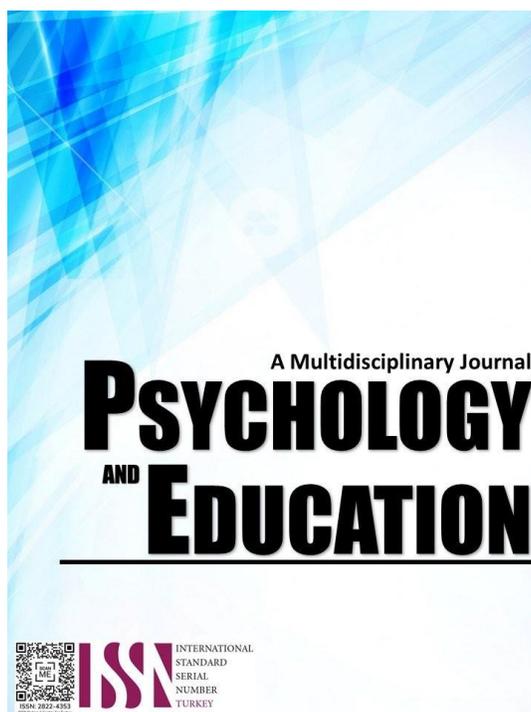


# **BEYOND LABELS: UNDERSTANDING THE NEEDS OF A STUDENT WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER AND INTELLECTUAL DISABILITY**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 34

Issue 10

Pages: 1266-1274

Document ID: 2025PEMJ3336

DOI: 10.70838/pemj.341010

Manuscript Accepted: 03-19-2025

## Beyond Labels: Understanding the Needs of a Student with Attention Deficit Hyperactivity Disorder and Intellectual Disability

Jessica C. Rebanal,\* Lovely Kris Q. Batingal, Genevieve P. Peollio, Ric Jan S. Dalde, Niko C. Bajan,  
Hazel Jade N. Huliganga

For affiliations and correspondence, see the last page.

### Abstract

Inclusive education seeks to offer equal opportunities for learning among all students, including students with special needs. Students with Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability (ID), though, frequently face academic and social issues that make their learning experience more difficult. Even though there have been prior studies examining such challenges, a need still exists to understand the effect of specialized interventions and collaboration on their success in an inclusive classroom environment. This study discusses the experiences, strengths, and difficulties of a 13-year-old male student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability (ID) in an inclusive school setting. Through a qualitative case study, in-depth interviews were conducted with the parents, resource room adviser, and subject teachers to understand his academic and social development. Findings show that the student's experiences and major challenges in reading comprehension, Mathematics, and sustaining attention tend to result in frustration and disengagement. Socially, he experiences challenges with peer relationships and communication, impacting his confidence and sense of belonging. Nevertheless, the study also identifies his capacity to excel when given structured tasks, hands-on activities, and positive reinforcement. Therefore, appropriate interventions, such as individual instruction, classroom accommodation, and behavior support, were the most salient factors cited for improving the students' educational experience. Mutual coordination among the teachers, parents, and support staff has an important bearing in providing the student with an appropriate and coherent education environment. The study highlights the significance of inclusive practice, including Universal Design for Learning (UDL), strength-based practice, and teacher professional development, to enhance the support for students with dual diagnoses. Finally, suggestions include enhancing teacher training, home-school collaboration, and the use of individualized interventions to ensure academic and social achievement.

**Keywords:** *ADHD, Intellectual disability, dual diagnosis, special education, interventions, student support, Teacher training, Parent Involvement*

### Introduction

Attention Deficit Hyperactivity Disorder (ADHD) often coexists with intellectual disability in affected individuals, as mentioned by Matheis (2020). As reported by the U.S. Centers for Disease Control and Prevention (2023), about 11.4% of children between the ages of 3 and 17—roughly 7 million—have been diagnosed with attention deficit hyperactivity disorder (ADHD). Among them, more than a third (36.5%) also live with an intellectual disability, highlighting the significant overlap between these conditions (Danielson et al., 2024). The study by Lola et al. (2019) confirms that prevalence rates are three times greater than those observed in the general population.

