emotions can promote resilience by undoing the damaging effects of negativity that could be associated with stigmas. Gardner's (1983) multiple intelligences theory points out that collaborative engagement between parents and teachers could aid teamwork and limit stereotypes about these learners (cf. 2.3.4).

P2 stated in her digital story and list of guidelines (see Annexure E) that she felt that honesty improves relationships, which in turn increases positive emotions. She believes that owning up to your mistakes can defuse tension and open up channels of trust between the role players, in this case, the teachers, parents and learners. When parents and teachers model this type of behaviour, the learners become more willing to emulate such behaviour and to apologise when they make mistakes. P2 further explained that parents and teachers have to understand one another's mindset and point of view to break down barriers and allow effective collaboration (Annexure E).

P3 furthered this line of reasoning as she mentioned in her digital story and her list of guidelines that parents should be honest about the learner and engage in constant open communication with the teacher. P3 continued to state that a learner should never be judged, and teachers should be understanding and compassionate while placing the learner's needs first (see Annexure F). Rimm-Kaufman and Sandilos (2010) explain that

positive teacher-learner relationships keep the learner engaged in the learning process and build their desire to learn as the curriculum is adapted to suit the learner's individual needs (cf. 2.3.2). P3 further explained that learners should be taught that making mistakes is part of growing up and learning and that they should use the opportunity to learn from their mistakes. She feels that learning how to react to the situation in such a manner would help these learners associate their mistakes with positive responses which could evoke more positive behaviours. Teachers and parents should have open communication about mistakes and then deal with them in a compassionate way and only introduce punishment for repetitive bad behaviour. P6 agreed with this as he stated in his digital story and list of guidelines that parents and teachers should encourage learners not to hide when they have made a mistake or when they feel as if they have made a mistake. He feels that this should be encouraged at home and at school (see Annexure H).

P5 stated in her digital story and list of guidelines that she felt it was important for everyone to identify the negative thoughts and assumptions they have about themselves and others. She feels that this is important because when these negative thoughts do arise, one has to work on understanding and resolving them (see Annexure G).

From the above discussion, it appears that when teachers and parents are honest with each other, maintain a strong sense of openness, while refraining from judging each other and the learners, it may have a positive effect on FP learners with ADHD. The positive effects that this has on teachers, parents and learners can possibly foster more feelings of positive emotions and positive experiences. This guideline resonated with the participants as they discussed a lack of openness as a challenge in Cycle One (cf. 4.3) and developed a strategy to support the problem in Cycle Two (cf. 5.3.1).

6.4 E – Engagement

The participants developed guidelines to support the behavioural challenges they identified during Cycle One with the use of the construct of engagement as found in Seligman's (2011) PERMA model. Madson (2021) explains that engagement is the concept of 'flow' which means to be completely absorbed within an activity. She continues to explain that it happens when there is a combination of skills and challenges. Research found that when someone tried to use their strengths every day in new and challenging

ways, they were less depressed and happier (Seligman, Steen, Park, & Peterson, 2005). These behavioural challenges included emotional outbursts and other behavioural challenges (cf. 4. 4). In the previous cycle, the parents and teachers worked collaboratively to develop strategies to address these challenges, but a comprehensive list of guidelines was still necessary to ensure adequate implementation of the identified strategies. The guidelines discussed below incorporate Gardner's (1983) multiple intelligences theory (cf. 2.2.1) as they focus on differentiated teaching and learning to suit the unique needs of the FP learners with ADHD.

Woolfolk (2014) points out that teaching and learning styles are not the same as intelligences, making it important that parents and teachers adapt their teaching styles to suit the needs of the learner. This could limit the frustration associated with learning and make learning a more positive experience for the learner (cf. 2.2.1). The findings from the ALS meeting during Cycle Three showed that the teachers felt strongly about the use of differentiated teaching styles but that they require the unwavering support of the parents.

P6 explained that he felt that parents have to allow teachers to adapt their teaching in the way that best suits the learner, and these parents should not question the teachers' methods if it seems unorthodox. P6 explained that he felt learners should be allowed some freedom in the classroom, such as allowing them to walk around when they have completed a question (see Annexure H). P3 stated the importance of getting to know the learners by observing them and identifying what their interests are (see Annexure H below). P3 further explained that when teachers do their planning, they should come up with exciting, fun and creative lessons to ensure that the learners are engaged, interested, and enjoy their class time. She explains that teachers should use different methods and identify which method suits each learner's unique needs. This ties in with Gardner's (1983) multiple intelligences theory, which mentions how differentiated teaching styles could make the classroom a more positive experience for the learner. It also relates to Seligman's (2011) PERMA model, which discusses the fact that positive emotions help learners maintain a positive outlook on tasks and relationships, thus helping the learner to enjoy daily tasks, and approach challenges with optimism (cf. 2.2.2).

P2 discussed how personalised programmes of support are essential in addressing the individual needs of the learners. She explained that the ADHD experience is novel to each learner, so the teacher has to build a repertoire of different teaching strategies and

tools that can accommodate a variety of needs. This is supported by Rile et al. (2015) who explains that the multiple intelligences theory is useful for teachers as they develop new methods that better suit the needs of learners with ADHD (cf. 2.2.1). P2 felt that it is important for teachers to have the ability to adapt as these learners need learning opportunities that are accessible to them and where they are not hindered by their barriers. P2 further explained that collaboration between the parents and teachers is essential as the parents can provide valuable insight into their learner's unique behaviour and tendencies (see Annexure E). This guideline is supported by Thorson (2018), who states that family engagement is a vital part of teaching and learning because collaboration achieves much more than isolated efforts (cf. 2.1). P2 explained that teachers can share the strategies that work best for them, and the parents can also provide the teachers with insight into the strategies that are already known to work and the ones that do not work.

The above discussion highlights the importance of having guidelines in place to implement differentiated supporting strategies. During Cycle One of the research, participants identified that learners with ADHD struggle with emotional outbursts and in Cycle Two of the research found that accommodating each unique individual could be useful to support the challenges identified in this regard.

6.5 R – Positive relationships

Following the above, the ALS shifted their attention to the development of guidelines to support the emotional challenges learners with ADHD and their parents face, which included self-blame by parents and FP learners comparing themselves to others (cf. 4.5). The participants developed useful strategies to support these challenges during Cycle Two while keeping in mind positive relationships as described in Seligman's (2011) PERMA model. The guidelines below highlight important aspects to remember when addressing the emotional challenges FP learners with ADHD face.

The participants advocated passionately for use of positive reinforcement. Many of the participants mentioned that since these learners in the FP experience much negativity, judgement and stigma, positive reinforcement is a crucial part of supporting the emotional well-being of the FP learner with ADHD. Dauman et al. (2019) remind us that positive reinforcement means that parents and teachers praise and reward the learner's effort and

progress (cf. 2.4.2.3). P3 emphasised this by saying that parents and teachers should motivate the learners by praising them. She explained that even the most minuscule improvement in the learner's weaknesses should be praised as this will help them develop feelings of accomplishment and will motivate them. In Annexure F, she explains that a parent and teacher should never give up on a student. Although parents and teachers sometimes need a break, which is acceptable, they should always come back and try again. P5 agreed with this, stating that the learners should always be provided with positive feedback and merits, especially when they are deserved (see Annexure G below).

Dauman et al. (2019) further remind us that making use of positive reinforcement can affect a learner's self-image (cf. 2.4.2.3). P2 discussed this further in her list of guidelines where she explained that the learner's confidence grows due to positive reinforcement as their ability to complete work and solve problems also grows. P2 explained that parents and teachers need effective communication skills and an understanding of negative and positive connotations to make use of positive reinforcement. She further explained that it is important to avoid loaded language and to ensure that the learner is not feeling criticised as a person. The teacher should rather criticise the work than the person. The use of inclusive pronouns such as "we" takes the pressure off the learner and allows them to understand that learning is a collaborative process (see Annexure E).

P9 used the following quote to help explain how she promotes positivity in her child:

"You are braver than you believe, stronger than you seem, and smarter than you think."
– Christopher Robin

P9 felt strongly about this and explained that she finds it useful to switch off the radio when she collects the learner at the end of the school day. She finds that this is a way for them to spend quality time together to discuss the school day and carry the positivity from school through to the home. P9 explained that her child has a chart on his wall with pictures of activities, and when he feels down, he can select one of the activities, such as listening to music, drawing how he feels, playing with the dogs, taking a warm bath, screaming into his pillow and so forth, to relieve his emotions and find something more positive to focus on. An abstract by Writers (2021) points out that the use of emotional

interventions has been proven to improve academic performance, create a better awareness of emotions and limit disciplinary incidents.

The statements above highlight ways in which the parents and teachers believe they can support the emotional well-being of the FP learner by making use of positive reinforcement. A study conducted by Wolraich (2019) highlights how important it is for teachers, families, health consultants, and key players to maintain constant communication among themselves. P2 agreed with this, pointing out how communication strategies affect every part of the learning and teaching experience. They are also vital for effective collaboration between the role players. She stated that the use of near-constant communication helps with effective collaboration. P2 explained that instructions to FP learners should be broken down into manageable chunks. They should only be given one instruction at a time to limit any confusion or anxiety relating to the task at hand. P2 continued to explain that parents and teachers should be prepared to repeat instructions and that they have to be conscious of the tone they use as well as their word choice when giving instructions (see Annexure E). P6 shared that he thinks communication should be an open channel where there is constant discussion of the learner's medications, changes in their routine at home and at school and any possible reasons for outbursts and behavioural changes (see Annexure H).

