

Chapter 2: Literature Review

Student's Name

Institution

## Chapter 2: Literature review

**Introduction**

Every research requires a comprehensive and continuing review of the literature. It ought to involve the sources, which are most relevant to the research questions. The ongoing nature of the review is particularly essential in the current research. It is especially so since the a great deal continues to be written regarding Attention Deficit Hyperactivity Disorder's (ADHD) “*evolving concept*.” It is possible to devise theoretical and analytical framework using various sources. They can also assist in the identification of key issues and the provision of ideas for the classification and presentation of data (Bell, 2014). Numerous suggestions regarding the definition and the format of literature review (Phillips & Pugh, 2010; Bell, 2014; Arthur, 2012; Barton, 2006). Ayiro (2012), states that researchers utilize the scholarly literature in studies so as to present findings of similar studies. Ayiro (2012) also adds that such literature is used in making comparison between the study and the ongoing dialogue, and also to provide a framework for the comparison of findings of the study with other studies.

The literature review will focus on the research questions and check what other authors and researchers suggest. The research questions focus on various areas including whether there is a significant difference in behavioral problems among the African-American, Hispanic and Caucasian children with ADHD in the Children Protective Services. They also focus on researching on the differences on school attendance among the African-American, Hispanic and Caucasian children with ADHD in the Children Protective Services. The academic performance of the children will also be analyzed, and also the standardized school testing scores for the different ethnicities of children with ADHD. In addition, it will focus on the legislative and legal issues regarding ADHD in the USA. Its focus will also be on issues relating to education of the

children with ADHD. In addition, it will focus on the available literature on symptoms, diagnosis, and medications. This research involves the study of the children suffering from ADHD, who are under the custody of children protective services. It also focuses on learning various issues involving these children, including the ratio of boys to girls diagnosed with ADHD and the disparity in diagnosis among the different races. Various authors have conducted research and documented their findings involving these issues. The literature review will explore the literature, relating to all aspects of ADHD among children.

Another section focuses on the interrelationship between theory and ADHD. The theory is examined on various levels including the abstract concept of ADHD, its manifestations in daily life, and assessment procedures. Identifications of key issues for study and areas that need further research are made throughout the chapter. The details are utilized in the substantiation of research questions, areas of investigation, and hypothesis in the current study.

### **ADHD – Theoretical Concept**

#### **Definition and Diagnosis**

##### ***Definition***

Although there is the existence of an increasing and massive volume of literature on ADHD, its precise definition is still debatable (Jackson, 2013). Alban-Metcalf & Alban-Metcalf (2012), state that majority of the authors agree that ADHD is a medical disorder. Bailey et al. (2010) define it as a neurobehavioral development disorder, while McBurnett & Pfiffner (2008) define it as medical diagnosis of a behavioral condition. According to Kewley (2010), it is a complex neurodevelopmental constellation of problems and not a single disorder. Ryan, Katsiyannis & Hughes (2011), defines it as a neurological condition, which is driven by the environment. Often, there is polarization of professional opinion, which leads to disagreements

between the educationalists and psychologists. It can be seen when discussing the best course to follow when treating the disorder (Langwith, 2009).

The definition of ADHD revolves around three core characteristics which are inattention, hyperactivity and impulsivity. Inattention is seen in various behaviors, especially where an individual seems not to listen and fails to complete tasks). When there is excessive impulsivity, it means that the child speaks, has excessive emotional reaction or acts without thinking (Ryan, Katsiyannis & Hughes, 2010). Hyperactivity entails developmentally inappropriate or excessive activity levels, whether vocal or motor (Bailey et al., 2010). Such movements, which are often seen as irrelevant to the task include excessive toe tapping and knee jiggling (Bailey et al., 2010). Inattention can be seen when a child does not respond to questions or instructions. So as to diagnose ADHD, it is important to ensure that all the features are manifested in numerous occasions (Ryan, Katsiyannis & Hughes, 2010).

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