Similarly, Shi & Qu (2022) found that although inattention and hyperactivity in individuals with intellectual disability were once thought to be solely linked to cognitive deficits, increasing study supports the legitimacy of a co-occurring attention deficit hyperactivity disorder diagnosis. However, the clinical characteristics and underlying causes of attention deficit hyperactivity disorder in children with intellectual disability remain largely unexplored. It is relevant in today's society as it is one of the most common diagnoses in educational and children's mental health settings. Moreover, many children diagnosed with the disorder experience ongoing difficulties in academic achievement and social development as they transition into young adulthood (Klein et al. 2012).

On the international scene, Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability are among the most prevalent psychiatric conditions globally, particularly affecting children and adolescents (Popit et al. 2024). In the United States, the occurrence of attention deficit hyperactivity disorder alongside intellectual disability has been estimated to range between two and three percent of the general population (Linn et al., 2019). In addition, in Northern Europe, the prevalence is slightly lower at 1.5% (Bertelli et al., 2012). In developing countries with low to middle incomes, the prevalence is projected at 4% to 6%, primarily due to preventable factors like poor nutrition (Durkin, 2002).

In the Philippines, various economic and political challenges impede the consistent care and support for children with special needs, particularly those with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID). Providing for these children requires significant effort, time, and financial resources, making it difficult for many families to sustain medication and ensure continuous therapy sessions (De Castro, 2015).

In Mindanao, particularly in Region XII, the rising prevalence of attention deficit hyperactivity disorder (ADHD) and intellectual

disability (ID), coupled with limited research on the experiences of students with dual diagnoses, highlights the need for further exploration of Filipino perspectives (Salinas & Tiamzon, 2022). This research aims to uncover the unique challenges and strengths of learners with both attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID).

A lack of understanding of these students' specific challenges and strengths can hinder the development of effective and individualized interventions to promote their academic and social success. This research aims to address this gap and provide valuable insights into the educational experiences of a student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) by conducting a comprehensive case study.

### Research Questions

Despite growing research on attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID), there is a lack of in-depth case studies that explore the unique needs and experiences of individual students with these dual diagnoses. A comprehensive understanding of a student's specific challenges and strengths is essential for developing effective and individualized interventions to promote his academic and social success. Therefore, this case study aimed to address the following questions:

1. What are the experiences, specific challenges, and strengths of a student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) in an inclusive classroom setting?
2. What strategies and interventions have effectively supported the student's academic and social development?
3. How can educators and support personnel collaborate to create a more inclusive and supportive learning environment for students with dual diagnoses?

### Literature Review

#### *Challenges and strengths of a student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID)*

Supporting the educational needs of students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) necessitates a deep understanding of their specific challenges and strengths, recognizing the key difficulties in school environments and suggesting effective strategies to address them (Fidosieva 2025). Social theories emphasize the impact of a child's environment and interactions with parents and peers, proposing that behavior is shaped by individual traits and the surrounding context (Fidosieva 2025). This study is anchored on the Social-Ecological Theory by Urie Bronfenbrenner in 1979, which provides a thorough framework for examining how an individual's well-being is influenced by their interactions with different levels of their environment (Neal & Neal, 2013). This theory suggests that human development results from the complex interaction of personal, social, and environmental factors, structured within interconnected systems that include immediate settings and broader cultural norms (Bronfenbrenner & Morris, 2007).

#### *Strategies and Interventions*

Active learning methods can involve interactive and game-based techniques that actively involve students in the learning process (Fidosieva, 2025). In addition, Lau & Xie (2020), school teachers, observed challenging behavior and reported that students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) strongly disliked mathematics and reading. Students with pronounced impulsive behavior are often seen as "disruptive," making social integration more challenging. Tello & Argudo-Serrano (2024) state that their difficulty in understanding social norms frequently results in conflicts within the school environment. Students with attention deficit hyperactivity disorder (ADHD) often navigate a rollercoaster of emotions, feeling heightened stress and anxiety, especially when required to focus for long periods. Many grapple with low self-esteem, shaped by repeated struggles in the learning process (Barkley, 2015). Everyday challenges can feel overwhelming, making it harder for them to manage their emotions in the classroom. As a result, they may experience emotional outbursts or find it difficult to resolve conflicts with their peers, further impacting their social and academic experiences. For children with emotional, developmental, and behavioral challenges, art therapy and a behavioral approach to art therapy are effective in reducing inattention and impulsive behaviors (Saneei et al., 2011). Offering positive attention and consistent feedback on students' efforts and achievements enhances their motivation. Encouragement and recognition play a crucial role in boosting student engagement. (Fidosieva 2025).