P5 simply explained that open communication should be a priority while developing a trusting relationship between all role players, including the learners (see Annexure G). P3 focused her attention on the communication needed between role players. She explained that good communication between the parents, teachers and learners ultimately benefits the learner. She believes feedback should be given every six to eight weeks and that teachers should find positive things to report back to parents as parents enjoy hearing good news. P3 stated that teachers should speak and listen well (see Annexure F).

The discussion above shows how crucial it is for parents and teachers to have open communication. It ensures constant collaboration, which ultimately supports the emotional well-being of the FP learner with ADHD. FP learners should also be taught adequate communication skills as this will help them cope with any challenges in a more appropriate manner. Quie (2019) reminds us that many FP learners with ADHD have poor coping skills, which affects their ability to deal with daily frustrations, but when they have adequate support from teachers and parents they can learn to cope better (cf. 2.3.5).

6.6 M – Meaning

The last set of guidelines that was developed during Cycle Three was directed at addressing the physical challenges learners experience, such as sensory overload, lack of collaboration and involvement and delays in the diagnosis of ADHD (cf. 4.6). These guidelines can serve as a valuable tool in the school environment, home environment and simply when they are out in public places as discussed by the participants with the use of meaning from Seligman's (2011) PERMA model.

During Cycle Two, the participants expressed their openness to multisensory teaching plans for FP learners with ADHD to help support the challenges they face with sensory overload. Introducing multisensory teaching from a young age may help these learners get used to sensory activities so that they are not emotionally affected by them. P6 described that these learners need access to technology such as a laptop, chrome book and the internet, even though it ultimately means more screen time. He explained that if a learner copes better with the use of technology, they should be given the tools they require to succeed. P6 further explained that parents and teachers still have to maintain a balance and ensure that the use of technology to support the learner is structured (see Annexure H).

Chapter Two discussed Reynolds's (2017) list of coping skills in support of the FP learner with ADHD. One of these coping skills was hands-on activities, which are useful to enhance the learner's problem-solving ability and creativity. P3 explained in her guidelines that teachers should make use of multisensory teaching when planning their lessons to ensure that learners have a hands-on approach to learning.

P2 reasoned that multisensory teaching is an effective tool for learning and this is most successful when used both inside and outside the classroom. She pointed out that collaboration between teachers, learners and parents forms an important part of multisensory teaching as it allows learners the chance to express what they felt worked well for them and allows the teacher to become better informed through constant feedback from the parents on what they felt worked best for their child. Chapter Five discussed how constant communication and feedback assists both parents and teachers to learn what teaching strategy could work best for the learner. P2 continued to explain that many parents use multisensory gadgets and tools at home and a learner could

perhaps bring these tools or gadgets to school to help them in the classroom environment as well.

P2: The multisensory approach also helps with combating anxiety and hyperactivity during lessons. Examples include the latest trend of silicone button toys that learners use to fiddle with during activities and reduce stress and anxiety that may be building up. The type of multisensory tool used by the learner also better informs the teacher through observing what they choose to fiddle with.

The above discussion underlines the usefulness of guidelines to support the use of multisensory teaching in the classroom and at home. The use of multisensory teaching could definitely limit the challenges identified in Cycle One of the research, such as emotional outbursts from sensory overload. Ultimately, such an approach can positively support the learner's emotional well-being.

A study conducted by Rogers and Tannock (2018) explains that the school environment should offer learners a sense of competence and relatedness so that they start to feel more confident, effective and skilful in school-related activities (cf. 2.4.1). The participants adamantly supported this view, as explained by P6:

P6: having to talk to the parents about proper schooling and having the child to be placed in the correct environment can improve their confidence and abilities.

This discussion was furthered by P5, who explained that teachers should ensure the inclusion of learners with ADHD. She explained how she makes use of adequate technology, dividing long projects into segments and assigning completion goals for each segment. She further explained how she allowed the learners breaks and time to move around, she tests them in the way they are most confident, and she allows them to sit where they would be least distracted (see Annexure G).

P7 explained the guidelines the school has in place to create an adequate environment for the FP learner with ADHD. She highlighted the importance of regular feedback with the parents, be it face-to-face meetings, WhatsApp discussions or emails. She also discussed the importance of building a good partnership with the educational psychologists at the school. P7 further highlights the need for regular courses to learn new ways of teaching and dealing with learners who have been diagnosed with ADHD.

P7 identified the following specific guidelines to maintain a healthy school environment: small classes with no more than 10 learners per class; workbooks that are suited specifically to the needs of learners; concessions, such as readers and scribes; accommodations allowed in the classroom; and lastly, teachers who are passionate and patient at all times (see Annexure I).

P1 formulated her guidelines from a similar point of view as P7. P1 also explained the importance of working with therapists, maintaining smaller classes, and allowing learners to stand up and fidget. P1 explained that the most important aspect is collaborating with parents, teachers, therapists and having feedback sessions every six weeks. She also expressed the view that it is important to not focus on ADHD but rather focus on the whole learner and his or her capabilities (see Annexure J below). Flook (2019) mentions this when advocating for a more “whole child” approach to support the learner emotionally (cf. 2.4).

P2 pointed out that although there are many institutions that try to accommodate learners with ADHD, it all comes down to collaboration. She explained that collaboration becomes a matter of honesty:

P2: The parents must have an honest appraisal of their child’s challenges and specific needs in order to provide them with a choice of school that best suits them. They need to be honest when approaching various educational options and try not to present a ‘perfect picture’ of their child that is perhaps not true.

P2 further commented on how many schools accept learners with ADHD without carefully considering their ability to provide the learner with the learning environment they need to succeed:

P2: Teachers and schools need to be honest when in their appraisal of their own ability to accommodate the needs of each potential learner.

P9 pointed out how important it is for parents to fully investigate the school in which they plan to place their child. She explained that it is best to choose a school that directly suits the needs of the learner. She felt it important to gain some advice from other parents. Annexure K shows how P9 considered other factors, such as time spent in the car in traffic, something that could cause the learner to feel anxiety.

The above discussion highlights an array of different guidelines that can be used to ensure that a learner with ADHD is placed in the correct school environment. This could be a crucial part of the emotional support they need as they grow and develop through their school career.

6.7 A – Accomplishment

Chapter Five highlighted an earlier diagnosis of ADHD in FP learners could possibly limit some of the challenges identified during the first cycle of research. This section describes the guidelines the participants felt would be adequate to ensure earlier diagnosis. The guidelines lean on the construct of accomplishment in Seligman's (2011) PERMA model. P9 explained that it is important to do thorough research on different doctors as this might help parents to identify the best assistance. She further explained that parents and teachers should be persistent when trying to obtain the correct diagnosis for the learner as this can be challenging at a young age.

P9: Get child assessed as soon as you or the school suspects that there are problems – don't think its going to go away – act now!

P9 continued to explain that it is important to have a support system for the parents and the learner with the help of psychologists, neurologists, psychiatrists and the school, as this type of diagnosis can affect the whole family (see Annexure K).

P2 was passionate about this guideline as she explained that people who are well-informed, make better decisions. P2 further explained that earlier diagnosis is essential for the prevention of any further barriers to learning. She explained that early diagnosis is only feasible if there is effective and continuous collaboration between all role players (see Annexure E). P2 explained how parents and teachers rely on one another:

P2: Parents rely on their child's teacher having the training and ability to identify barriers to learning. Teachers, similarly, rely on parents to be vigilant at home for any signs of special learning needs at home.

P2 pointed out that effective collaboration between parents and teachers puts all parties in the best position for an early diagnosis for the FP learner with ADHD. P6 concurred with this and explained that teachers should have discussions with parents about how earlier diagnosis can possibly lead to a better school life for the learner. Learners with a

diagnosis can be helped accordingly, and there will be more understanding for behavioural problems or emotional outbursts.

The statements above reiterate that the participants see early diagnosis as crucial for the FP learner with ADHD. Chapter Two links up with this as it explains that ADHD coaching is a process where parents and teachers work together to identify goals and develop strategies to reach their goals (Ahmann et al., 2017). It is a collaborative process that aims to empower the FP learner with ADHD (cf. 2.4.2.4).

6.8 The use of reflective diaries as a tool to consider the research process

Wood (2020) notes that reflection on collaborative learning and critical self-reflection are ongoing processes and form one of the main elements of an action research process. The research participants and I made use of reflection throughout the entire research process. We reflected on the previous cycle at the start of each new cycle. We also had a final reflection meeting to conclude the research to see how everyone developed throughout the process. We made use of reflective diaries to generate and test new ways of thinking. Reflectivity explains how a person can process their feelings, behaviours and thoughts in a conscious way while interacting with others (Wood, 2020).

The participants noted in their reflective diaries their own thoughts and feelings, as well as their experiences as they supported the emotional well-being of FP learners with ADHD. Towards the end of the research process, one of the participants noted the following:

P5: Today was an incredible day as I saw a learner in my class with ADHD thrive and do extremely well. I'm implementing many different strategies and honestly trying to understand how this learner feels.

Another participant wrote how she wanted to implement sensory rewards for her learners as this is one of the main challenges that had been identified during Cycle One of the research:

P1: Making 'sensory' rewards for the kids.

Another participant listed what she felt she gained from the research process.

P2: creates discussion, share ideas, form community of support, provides assistance and support between parents and teachers, helps diagnosis ASAP.

The above reveals how participants had started implementing what we had developed collaboratively and how this was having a positive effect on the learners, parents and teachers. The participants also made the following remarks during the final reflection meeting:

P1: It was a learning process, there has been some things I will take with me, for example the sensory teaching... That was definitely a learning moment for me.

P7: I think for me, coming in as a school, I realised that we are actually on the right path.

P9: The most important thing that I have learned out of the past few weeks that we have getting together is that what a terrorist he was (referring to her child who has ADHD), and how far he's become now. It was nice for me to reflect on where, as a family not only for the child but the whole family, earlier on in life to now later on in life.

P3: I learned that all the parents, teachers and kids have their off days and on days and we all work with each other to work around that. I also learned how to deal with the kids differently. I also used a lot of the stuff that we've learned in this process, I used it in my portfolio for inclusive education and actually received 90% for that. And I also learned that here at the school we have a very good team and support system from our parents that we can all support each other.

P2: I do think it is an incredibly valuable thing. I also think it's not something we should do once and then leave alone, you know. It is a discussion that needs to keep on happening maybe as staff development. It is something that should be an ongoing learning process for us (referring to teachers).

P7: I do think that a lot of us can take something from this.

The research process fostered relationships and a sense of trust between the participants. The participants learned from one another and learned to adjust their thinking, beliefs and behaviours as they attempted to support the emotional well-being of the FP learners with ADHD.

6.9 Personal reflection on learning

As we reflected together on the three research cycles, I learned that the participants had gained much from this research process. Not only did they gain knowledge and share ideas, they also gained friendships and trust as they have learned that they are all on the same journey together. It was significant to have achieved this, as the research focused on collaboration between parents and teachers. The ALS format and the reflection process over the three cycles meant that the participants opened up to one another and let their guard down as they finally found a safe space where their children and they themselves would not be judged.

The participants discussed an array of different guidelines to answer the research question relevant to Cycle Three. The process of formulating guidelines proved to work well in a group setting as participants were able to share ideas and were supportive of each other's ideas and opinions.

I learned that creating a safe space for these parents and teachers to open up and discuss the challenges they face when supporting the FP learner with ADHD, allowed them to grow and develop and lean on each other for support. Collaboration and teamwork are important in a PALAR design, and during this research process, I saw the participants progress from being shy and worried about judgement, to opening up, laughing and sharing stories and ideas. This was a huge growth curve for the participants and me.

6.10 Conclusion

Chapter Six presented guidelines to sustain the collaborative support strategies identified in earlier cycles. The research question that was addressed in this chapter was:

- *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?*

The findings show that parents and teachers can work collaboratively to support the emotional well-being of FP learners with ADHD by relying on the guidelines devised during Cycle Three of the research and discussed in this chapter. The guidelines could be useful to aid future parents and teachers as they provide emotional support to learners. The evidence shows that the participants gained a deeper understanding of the importance of working collaboratively when supporting a learner with ADHD and

emotional difficulties. The ALS was used to ensure that participants would see similarities between them and gain knowledge from one another in an open environment where each person is there to better the lives of FP learners.

Chapter Seven offers a summary of the findings of the study to answer the main research question. The chapter also contains a personal reflection on my role as researcher. The study concludes with recommendations based on the findings of the study.

CHAPTER SEVEN - SUMMARY, REFLECTIONS, SUGGESTIONS, AND CONCLUSIONS

7.1 Introduction

This chapter offers an overview of the study to indicate how the research findings answer the research questions and presents the conclusions of the study. The chapter furthermore includes a personal reflection on my learning as participant researcher. This is structured according to the seven Cs (communication, commitment, competency, character building, critical reflection, collaboration, coaching) and the three Rs (relationship, reflection, and recognition) of PALAR (Zuber-Skerritt, 2011). After acknowledging the limitations of the study, this chapter offers recommendations to various stakeholders in education. Throughout this study, the focus was placed on the importance of continuous participant reflection which allowed the participants and I to experience immense growth in developing successful ways to support the FP learner with ADHD and any emotional challenges they may face. The study concludes with a reflection on the contribution it may make to the existing body of knowledge.

7.2 Summarised overview of the study

This section offers a concise summary of the preceding chapters and provides an overview of the findings as they pertain to each research question.

Chapter One painted a picture of the background to the study to explain the context and the rationale for the study. An initial literature review supports the rationale for the study and determined the gap in knowledge the study aimed to address, namely the lack of collaboration between parents and teachers in their efforts to support the emotional well-being of the FP learner with ADHD. Furthermore, the chapter discussed the selected theoretical frameworks, namely Gardner's (1983) multiple intelligences theory and Seligman's (2000) positive psychology theory to inform the construction of the emerging knowledge.

Chapter Two discussed the theoretical framework for the study. The chapter continued with a discussion of the major factors that have an impact on the emotional well-being of the FP learner with ADHD, namely anxiety, relationships with peers, parents and teachers, socio-economic factors, gender, and coping skills. I explained the gap in the

literature with respect to the emotional needs of FP learners with ADHD. I suggested here that Gardner's (1983) multiple intelligences theory and Seligman's (2000) positive psychology theory could be used as a theoretical lens to help us understand how to better support the FP learner with ADHD.

Chapter Three explained my choice to use PALAR as a research design, as it allowed me to conduct my research in a way that was true to my participants' needs. I described how this qualitative approach employing a PALAR design, underpinned by a critical, transformative and participatory paradigm, assisted me in achieving this. I explained the use of the ALS and justified the identification of appropriate data generation methods, which included recorded action learning group discussions, asset-mapping, digital storytelling, and reflective diaries. The chapter concluded with an explanation of the ethical considerations.

In **Chapter Four**, I reported on the first cycle of the research process, which focused on the first sub-question: *What challenges do teachers and parents face in providing support to ensure the emotional well-being of FP learners with ADHD?* The data that emerged from this cycle provided insight into the challenges that parents and teachers face when trying to support the emotional well-being of the FP learner with ADHD in the classroom and at home.

Chapter Five discussed Cycle Two of the research process, which focused on the sub-question: *What collaboratively developed strategies are effective to support the emotional well-being of FP learners with ADHD?* In this chapter, I reflected on the findings from Cycle One, and I then discussed the findings from the second cycle, developing effective support strategies to adequately support the emotional well-being of the FP learner with ADHD.

Chapter Six, which reported on the third cycle, addressed the third sub-question: *What guidelines for collaborative parent/teacher support can be derived from the findings to enhance the emotional well-being of FP learners with ADHD?* It is in this chapter that guidelines were developed from the suggested strategies identified in Chapter Five to enhance collaboration based on the findings from Cycle One and Cycle Two, further validated in the third cycle.

7.3 Revisiting the research questions and conclusion

This section revisits each research question, provides an overview of the findings and conclusions with respect to the research question:

- *How can teachers and parents collaborate to support the emotional well-being of FP learners with ADHD?*

7.3.1 Challenges that teachers and parents face in providing support for the emotional well-being of FP learners with ADHD

In Chapter Four, I made use of recorded ALS discussions to collaborate with the participants to gain knowledge of the challenges parents and teachers face when trying to support the emotional well-being of FP learners with ADHD. The following themes emerged from Cycle One: *Cognitive challenges, including stigmas and stereotypes and the effects stereotypes have on teachers, parents, and learners; behavioural challenges, including outbursts, emotions, and other behavioural challenges; emotional challenges, including self-blame by parents and FP learners comparing themselves to others; and physical challenges, which included sensory overload, lack of collaboration and involvement and delays in diagnosis.*

Chapter Four focused on the research question at hand, which was to identify the challenges parents and teachers face when trying to support the emotional well-being of the FP learner with ADHD (cf. 4.2). This chapter allowed us to pinpoint the challenges that were faced by the participants which then led us to the conclusions found in Chapter Four. It was concluded that the participants believed that the limiting of stereotypes and stigmas and early diagnosis of these learners was necessary. It was further concluded that these learners experience an array of different emotional outbursts, often which can include sensory overloads. Limiting of self-blame and teaching the FP learner with ADHD skills to limit self-comparison were found to be important themes within this chapter. Finally, we concluded that lack of collaboration from all parties involved in the learner's life could have a negative impact on the learner's emotional well-being, thus constant and open communication and reflection is important.

The conclusions that were identified in this chapter, highlighted the importance of teamwork and collaboration to support the emotional well-being of FP learners with ADHD. This cycle of research was useful as we were able to work collaboratively in the

ALS to identify the challenges as outlined in the research sub-question. The outlining of these challenges led us to the next cycle of research.

7.3.2 Effective strategies to support the emotional well-being of FP learners with ADHD

In Chapter Five, I made use of asset mapping. This cycle of research started off with reflection on the previous cycle. We then progressed to completing our asset maps to identify collaborative strategies that could aid in supporting the emotional well-being of FP learners with ADHD. This cycle of research was successful as many useful strategies emerged, namely: *Cognitive strategies, including limiting of judgement and owning up to one's own mistakes; behavioural strategies, including embracing differentiated teaching and learning styles; emotional strategies, including positive reinforcement and communication strategies; and physical strategies, including multisensory teaching, an adequate schooling environment and earlier diagnosis.*

The knowledge gained during the first research cycle allowed the participants to open up and discuss things with each other, which ultimately helped them to collaborate to identify support strategies. The participatory method allowed the participants a space where their opinions and thoughts could be heard without judgement. In this chapter, it was concluded that each learner is unique and has unique needs with respect to their learning needs and emotional needs. From this, it was concluded that collaboration was vital in order to develop support strategies for each unique challenge faced by the participants and the learners with ADHD.