A study conducted by Fidosieva (2025) using charts, tables, color-coded highlights, graphic organizers, and other visual aids in educational tasks found that these aids help students absorb and retain information more effectively. These tools assist in structuring content, improving comprehension, and supporting the memory retention of students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID). Utilizing educational applications and interactive learning platforms enhances student engagement and streamlines the learning process (Fidosieva 2025).

#### *Collaboration of educators and support personnel*

Teaching students with attention deficit hyperactivity disorder (ADHD) is a complex process that demands a combination of diverse strategies tailored to their unique needs. It requires patience, understanding, and adaptability to create an effective learning environment. Despite the challenges they encounter, every child deserves the opportunity to succeed and reach their full potential (Rief 2012).

Kurth et al., 2025). This collaborative framework of professionals, educators, and families is essential to create individualized education programs (IEPs) tailored to meet the specific needs of students with disabilities.

## Methodology

### Research Design

This study utilized a qualitative case study research design, allowing researchers to explore individuals' unique needs and experiences with dual diagnoses. A comprehensive understanding of the student's specific challenges and strengths is essential for developing effective and individualized interventions to promote his academic and social success. Heale and Twycross (2018) explain that a case study involves a thorough and structured examination of a single individual, where the researchers analyze detailed data across multiple variables. Crowe et al. (2011) and Rashid et al. (2019) state that case study research seeks to investigate specific phenomena in depth within a real-world, contemporary context. The research involves collecting and analyzing non-numerical data, such as interviews, observations, and documents, to understand the case comprehensively. In this research, the chosen design is the most suitable for effectively addressing the study's purpose.

### Participants

The study was made in General Santos City, Region XII, Mindanao, Philippines. Aside from its economic contribution, General Santos City also houses some special schools of education offering much-needed services to children with different learning capabilities. These schools demonstrate the city's concern for inclusive learning, assisting students who have disabilities for their academic as well as overall development.

At the core of the study is a 13-year-old male student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID). In a bid to derive greater understanding regarding his learning history and difficulties, the study got involved with core members of his support network: his mother, father, resource room adviser, and the subject teachers. These participants were chosen very carefully using purposive sampling, a technique in which researchers can select participants who can give rich, meaningful accounts (Etikan et al., 2016). Their face-to-face interactions with the student, at home or in class, make them good sources of information on his developmental process. Purposive sampling is most appropriate for case studies because the sample is determined by the research questions and the epistemological paradigm under which the study is conducted (Mills et al., 2009). As the Encyclopedia of Survey Research Methods (2008) points out, with this approach, researchers can identify individuals who can enlighten them regarding how a dual diagnosis defines a child's learning and social experiences (Rubenstein et al., 2015). The parents, the resource room adviser, and the subject teachers were selected since they are closely involved with the student and have direct access to the necessary support services, including individualized education plans (IEPs), therapy, and specialized teaching strategies. Together, their observations provide integrative knowledge about the student's academic and social growth, further emphasizing collaboration as a necessary aspect of inclusive education.

### Instrument

The researchers created guided questions to collect participants' perspectives, experiences, and insights. To ensure its accuracy and reliability in answering the research questions, research experts conducted a validation process. The researchers asked for a schedule to conduct separate semi-structured interviews with the parents, resource room adviser, and the subject teachers of a student with a dual diagnosis, explained the purpose and method of conducting in-depth interviews, and translated each question into Tagalog to ensure that the participants understood each question clearly. Semi-structured interviews are widely used in qualitative research, and the effectiveness of the interview guide plays a crucial role in shaping the study's outcomes (Kallio et al., 2016). Hence, the participants, such as the resource room adviser and the subject teachers, provided valid replies with the agreement and full support of the school administrator.