Chapter Five focused on identifying collaborative strategies to support the challenges that were identified by the participants in Chapter Four. The participants and I worked collaboratively to identify strategies and answer the research question at hand (cf. 5.2). We identified strategies to support the cognitive, behavioural, physical, and emotional challenges these parents and teachers identified in Chapter Four. The identification of these strategies in this cycle of research led us to the final research cycle.

7.3.3 Guidelines for collaborative parent/teacher support to enhance the emotional well-being of FP learners with ADHD

In Chapter Six, I made use of digital storytelling and reflective diaries. The research cycle once again began with a reflection on the previous two cycles. The data generation

methods were important to gain a thorough understanding of the parents' and teachers' feelings towards the strategies we were trying to develop. This cycle of research allowed the participants to learn from one another and to develop guidelines that would ensure that these strategies would remain in place.

Chapter Six focused on the development of guidelines for collaborative support among parents and teachers to better the emotional well-being of the FP learner with ADHD. This cycle of research drew on information from Cycle One and Cycle Two to develop the guidelines as stated in the research question (cf. 6.2). The guidelines that were developed were then linked to Seligman's (2011) PERMA model and discussed under each element of the model to ensure that the theoretical framework was adequately incorporated.

The guidelines in Chapter Six explained how the participants could incorporate all the elements of Seligman's (2011) PERMA model, namely: Positive emotions, engagement, positive relationships, meaning, and accomplishments. These elements are important while also keeping in mind Gardner's (1983) multiple intelligence theory to support the emotional well-being of the FP learners living with ADHD. These guidelines are also useful to support each other throughout the process.

7.4 Personal reflection on learning

Wood (2020) explains that as action researchers, we welcome the knowledge that people have valued, can actively contribute to change, can change themselves and be an influencer of change within their own space. The research process can be an incredibly challenging and daunting process. Along the way, I had to endure many obstacles and make multiple adjustments, some due to the COVID-19 pandemic. The obstacles and adjustments are reflected below using the guiding principles of PALAR (Zuber-Skerritt, 2015).

7.4.1 Communication

The PALAR design depends on communication being symmetrical, inclusive, and dialogical in the sense that there should be continued dialogue that interacts with previous interactions (Wood, 2020). Informed by the research paradigm and design of the study, I had to consistently work on embracing the values that underpin a participatory approach and build participatory relationships with the research participants. I ensured that I

remained a participant in the research and did not overpower or dominate the ALS meetings. I was able to make sure of this by reflecting on myself and the participants when I listened and watched the recordings of the ALS meetings. It was important to focus on this aspect to ensure that I did not influence the research participants and to ensure the data gathered was true to the participants' feelings and opinions. The work of Wood (2020) reminded me that it is important to listen to what is being said and what is not being said during these meetings. Therefore, I paid attention to non-verbal cues to gauge the participants' feelings.

One of the first issues we had to negotiate, was that the people who were able to express their ideas best tended to dominate the conversation (also see Wood, 2020). As the facilitator of the ALS, I had to ensure that I encouraged hesitant participants to participate and share their thoughts and feelings freely during the ALS meetings. Although this may seem like a minor issue, it showed my commitment to creating favourable relationships between the research participants and myself.

7.4.2 Commitment

Commitment forms a vital aspect of the research project as this ensured that the participants were committed to completion. Wood (2020) mentions that commitment should characterise the research process to confirm that all participants are committed to the project, the process, and the outcomes. This principle required that the participants take ownership of the process and take responsibility for their roles in the research project.

I looked forward to what the PALAR design could offer in addressing the challenges parents and teachers face when supporting the emotional well-being of FP learners with ADHD. Relationship-building is an important part of the process and ensures that a sense of commitment develops among the participants (Wood, 2020). It was important for me to ensure that everyone felt part of the team as I was aware that this process would require commitment from the participants on a personal and professional level.

The participants and I had to balance the requirements of the research and our own jobs and personal lives. We made use of all the resources available to safeguard the commitments we made at the start of the research process.

7.4.3 Competence

At the start of the research, I did not feel entirely competent to conduct the research effectively. Constant critical reflection and teamwork facilitated by effective relationship-building assisted me in developing in this regard. A substantial lesson I learned from this process is that I could learn from every experience. This made it especially important to ask for feedback and to allow the participants time to critically reflect on previous ALS meetings.

Participants had to identify how competent they felt, what they felt they needed to learn, and effective ways to achieve that learning to complete the research process successfully (Wood, 2020). As I grew and learned new things throughout this experience, I could share my learning and growth with the participants. Gaining the competence needed to successfully complete the research process demanded patience on my side and on the participants' side. Our commitment to learning and developing as a team led to myself and the participants gaining new knowledge and learning skills.

7.4.4 Compromise

Compromise is not one of the initial seven Cs proposed by Zuber-Skerritt, but Wood (2020) found that it is important to replace character building with compromise. Wood (2020) believes that character building is more of an outcome rather than a principle of PALAR as a research design. An important aspect of the participatory process during this study was that the researcher and the participants were willing to compromise considerably throughout the three cycles of research. The participants had to show compassion and empathy for one another and thus find ways to compromise to achieve the research outcomes. The research participants and I had to be willing to listen to one another's opinions and point of view and then from that point find a mutual agreement with which everyone was happy.

7.4.5 Critical self-reflection

Wood (2020) reminds us that the feelings, thoughts, values and motives of the researcher and the participants during a participatory process have an influence on the research process, thus making critical self-reflection a particularly valuable tool to make use of throughout the research project. All the research participants and I took the time to

critically reflect on the process and the emerging data. These reflections happened at the beginning of each ALS meeting, and we all had reflective diaries to which we could add notes at any given time. These reflective diaries were then collected and used during Cycle Three of the research. Critical self-reflection is not an easy task and may take some practice as discussed by Wood (2020), but I found during the research process that as the participants gained more confidence in themselves and in the relationships with the other participants, they became able to reflect more freely and openly. My own personal critical self-reflection was aided by transcribing the ALS meetings, allowing me to reflect on the process while also evaluating my role as researcher.

7.4.6 Collaboration

The research design required collaboration from the participants. All the participants played an active role in facilitating the research process. This collaboration enhanced teamwork and encouraged effective communication. The teamwork in this study extended to the school management team (SMT) as the principal and deputy principal participated in the research. The principal participated from the point of view of a principal and member of the SMT as well as from a parental perspective, as her own child has been formally diagnosed with ADHD. The deputy principal also participated from a deputy principal and member of the SMT perspective, as well as from a teacher's position, as she teaches the FP learners with ADHD. The SMT ensured that I could set up the meetings at the most convenient time for all participants and facilitated maximum collaboration. Wood (2020) reminds us that PALAR is a collaborative and participatory process, so it is important to reflect continuously on how adequately the participants work as a team.

7.4.7 Coaching

Coaching formed an equal part of the research process. Wood (2020) explains that ALS meetings should happen in an environment where participants respect each other as "critical friends" and provide mentorship to one another. A lesson that I gained from this experience, was that some of the participants did not have the ability to participate in an equal manner, so I had to provide them with detailed explanations and examples to guide them towards equal participation. A few of the fellow participants that did in fact have the expertise, also helped me to coach and encourage the participants who were hesitant.

Relationship, reflection and recognition are three features that were identified by Kearney et al. (2013) that underpin the core principles discussed in detail above. Wood (2020) underlines that PALAR encourages participation, with the development of trusting, supportive, and authentic relationships, the continuous process of critical self-reflection, as well as the recognition of any achievements made by the researcher or the participants within a collaborative learning space.

In summary, as the researcher, I learned that relationship-building is a vital part of the research process when using a participatory design like PALAR. The research participants and I had to be committed to the goals they agreed upon collaboratively. Participants also had to open up and show some vulnerability towards each other as this develops the relationship of trust. The participants had all suffered much hardship when trying to support the emotional well-being of FP learners with ADHD, and these hardships had to be acknowledged during Cycle One as a real aspect of their daily lives. Witnessing the participants engaged in discussion about the challenges and hardships they face daily taught me to be more understanding, patient and empathetic towards the participants. I also began to understand the dire need for reflection on myself and the process as it unfolded. The research journey was confusing and challenging at times, but at the same time, it was extremely exciting and immensely rewarding. This process allowed me to critically reflect on myself and my own personal views and opinions. I could therefore encourage a similar self-reflection among the research participants. It was also important to provide opportunities for recognition of the participants' contributions. I ensured that I always thanked the participants after each meeting, when they sent me information via WhatsApp or email, and in general for their efforts and for sharing their knowledge and opinions with me throughout this process. This was an important part as it would hopefully lead to the participants being lifelong learners and action learners when trying to support FP learners with ADHD. I ensured that I recognised the participants and my own change, learning, potential, and growth throughout the three cycles of research. This process ensured that I grew and developed as a researcher, and I have been inspired to strive for justice in the education sector.

7.5 Limitations of the study

One limitation of this study is that the findings cannot be generalised since this study was conducted at only one school, thus making it a single-case study. However, the findings

from this study could still be used to guide other initiatives involving FP learners with ADHD whose emotional well-being is negatively influenced. Another limitation of this study is that it relies on adult intervention, which can cause a delay in the commencement of early support for FP learners with ADHD and emotional difficulties. COVID-19 did place some limitations on the study. When the alert levels were adjusted, our modes of research had to change from face-to-face to online via Zoom. Some of the participants did not attend the Zoom meetings and it was difficult to read the participants' non-verbal gestures while on Zoom.

7.6 Suggestions and implications for further investigation

This research study has attempted to provide a useful understanding of how collaboration between parents and teachers could support the emotional well-being of FP learners. The following suggestions could prove to be valuable:

7.6.1 Government/ Department of Education

For learners with ADHD to have a better schooling experience, the DoE will have to play a role to a certain extent. The DoE often helps with the assessment of these learners, but the process can be dragged out. This study recommends that the DoE prioritises early diagnosis for learners with ADHD. It is further recommended that the DoE provides adequate training for teachers so that they can identify learners with barriers to learning, on the process of getting these learners tested or referred and on how to adequately support these learners with unique needs

7.6.2 School leadership

It is suggested that school management and leadership provide opportunities for teachers and staff to support the emotional well-being of FP learners living with ADHD. The findings from the research study indicate that the principal of a school and the SMT could play a crucial part in collaborating with parents on the school procedures. The participants emphasised the need for constant collaboration. Schools should be forthcoming when they need support from parents or communities. It would be valuable if people in the wider community realise that they have a responsibility to limit their judgement of learners with ADHD.

7.6.3 Implications for further investigation

This study has uncovered new information about identifying challenges, developing support strategies and guidelines to support the emotional well-being of FP learners with ADHD. However, the findings and guidelines suggest further potential exploration in the following areas:

- What systematic processes are required to ensure the successful implementation of the guidelines?
- How can a participatory approach be used as a research method to develop sustained collaboration to support the emotional well-being of learners with ADHD?
- What is the effect of collaboration between parents and teachers on the behaviour and relationships of a learner who has been diagnosed with ADHD?
- What is the connection between the collaboration of parents and teachers and the learner's academic achievement?
- What inclusive and participatory processes are required for collaboration to be maintained between schools, parents, teachers and psychologists?

7.7 Contribution of the study

Theoretically, this study should contribute to the reduction of the stigma surrounding ADHD. The PALAR approach has shown how significant it is for parents and teachers to work collaboratively and to play an active role when supporting the emotional well-being of FP learners with ADHD. This study should inspire the DoE to see that the one-size-fits-all mentality does not work, as the approach used in this study highlights the unique needs of all learners. The most important goal is to change the lives of learners with ADHD who struggle with emotional challenges daily. The study also contributes to the body of knowledge on the severity of the emotional challenges that come with an ADHD diagnosis for the learner, parent, and teacher. The methodological contribution of this study lies in the guidelines and theory it offers with respect to how participatory methods could help parents and teachers bring about change in the South African schooling environment. Methodological approaches that focus on emotional well-being are scarce

in the South African context, so this study could serve as an example of how this could be implemented.

The study provides insight into how parents and teachers make sense of the emotional challenges that FP learners with ADHD experience and their effects. This adds to existing theories on emotional well-being in schools and how this sensitive but important challenge can be addressed. It provides some answers to the problems that many teachers and parents face when trying to support these learners with ADHD.

Lastly, this study has contributed to the development of all the participants in terms of new knowledge and confidence in their abilities to tackle these challenges and any new challenges that may arise in the future. This study has also contributed to my own development as a teacher and researcher, which will influence my teaching and research in the future and indirectly benefit others.

7.8 Conclusion

In this concluding chapter, I brought this research report to a close by outlining the conclusions of the research and the knowledge and insight I gained in the process of this study. I further outlined how this study has contributed to existing theory and methodology. I find myself feeling satisfied that I achieved the goals I set for myself at the beginning of this research process. I experienced significant personal development throughout this study, which will benefit my future career in the education sector. During a time of much turmoil, not only in South Africa but around the world, we should constantly be searching for ways in which we can improve the lives of FP learners. In order to translate this vision, the following ideas should be emphasised:

Firstly, it is important for all stakeholders to be able to identify and discuss openly the emphasised: they face when trying to support the emotional well-being of FP learners with ADHD. Identifying the challenges and discussing them openly with each other, a sense of teamwork and collaboration was fostered, thus making the process less daunting for all involved.

Secondly, it is important to work together to identify strategies to support teachers and parents to address the challenges they face on a daily basis. During this research, we

discussed how each learner is unique, how each of the challenges is unique and how each day brings different situations. This makes collaboration important.

Thirdly, it is vital for parents and teachers to develop guidelines to support each other with any new challenges that may arise. Having guidelines to address these challenges could foster a sense of structure, making the support of these learners seem more achievable and assisting more parents and teachers to achieve the same level of support.

Supporting the emotional well-being of FP learners with ADHD is a continuous process and it will adapt and change as each learner develops. Parents and teachers should be aware that this is a work in process and collaboration is key to ensure these learners have a better and more successful schooling career.

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ANNEXURE A

ETHICS AGREEMENT

Samantha Lee Ramsay (NWU Master's student) and research participants (parents and teachers)

Samantha Lee Ramsay wishes to take action to improve the emotional well-being of FP learners with ADHD.

Focus of project: To partner with parents and teachers in a participatory action learning and action research project to address the emotional difficulties FP learners with ADHD face.

Goals of project:

- i To enhance collaboration between parents and teachers.
- ii To research the emotional difficulties FP learners with ADHD face.
- iii To use this information to develop strategies to support the emotional well-being of the FP learner with ADHD.
- iv To evaluate the actions taken and decide on the way forward.
- v To partner with the parents and teachers to ensure the sustainability of the project.
- vi To recognise participant learning through certification by the Global University of Lifelong Learning.

Outputs of project and ownership of outputs:

For community participants:

- i To develop skills in research, communication, writing CVs, doing interviews, personal development.
- ii To develop programmes/workshops or other tools to help parents and teachers support the FP learner with ADHD.
- iii Any outputs in this regard will remain the property of the community participants but the input of COMBER will be recognised in a written acknowledgement.
- iv To obtain a GULL certificate.

For university (COMBER):

- i To have access to all data generated in the project for research purposes.
- ii Any articles or other output will acknowledge the input of the participants by name and/or photographs.

For Samantha Lee Ramsay:

- i To have access to all data generated as part of her organisation growth profile.

- ii To remain the first source of communication between community and university

Selection of participants:

Samantha Lee Ramsay approached parents and teachers at two independent schools who have learners or that work with learners in the FP who had been formally diagnosed with ADHD. She explained the project to them and asked them if they wanted to be involved. They were invited to a meeting with Samantha Lee Ramsay to have the project explained to them. They then indicated their willingness to participate to Ms Ramsay at a later date. She convened the first project meeting. The participants who signed the consent form constituted the core research team and negotiated the ethics considerations as contained in this document. To ensure that the ethics considerations are collaboratively negotiated, selection of participants was necessary prior to this.

Roles/responsibilities of each party:

1. To attend meetings as negotiated.
2. To share all data generated and make it available for use by all involved.
3. To translate the data and outputs where needed.
4. To keep discussions in the group confidential where necessary.
5. Ms Ramsay will provide the venue for initial meetings.
6. To participate in all activities as much as possible.
7. To meet the requirements of GULL to obtain a certificate.

How do we ensure core participants and others we may gather data from are protected from harm?

1. We will ensure all people we approach know the purpose of the research and they will sign that they are giving information voluntarily.
2. We keep all responses anonymous.
3. We will ensure that we inform the local ward councillors what we are doing and gain their support before we gather data.
4. The core project team names and photos will be used to acknowledge input, but no negative comments/statements will be ascribed to any one person, nor will anything be published that will bring us into disrepute.

Monitoring of ethics agreement: (who, when, how)

We will monitor this agreement at a meeting once per month and reflect on our conduct in the project by using the attached tool.

By signing this agreement, we indicate that we are happy that the research project will be conducted in an ethical way.

S. Ramsay

Parents and teachers:

Date:

Date:

Communication	<i>Are we happy with our communication? What must change?</i>
Commitment	<i>Are we sticking to the outcomes to which we committed?</i>
Competence	<i>Do we have the skills we need to do this project? What development do we need?</i>
Compromise	<i>Do we listen to other points of view and reach agreement to the benefit of all?</i>
Critical reflection	<i>Are our attitudes, feelings, behaviour helping develop the partnership with the university and relationships with each other?</i>
Collaboration	<i>Do we collaborate, participate and have space to voice our opinions?</i>
Coaching	<i>How can we ensure participants receive the mentoring/capacity building required for authentic participation?</i>
3 Rs	
Reflection	<i>How well are we adhering to the contract?</i>
Relationships	<i>How can our relationship be improved to advance equal power relations and democratic participation?</i>
Recognition	<i>How will we recognise the contributions to knowledge generation/authorship? How will findings be used?</i>

ANNEXURE B

PERMISSION LETTER: SCHOOL BASED



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Little Oaks & Oaks Private Academy

Benoni Agricultural Holdings

Benoni

Gauteng

1509

Faculty of Education

COMBER

Tel: 018 285 2278

Email: Marieette.Koen@nwu.ac.za

12 January 2021

PERMISSION LETTER: SCHOOL PRINCIPAL

I herewith wish to request your permission for parents and teachers to participate in the research study detailed below. It involves parents and teachers working collaboratively to develop strategies to support the emotional well-being of learners with ADHD. Prior to granting permission, please familiarise yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Parent-teacher collaboration for the development of strategies to support the emotional well-being of Foundation Phase learners with ADHD

ETHICS APPLICATION NUMBER

NWU-01234-20-S2

PROJECT SUPERVISOR: Prof. M.K. Koen

CO-SUPERVISOR: xxx

ADDRESS: xxx

CONTACT NUMBER: 018 285 2278

MEMBER OF PROJECT TEAM MEd-Student: Miss. S.L. Ramsay

ADDRESS: P.O. Box 25023, Edelweiss, 1577

CONTACT NUMBER: 0739924775

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, Email: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the NWU and will be conducted in adherence to the ethics guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education/other relevant body.