### Ethical Considerations

Ethical considerations will be prioritized throughout the research process. The study upheld the rights and well-being of the student as the subject of the study and the participants, fostering trust and transparency in the research process (Arifin, 2018). Informed consent will be sought from the students' parents, resource room adviser, and subject teachers, ensuring that participants fully understand the study's purpose, confidentiality measures, and their right to withdraw at any time, with participation remaining completely voluntary (Beauchamp & Childress, 2019).

Furthermore, the interviews will be conducted respectfully and sensitively to participants' experiences with the diagnosed student, ensuring their comfort and privacy. In the same manner, protecting the privacy and confidentiality of the student's identity, including the participants' data, is essential for maintaining trust and respecting individuals' rights (Kang & Hwang, 2023). With this, sensitive information such as the participants' identities was protected, and their data was handled with integrity (McDonald & Sadiq-Sangster, 2018).

Lastly, transparency must be maintained throughout the research process to enhance the study's credibility and integrity (National Academies of Sciences, Medicine, Global Affairs, & Committee on Responsible Science, 2017). Thus, the researchers upheld

transparency by maintaining openness in reporting methods, results, and findings, fostering accountability and trust among researchers, participants, and the public.

## Results and Discussion

This section outlines the thematic analysis, findings, and discussion. Analyzing the interview transcripts uncovered several key themes reflecting the experiences, strengths, challenges, and support systems of the parents, resource room adviser, and subject teachers of a student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID).

Table 1. *Experiences, challenges encountered, and strengths of the student with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID)*

Theme	Significant Statements
Behavioral Challenges	<p>“Sometimes, he can't stay still, walking around the classroom.” - R1</p> <p>“You need to repeat the instructions multiple times before he follows.” R3</p> <p>“He suddenly speaks out even when not asked.” - R5</p>
Academic Challenges	<p>“He struggles with reading, especially long words.” - R2</p> <p>“When the lesson is difficult, especially Mathematics, he loses interest.” - R6</p> <p>“He learns better when there are drawings or educational games.” - R8</p>
Social Challenges	<p>“He has difficulty playing with others because he wants to be the one in control.” - R4</p> <p>“He doesn't know when it's appropriate to join a conversation.” - R9</p> <p>“Some classmates want to befriend him, but sometimes, he ignores them.” - R3</p>
Emotional Challenges	<p>“When he gets scolded, he cries and refuses to respond.” - R4</p> <p>“When he can't do his assignment, he gets angry and sometimes hurts himself.” - R10</p> <p>“He gets frustrated easily, but when praised, he regains motivation.” - R1</p>
Strengths and Talents	<p>“He is good at drawing, even without being taught, he creates great artwork.” - R8</p> <p>“He loves dancing and eagerly participates in school performances.” - R6</p> <p>“He has a great memory for songs, sometimes even teaching his classmates.” - R5</p>

The theme of “Behavioral Challenges” is distinctly presented. “Sometimes, he can't stay still, walking around the classroom” (R1) and “You need to repeat the instructions multiple times before he follows” (R3) “He suddenly speaks out even when not asked” (R5).

Academically, students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) may face significant hurdles. The student may also struggle with transitions between tasks and activities. The statements “He struggles with reading, especially long words” (R2) “When the lesson is difficult, he loses interest” (R6), and “He learns better when there are drawings or educational games” (R8) suggest that these students may thrive in environments that cater to their learning styles. This highlights the necessity for educators to implement diverse instructional strategies that accommodate various learning preferences.

Social interactions can be particularly challenging for students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID). The statements “He has difficulty playing with others because he wants to be the one in control” (R4) “He doesn't know when it's appropriate to join a conversation” (R9) and “Some classmates want to befriend him, but sometimes, he ignores them” (R3) indicates a struggle with social reciprocity. These challenges underscore the importance of fostering social skills through structured activities and peer mentoring, which can help bridge the gap between the student and their peers.

Emotional regulation is another area of concern. The statements “When he gets scolded, he cries and refuses to respond” (R4) “When he can't do his assignment, he gets angry and sometimes hurts himself” (R10) and “He gets frustrated easily, but when praised, he regains motivation” (R1) suggests that reinforcement strategies can be effective in promoting emotional resilience. Educators and caregivers should be mindful of the emotional landscape of these students, providing supportive environments that encourage expression and coping strategies.

Despite the challenges, students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) often possess remarkable strengths. The statements “He is good at drawing, even without being taught, he creates great artwork” (R8) “He loves dancing and eagerly participates in school performances” (R6) “He has a great memory for songs, sometimes even teaching his classmates” (R5) indicates that these students may excel in auditory learning and could benefit from music-based interventions. Recognizing and nurturing these strengths is crucial, as it can enhance self-esteem and provide avenues for success.

The experiences of students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) are multifaceted, encompassing a range of behavioral, academic, social, and emotional challenges, as well as unique strengths and talents. This discussion aims to synthesize the significant statements from Table 1, highlighting the complexities of his experiences and the importance of tailored support strategies.

The findings align with previous research by Martinussen et al. (2011), which has shown that children with behavioral issues in the classroom, especially those exhibiting inattention and/or hyperactivity, face a heightened risk of low academic performance and school dropout. However, (Govindan, 2024) in positive psychology and attachment theory, the strength-based curriculum is designed to

educate psychologists, parents, caregivers, and teachers about the strengths of individuals with attention deficit hyperactivity disorder (ADHD) while promoting collaborative support.

Attention Deficit Hyperactivity Disorder is associated with disruption of psychological and social functioning (Rushton et al., 2020). These issues stem from children's difficulties in actively engaging in social interactions, including sharing, cooperating, and taking turns, thus, they have poor social and communication skills. Children with attention deficit hyperactivity disorder struggle with peer relationships and self-doubt due to a lack of friendships and limited social activities (Meltzer et al., 2003).

On the other hand, the study of Reid (1999) suggest a model that focuses on four key areas of intervention: (a) educational accommodations, (b) encouraging appropriate behavior, (c) medical management, and (d) supplementary support services for both children and parents, such as counseling and parental support groups. Actively involving parents and teachers in the learning process will enhance understanding and communication, ultimately leading to better outcomes for students with attention deficit hyperactivity disorder (ADHD) (Govindan, 2024).

Table 2. *Strategies and interventions made by the resource room adviser and subject teachers*

<i>Theme</i>	<i>Significant Statements</i>
Effective interventions	"He learns better with one-on-one instruction." - R2 "We use flashcards and pictures to make the lesson easier to understand." - R1 "We repeat the instructions multiple times so he can follow correctly." - R4 "We make lessons more interactive, such as through role-playing and hands-on activities." - R3
Behavioral and social support	"When he becomes uncontrollable, we give him a break to help him calm down." - R6 "We pair him with a calm and patient classmate to help with social interactions." - R5 "We always praise him when he does something right to keep him motivated." - R7 "We guide him during group activities to help him learn cooperation." - R8
Classroom accommodations	"We seat him in front to monitor him more easily and reduce distractions." - R1 "He is allowed to use manipulative materials to better grasp the lesson." - R4 "He is given extra time on tests to complete them properly." - R2 "We are more flexible with assessments—sometimes using oral exams or activities suited to his learning style." - R7

The implementation of effective strategies and interventions is crucial for supporting students with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID) in their educational journey. Table 2 outlines various approaches employed by resource room advisers and subject teachers, categorized into effective interventions, behavioral and social support, and classroom accommodations. Effective intervention, as reported by Rief (2012), is that teachers should recognize the significant stress and challenges that homework can create in the homes of children with attention deficit hyperactivity disorder (ADHD). They should be adaptable by assigning a manageable workload and exploring engaging, artistic, and creative methods for students to practice skills and demonstrate their understanding of concepts.

The analysis shows significant struggles in reading and mathematics (Hart et al., 2010). Children with attention deficit hyperactivity disorder (ADHD) generally score lower on reading and math assessments compared to their typically developing peers. Due to their weak memory and difficulty in filtering out external distractions. (Rosenfeld, 2019). His difficulties in comprehension and decoding words make it challenging for him to keep pace with lessons, leading to frustration and disengagement.

However, he responds well to personalized instruction, particularly one-on-one teaching and hands-on activities. He also benefits from structured tasks and positive reinforcement. Adjusting the classroom environment has proven to be effective for students with attention deficit hyperactivity disorder (ADHD) (DuPaul, Eckert, & Vilaro, 2012).