What is this research about?

The aim of this research is to enhance collaboration between parents and teachers to develop strategies that would ensure that emotional support provided in the classroom continues at home.

Why has your school been selected to participate?

Your school has been invited to take part in this research because we believe that the teachers and parents' input will be valuable as part of the process of developing strategies to support the emotional well-being of learners with ADHD in Foundation Phase classrooms. We invite Foundation Phase teachers with five or more years of teaching experience and parents of a learner who has been formally diagnosed with ADHD to participate in the research.

Participants

- Teachers
- Parents

What is expected of the participants?

- Recorded action learning set discussions: It will be expected of parents and teachers to take part in the action learning set discussions about the emotional difficulties of learners with ADHD.

- Asset-mapping: It will be expected of parents and teachers to develop asset maps of the learner with ADHD to identify the learner's assets and strengths.
- Digital storytelling: It will be expected of parents and teachers to allow the researcher to create a video of their experiences relating to the research question. This will include pictures, music, videos, drawings, and recordings of the participants' voices.
- Reflective diary: It will be expected of parents and teachers to keep a reflective diary to write down and reflect on feelings, experiences, opinions, fears, or challenges throughout the research process.

Covid 19 Protocol

To adhere to the principles and the requirements set out by the South African government guidelines, the following protocol will be followed:

- We will adhere to the governmental and institutional guidelines (<http://www.nwu.ac.za/coronavirus>).
- We will inform the EDU-REC committee about possible changes in data collection methods due to COVID-19 .
- As face-to-face research is discouraged during the ongoing COVID-19 pandemic, we will do research by means of online contact unless we move to level one and the risks are low.

Zoom sessions

- The internet will be used to ensure that the informed consent document reaches the participants.
- The person present will co-sign with a witness. The researcher and participants will sign at the same time but in different places. The signed document will be scanned, or a photograph can be taken and sent via *WhatsApp*.
- During interviews, the process of obtaining informed consent will be repeated and participants will confirm verbally while being recorded.
- Data will be stored as soon as possible to separate and safe data storage sites and deleted from the Zoom platform.

Protocol: Face-to-face sessions

- Researchers **will NOT continue** with face-to-face contact if any of the group members present with COVID-19 symptoms or has been in contact with a person who shows symptoms of COVID 19.

If researchers visit any of the centres, the necessary protocol will be followed:

- Researchers will sign in at the school and the necessary information will be documented to adhere to the protocol followed at these three centres.
- Researchers' temperatures will be taken when entering a centre.

- Researchers will sanitise before entering a school.
- Social distancing protocols will be followed.
- All researchers and participants will wear masks.
- Windows will be open as far as possible.

Benefits to the participants

The aim is to learn more about and develop strategies to adequately support the emotional well-being of learners with ADHD. This can benefit teachers, parents and learners of your school. The participants will benefit from this study by gaining important information and tools to adequately assist the emotional well-being of the learner with ADHD in both the home and school environments.

Risks involved for participants

Participants may feel exposed by participating in the focus group discussions with other teachers and parents. The risks will be limited by making sure that teachers and parents are well-informed about the nature of their participation and that they are aware of the fact that the aim of the research is not to assess teaching competence but rather to focus on the implementation of teaching strategies in an inclusive classroom. All information will also be kept confidential.

Confidentiality and protection of identity

Anonymity of data will be protected by not releasing any personal information about the teachers, or your school. Privacy will be respected using pseudonyms during the research. Confidentiality will be honoured, and data will be kept safe by locking hard copies in locked cupboards in the supervisor's office. The electronic data will be saved on the supervisor's password protected computer. Only the supervisor and the researcher will have access to the data. Data will be stored for a period of five years, after which it will be destroyed by the supervisor.

Dissemination of findings

The findings will be used for the purposes of writing a Master's dissertation and for the publication of articles in scientific journals. The findings will be communicated to you at a special meeting after the completion of the study when the dissertation will be publicly available.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely

Samantha Ramsay

DECLARATION BY PRINCIPAL/OTHER RELEVANT PERSON:

By signing below, I give permission for the research to take place with the identified participants in the study titled:

Parent-teacher collaboration for the development of strategies to support the emotional well-being of Foundation Phase learners with ADHD

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask the researcher questions and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and that I am under no obligation to take part.
- I understand that I may choose to leave the study at any time and that I will not be penalised or prejudiced in any way.
- I understand that I may be asked to leave the research process before it has been completed if the researcher feels it is in my best interests, or if I do not follow the research procedures as agreed to.

Signed at (place) _____ on (date) ____ / ____ /20____

Signature of School Principal/Relevant person

ANNEXURE C

ASSET MAP TEMPLATE



Example of the template given to participants to map the assets of the FP learner with ADHD

ANNEXURE D

PERMISSION LETTER: DEPARTMENT OF BASIC EDUCATION



GAUTENG PROVINCE

Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	11 February 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2019/644A
Name of Researcher:	Ramsay SL
Address of Researcher:	6 Aquarius Avenue Morehill Glen
Telephone Number:	073 992 4775
Email address:	Sammi.ramsay11@gmail.com
Research Topic:	. Parent-teacher collaboration for the development of strategies to support the emotional well-being of Foundation Phase learners with ADHD
Type of qualification	Master's in Education
Number and type of schools:	2 Primary Schools
District/s/HO	Ekurhuleni South and Ekurhuleni North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director, Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 16/02/2021

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

ANNEXURE E

COMPLETED LIST OF GUIDELINES BY P2



- Multi-sensory teaching

Guidelines: Multi-sensory teaching is an effective tool for learning and is most successful when used both inside and outside the classroom. Collaboration between teachers and learners is important because the learner can inform the teacher on what works best for them. Collaboration between the teacher and parent is important because the teacher can become better informed through the feedback of the parent for what their child responds to best. Some parents have multi-sensory tools and gadgets at home that they use with their child that the child can bring with to school. The multi-sensory approach also helps with combatting anxiety and hyperactivity during lessons. Examples include the latest trend of silicone button toys that learners use to fiddle with during activities and reduce stress and anxiety that may be building up. The type of multisensory tool used by the learner also better informs the teacher through observing what they choose to 'fiddle' with.

- Adequate schooling environment

Guidelines: There are many different learning programmes and institutions that offer to accommodate ADHD. Collaboration becomes a matter of honesty in this case. The parents must have an honest appraisal of their child's challenges and specific needs in order to provide them with a choice of school that best suits them. They need to be honest when approaching various educational options, and not try to present a 'perfect picture' of their child that is perhaps not true. Teachers and schools need to be honest in their appraisal of their own ability to accommodate the needs of each potential learner. Many schools accept learners with ADHD without properly considering their ability to provide the learner with the learning environment they need to succeed, with the assumption that if the learner cannot adapt or fit in, they will be squeezed out. This method of assimilation rather than adaptation is an unacceptable practice that is unfortunately still quite prevalent.

Heldi Baker

Research question:

What guidelines for collaborative support can be derived from the findings to support the well-being of FP learners with ADHD?

- Limiting of judgement and owning up to one's own mistakes

Guidelines: Improved relationships between teachers, parents and the learner are supported by honesty. Owning up to one's mistakes is a means of diffusing tension and opening up channels of trust between the three role-players. Learners emulate such behaviour and become more willing to apologise themselves when they make mistakes. Parents are often defensive when it comes to conflicts between the teacher and learner, and this often stems from their own experiences in school when the emphasis was on the teacher as the source of knowledge and authority. Understanding this mindset is key to breaking down those barriers and allowing effective collaboration between teachers, parents and learners. Continuous communication between teachers and parents is essential for this.

- Embracing of differentiated teaching and learning styles

Guidelines: Personalised programmes of support are essential for addressing the individual needs of each learner. The ADHD experience is novel to each individual, and the teacher needs to build a surplus of teaching strategies and tools that can accommodate a variety of needs. This places emphasis on the teacher's ability to be adaptable. Learners need learning opportunities that are accessible to them and are not hindered by barriers to learning. This means that the teacher must have a good grasp on the individual learners needs. Collaboration between the teacher and parent is essential in this regard as the parent(s) can provide valuable insight into their child's unique behaviour and tendencies. For example, the teacher can share what strategies have worked best in the classroom, and the parent can also provide teachers with insight into strategies that are already known to work, and which ones didn't.

- Positive reinforcement

Guidelines: Build the learner's confidence in their ability to complete work and solve problems through positive re-enforcement. This requires good communication skills and an understanding of negative and positive connotation. Avoid loaded language as much as possible. Criticize the work and not the learner. For example, do not say: "Johnny, you did this incorrectly." This tells the learner that he is 'deficient'. Rather say, "Johnny, we need to think about this more, and see how we can improve this sentence." This tells the learner that the results of their work need more attention, but that they have the ability to improve it. Using inclusive pronouns such as "we" takes the pressure off the child and helps them to understand that their learning is a collaborative process between themselves and the teacher.

- Communication strategies

Guidelines: Communication strategies affect every part of the teaching/learning experience and are vital for effective collaboration between role-players. Communication during lessons is essential for the learning process. Instructions that are given must be broken down into manageable tasks. Preferably, give one instruction at a time to avoid confusion or anxiety. Be prepared to repeat instructions. It is important that the teacher pay attention to not just the words they say, but also the tone they use. It is important not to sound frustrated or flustered whilst communicating with the learner. Communication is just as important outside of the classroom. Teachers and parents must be in near or constant communication for effective collaboration to take place. For example, if a learner needs to complete or catch-up work at home, the teacher must also inform the parent that their child has homework, so that the parent is in a position to ensure that it is done effectively.

Clear diagnosis

Guidelines: When people are informed, they make better decisions. Early diagnosis is essential for preventing further barriers to learning. Early diagnosis can only really be feasible through effective and continuous collaboration between role-players. Parents rely on their child's teacher have the training and ability to identify barriers to learning. Teachers, similarly, rely on parents to be vigilant at home for any signs of a special learning need at home. By collaborating effectively with each other, teachers and parents put themselves in the best position for early diagnosis. For example, if the teacher observes that the learner often loses focus and 'zones out', they should communicate this with the parent and try to ascertain if this behaviour is also present at home or has been observed by previous teachers.

ANNEXURE F

COMPLETED LIST OF GUIDELINES BY P3

Guidelines

- **Limiting of judgement and owning up to one's own mistakes**

Parents to be honest about the child and have open communication with the teacher. A child must never be judged, and a teacher should put themselves in their shoes. Teacher understands and compassionate and put the child's needs first.

Students to know that if a mistake has been made that mistake are part of growing up and learning. Student should learn from their mistakes. Have open communication that if a mistake is made that it is dealt with compassionate but if it is done again there is punishment so that they learn.

- **Embracing of differentiated teaching and learning styles**

Get to know the students, observe, and see what their interests are.

When do planning come up with fun and different classes so that they are interested and enjoy class.

Use different teaching methods and see what work best for the students.

- **Positive reinforcement**

Always motivate the students by praising them. Even if it is a weakness and they improve slightly motivate and praise them so that they feel like they can do it.

Paragraph

is

styles

Never give up on a student. Allow them to have a break but come back and try again.

- **Communication strategies**

Have good communication between parent, teacher, and student so that it benefits the student.

Give feedback every 6-8 weeks.

Give feedback to parents and also give positives when you can. Parents like to hear good news.

Speak and listen well.

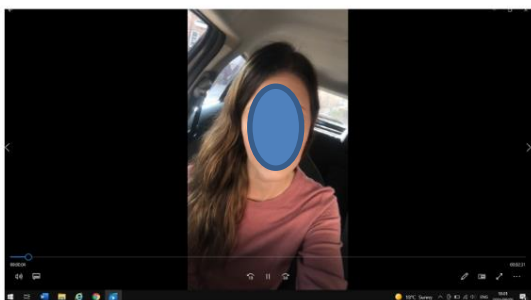
- **multi-sensory teaching**

Use this in planning lessons so that students hav a hands on approach to learning.

- Adequate schooling environment
- Earlier diagnosis

ANNEXURE G

COMPLETED LIST OF GUIDELINES BY P5

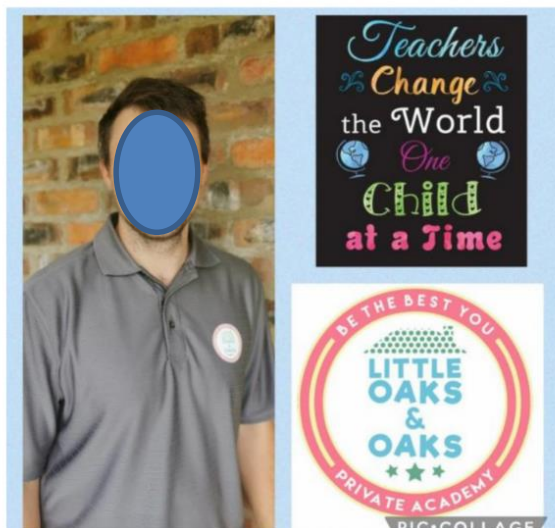


List of guidelines:

- Ensure inclusion of ABHD learners
 - Using adequate technology to assist with tasks.
 - Divide long-term projects into segments
 - Assign a completion goal for each segment.
 - Allow breaks or time to move around.
 - Test ABHD students in the way they do best.
 - Set ABHD student where there are least distractions
 - Give positive feedback and merits when ~~else~~ deserved.
 - Collaboration: (parents and teachers)
- * Prioritize open communication and trust-building.
- * Appreciate the uniqueness of the other's perspective.
- * Notice any negative thoughts or assumptions about self and others.
- * If negative thoughts arise, work on understanding them.

ANNEXURE H

COMPLETED LIST OF GUIDELINES BY P6



- Limiting of judgement and owning up to one's own mistakes.

To encourage children to not hide any mistakes or any feelings that they made a mistake. Have it encouraged at home and school.

- Embracing of differentiated teaching and learning styles

Having parents to allow us to teach how best we can for their child in class, and not questions if its seems unorthodox by allowing them some freedom in class. This can be from anything like letting them walk around when finished with work to just doing 1 question at a time.

- Communication strategies

To keep an open channel on the learners' progress whether it be from change of meds, to change in routine at home and school to identify any reason for sudden outburst or behavioural changes.

- multi-sensory teaching

Allowing the child to have access to technology like laptop or chrome book and internet even if it means more screen time. Should create a balance of when and how long.

- Adequate schooling environment

Having to talk to the parents about proper schooling and having the child to be placed in the correct environment can improve their confidence and abilities.

- Earlier diagnosis

Talking to parents about how earlier diagnosis can lead a better schooling life for the child as they can be treated accordingly by the teacher or school and understand why they are behaving like they are.



ANNEXURE I

COMPLETED LIST OF GUIDELINES BY P7



Little Oaks & Oaks Private Academy

to me

Wed, Jun 30, 11:48 AM ☆ ↩ ⋮

Good day Samantha

Guidelines:

1. A private school designed to support these children - Little Oaks and Oaks Private Academy.
2. Regular teacher feedback with the parents. – face to face meetings, Business WhatsApp and emails
3. Working and forming a partnership with an Educational Psychologist at the school.
4. Going on regular courses to learn new ideas on how to teach and deal with ADHD for example multi-sensory teaching and how to incorporate positive reinforcement in the classroom.
5. Work with a counsellor to develop appropriate behaviour / reading social cues / and being able to identify mistakes and how to learn from them so we grow emotionally.

Sustainability is having a school designed and developed by a qualified teacher who has taught in a JP classroom from 2003 to 2018. Who has her own children with ADHD and realises the struggles as a parent and educator and what is missing out there to help these children.

1. Small classes of no more than 10 children in a class.
2. Workbooks that are typed and fonted better for the children.
3. Concessions (readers and scribes) and accommodations allowed in the classroom – continual movement, C pen, typed workbooks.
4. Teachers who are passionate and patient at all times.

Can I rather do a voice note as I am not comfortable with a video of myself?

Have a wonderful day further.