Teachers can provide individualized study time in the classroom with a tutor, such as an older student or a classroom volunteer. A tutor working one-on-one with the student can offer guidance, helping them stay organized and focused to complete their assignments effectively. Additionally, teachers should be flexible and reduce the time for homework to a manageable amount and seek other more fun, artistic, and creative ways for them to practice skills and show their mastery of concepts (Hamilton & Astramovich, 2016).

Table 3. *Collaboration and Inclusive Practices of Educators*

<i>Theme</i>	<i>Significant Statements</i>
Collaboration with Educato and Support Personnel	"We regularly meet with SPED teachers to discuss his progress." - R9 "We coordinate with parents to understand the most effective teaching strategies for him." - R3 "We have a support system that includes not just SPED teachers but also the guidance counselor and subject teachers." - R1
Improving inclusivity	"We work together in creating an individualized education plan (IEP) to address his needs." - R2 "We make him feel included by assigning simple tasks in the classroom." - R4 "We encourage his classmates to be more understanding and assist him in activities." - R1 "We adjust our teaching methods to ensure he can keep up." - R6 "We make sure he has equal opportunities in all classroom activities." - R3

The themes presented in Table 3 highlight the critical role of collaboration and inclusive practices among educators in supporting students with special needs, particularly those with attention deficit hyperactivity disorder (ADHD) and intellectual disability (ID). The significant statements reflect a commitment to fostering an inclusive educational environment through teamwork, communication, and adaptive teaching strategies. Murphy's (2012) research indicates that knowledgeable and motivating teachers play a crucial role in shaping student achievement and are among the most significant school-related factors.

Communication with parents is another vital aspect of collaboration. Fidosieva (2025) highlights that the main goal is to strengthen collaboration between schools and parents by offering information, resources, and positive reinforcement. This strategy helps establish a support system that is essential for the success of students with attention deficit hyperactivity disorder (ADHD).

The theme of improving inclusivity is rooted in the principles of universal design for learning (UDL), which advocates for creating learning environments that accommodate all students. Durgungoz & Durgungoz (2025) highlight the importance of adaptable and inclusive teaching methods that cater to a variety of learning styles and needs.

The concept of school inclusion is key to overcoming these challenges, ensuring that all students, regardless of their needs or difficulties, have equal access to quality education, as noted by Tafuri & Di Palma (2025), further reinforcing the commitment to inclusivity and allowing the student to engage fully in the learning process. Findings and analysis of the data are thoroughly discussed.

## Conclusions

This study identifies the unique trajectory of a student with dual diagnoses in an inclusive classroom setting. His experiences reveal both significant challenges and hidden strengths. At the academic level, he struggles with reading comprehension, mathematics, and maintaining attention, which sometimes may lead to frustration and disengagement. Socially, it is hard for him to get along with peers, communication is tough, and he is not self-assured, aside from his difficulties in his learning process. Despite that, under the background of such difficulties, he shines through with individual instruction, structured assignments, experiential learning, and reinforcement—demonstrating what he can do with proper guidance. These findings support what has been confirmed through previous studies no matter how difficult Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability (ID) are, strength-based approaches and support systems in collaboration can guarantee students' success (Govindan, 2024). For students like him, effective strategies and interventions are the difference. Minor but considerate modifications—like scaling down overwhelming tasks and academic workloads, employing innovative teaching methods, and giving them individual counseling can reshape their learning environment. Teachers who exercise patience, adaptability, and compassion assist in fostering their confidence and drive, paving the way for them to feel encouraged instead of disregarded. Studies identify the role of structured learning spaces, personalization, and inclusionary instructional techniques in the academic and social development of children (DuPaul et al., 2012; Rief, 2012). True inclusion, though, is more than the classroom setting. The team efforts among educators, parents, and support staff are vital to providing students with Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability (ID) with the regular direction and positive reinforcement that they require. Effective communication among families and teachers can close gaps, making students feel heard and empowered (Fidosieva, 2025). Schools must actively encourage teacher training in inclusive approaches, set up peer mentoring schemes, and incorporate assistive tools that support diverse learning needs. Incorporating universal design for learning principles (Durgungoz & Durgungoz, 2025) can also ensure that classrooms become accessible to all learners so that education accommodates them rather than the other way around. Finally, schools need to ensure inclusive practices by offering continuous teacher training, reinforcing home-school relationships, and advocating for policies supporting dual-diagnosis students in the future. By identifying their strengths, adapting interventions, and encouraging teamwork, we can establish a learning environment in which all students—no matter what their challenges—can succeed, feel appreciated, and reach their full potential, just like their typically developing peers.