Kindest Regards,

Leigh

Founder | Principal
061 355 7871

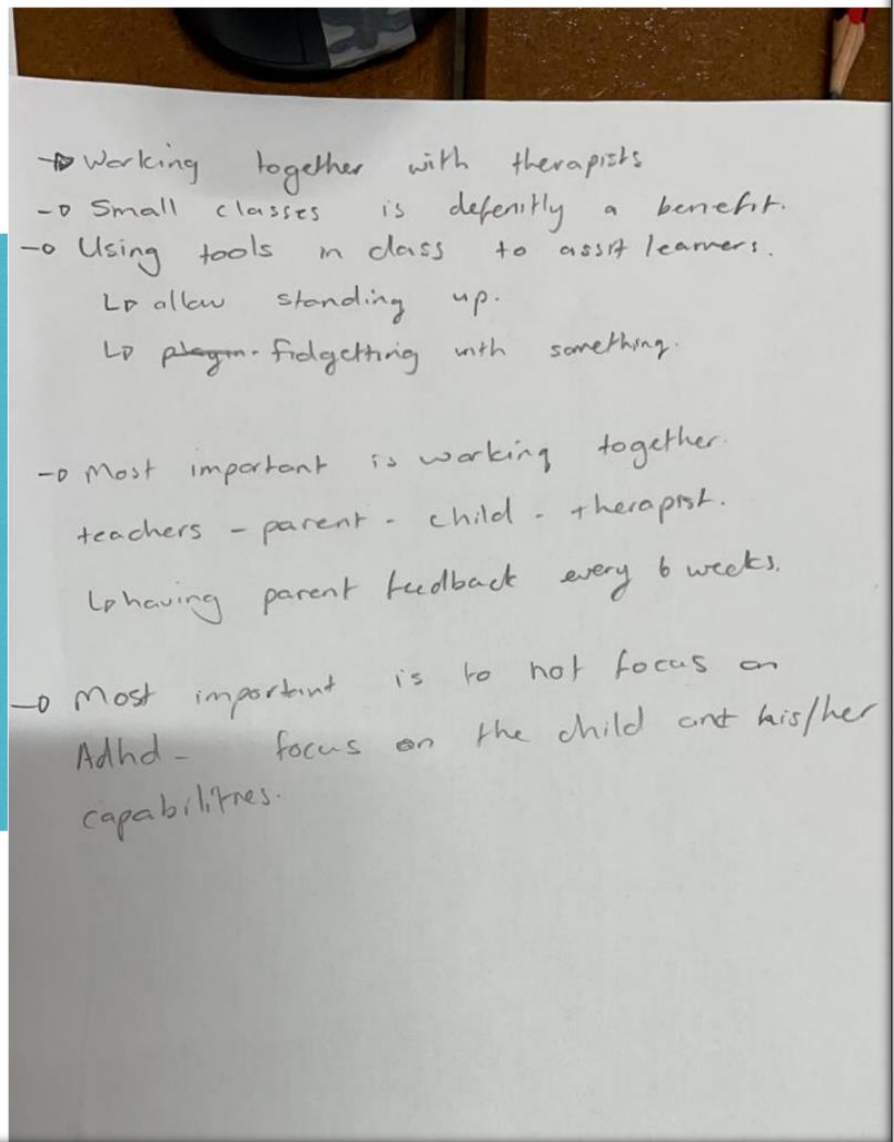
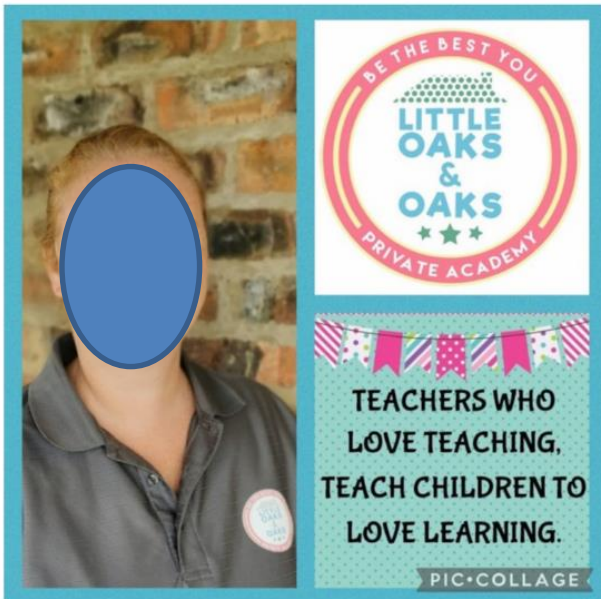
www.littleoaksremedial.co.za
Little Oaks & Oaks Private Academy
@littleoaksremedialschool
little_oaks_private_academy

OUR SCHOOL FOCUSES
ON SPECIAL NEEDS.
SPECIALISING IN THE AREAS
ADHD, APRAXIA, DYSPRAXIA,
ASD (High Functioning only)
AND DELAYED LEARNING



ANNEXURE J

COMPLETED LIST OF GUIDELINES BY P1



ANNEXURE K

COMPLETED LIST OF GUIDELINES BY P9

POSITIVE REINFORCEMENT

Not a day goes by without explaining things that have happened in a positive way - encouragement, and help my boy onto the right path - some 'alone time' just the 2 of us in the car on the way home from school - radio off - he has my complete attention where we discuss the school day and the things that happened that day.

Severe anxiety and ADHD - very critical of ones self - whole world against you

Positive help carried through from home to school

Picture on his wall - when I feel down I can - listen to music, draw how I feel, play with dogs, scream into pillow, take a warm bath etc etc etc

You are braver than you believe, stronger than you seem, and smarter than you think - Christopher robin

EARLIER DIAGNOSIS IS KEY

Research dr's to see which one is able to help

Difficult to get at such a young age - must persist

Need support system for the parents and child between psychologist / psychiatrist / neurologist - this affects the whole family

Speak to other parents - support group? Family / Friends to be made aware if problems, and to explain it to them so they understand so everyone can look out for him - impulsive & hyperactive & aggressive & social interaction etc

Get child assessed as soon as you/school suspects that there are problems - don't think its going to go away - act now!

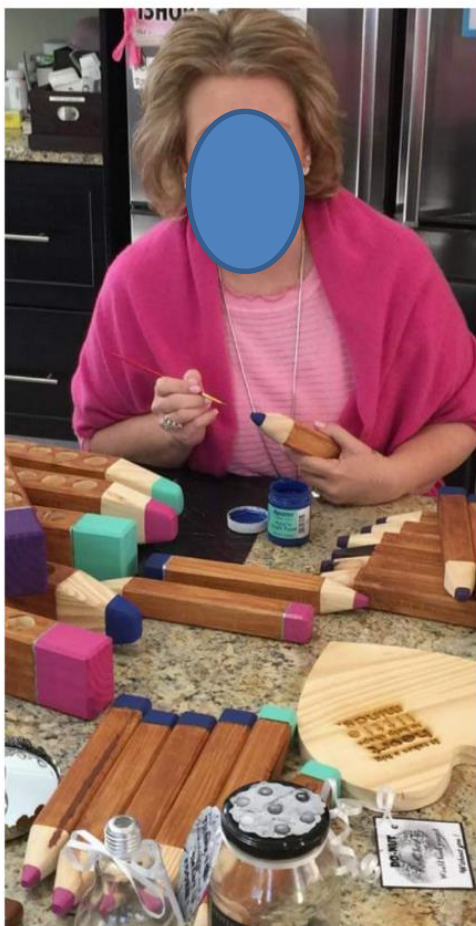
ADEQUATE SCHOOL ENVIRONMENT

Important to fully investigate schools - talk and share with other parents

Choose school best suited for childs needs, unfortunately not many of those around - this is the 4th school matt has attended and hes only in grade 8.

Take into consideration time spent in the car in traffic - childs anxiety (eg went to Glenoaks - kenzington)

Cost of the school - qualified teachers - smaller classes - how do they support the child - academically and emotionally...



ANNEXURE L

DECLARATION: LANGUAGE EDITOR

cumlaude
language practitioners

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SATI-accredited
082 527 3021

Erienne Terblanche
PhD (Eng)
079 711 8215

DECLARATION OF LANGUAGE EDITING

I, Christina Maria Etrechia Terblanche, hereby declare that I edited the
research study titled:

**Parent-teacher collaboration for the development of strategies to
support the emotional well-being of Foundation Phase learners
with ADHD**

for **Samantha Lee Ramsay** for the purpose of submission as a study for
examination. Suggestions were indicated in track changes and application
was left to the author.

Regards,



CME Terblanche

Cum Laude Language Practitioners (CC)

South African Translators Institute accr nr: 1001066

Full member of the Professional Editors Guild

ANNEXURE M

NORTH-WEST UNIVERSITY ETHICS APPROVAL LETTER



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathl.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 19/07/2020, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Parent-teacher collaboration for the development of strategies to support the emotional well-being of Foundation Phase learners with ADHD

Study Leader/Supervisor (Principal Investigator)/Researcher: Prof M Koen

Student / Team: SL Ramsay (MEd student – 36598755)

Ethics number:

N	W	U	-	0	1	2	3	4	-	2	0	-	A	2
Institution			Study Number					Year		Status				

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Project

Commencement date: 27/08/2020

Risk: Low

Expiry date: 27/08/2021

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:*
 - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
 - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:*
 - *request access to any information or data at any time during the course or after completion of the study;*

- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
 - *any unethical principles or practices of the study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;*
 - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
 - *new institutional rules, national legislation or international conventions deem it necessary.*

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351030) C:\Users\22351030\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351030) M:\08919533\Monitoring and Reporting Cluster\Ethical\Certificates\Templates\Research Ethics Approval Letter\0.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 0.1.5.4.2



Faculty of Education

MINUTES

Meeting: Research Ethics Committee of the Faculty of Education

Date of meeting: 25 February 2021

Agenda points were handled via email round robin by the committee members

1 Changes to already approved applications

1.1 Project head	Prof M Koen
Student/Team	SL Ramsay (MEd student – 36598755)
Ethics number	NWU-01234-20-S2
Title	Parent-teacher collaboration for the development of strategies to support the emotional well-being of Foundation Phase learners with ADHD
Time frame	Ethics approval will be given from the date the application is approved. This approval is only valid for one year, after which extension can be requested.
Work distribution	Dr Thabo Makhalemele Dr Marry Mdakane The application was approved at the meeting of 27 August 2020. The changes made to the application is explained in a letter from Prof Koen. The revised documents were sent to the critical readers.
Decision	The critical readers were satisfied with the changes made and recommend that the changes be approved. Approved.

2 Next meeting: The meeting of 25 March 2021 will be a virtual meeting; agenda closes on 15 March 2021

Minute keeper: Ms E Greyling

Original details: (10000518) C:\Users\10000518\NWU\Netcloud\SNTO\Faculty of Education\Minutes\2020\EduREC\2020-02-27\2020-02-27 Minutes Research Ethics Committee of the Faculty of Education.docx
28 February 2020

File reference: 7.4