## References

- Almeqdad, Q. I., Alodat, A. M., Alquraan, M. F., Mohaidat, M. A., & Al-Makhzoomy, A. K. (2023). The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis. *Cogent Education*, 10(1), 2218191. <https://doi.org/10.1080/2331186X.2023.2218191>.
- Arifin, S. R. M. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2), 30–33.
- Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). Guilford Press. <https://www.guilford.com/books/Attention-Deficit-Hyperactivity-Disorder/Russell-Barkley/9781462538874>
- Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Wiley.
- Bronfenbrenner, U., & Morris, P. (2007). The bioecological model of human development. In *Handbook of child psychology*. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9780470147658.chpsy0114/abstract>
- Crawford, M. (2020). Ecological Systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *J Pub Health Issue Pract*, 4(2), 170.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research*

Methodology, 11(100). <https://doi.org/10.1186/1471-2288-11-100>

De Castro, F. R. A. (2015). I am for ADHD: An exploration in the lives of and its effects in children with ADHD. In *The Asian Conference on Psychology & the Behavioral Sciences 2015: Official Conference Proceedings*. The International Academic Forum (IAFOR).

Danielson, M. L., Claussen, A. H., Bitsko, R. H., Katz, S. M., Newsome, K., Blumberg, S. J., ... & Ghandour, R. (2024). ADHD prevalence among US children and adolescents in 2022: diagnosis, severity, co-occurring disorders, and treatment. *Journal of Clinical Child & Adolescent Psychology*, 53(3), 343-360.

DuPaul, G. J., Eckert, T. L., & Vilaro, B. (2012). The effects of school-based interventions for attention deficit hyperactivity disorder: A meta-analysis 1996–2000. *School Psychology Review*, 41, 387–412.

Durgungoz, F. C., & Durgungoz, A. (2025). “Interactive lessons are great, but too much is too much”: Hearing out neurodivergent students, Universal Design for Learning and the case for integrating more anonymous technology in higher education. *Higher Education*, 1(20).

Durkin, M. (2002). The epidemiology of developmental disabilities in low-income countries. *Mental Retardation and Developmental Disability Research Reviews*, 8(3), 206–211.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.

Fidosieva, H. R. (2025). Strategies for supporting students with ADHD: Overcoming challenges and enhancing success. *European Journal of Special Education Research*, 10(8).

Frolli, A., Cerciello, F., Esposito, C., Ricci, M. C., Laccone, R. P., & Bisogni, F. (2023). Universal Design for Learning for children with ADHD. *Children*, 10(8), 1350.

Govindan, P. (2024). *Unlocking potential: A strength-based curriculum for understanding ADHD in the home-school partnership* (Doctoral dissertation, California State University, Northridge).

Hamilton, N. J., & Astramovich, R. L. (2016). Teaching strategies for students with ADHD: Findings from the field. *Education*, 136(4), 451–460.

Hart, S. A., Petrill, S. A., Willcutt, E., Thompson, L. A., Schatschneider, C., Deater-Deckard, K., & Cutting, L. E. (2010). Exploring how symptoms of attention-deficit/hyperactivity disorder are related to reading and mathematics performance: General genes, general environments. *Psychological Science*, 21(11), 1708–1715. <https://doi.org/10.1177/0956797610386617>

Heale, R., & Twycross, A. (2018). What is a case study? *Evidence-Based Nursing*, 21(1), 7–8.

Johnson, E., & Kapalu, M. K. (2019). Inclusive education: implementing universal design for learning.

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, 72(12), 2954-2965.

Kang, E., & Hwang, H. J. (2023). The importance of anonymity and confidentiality for conducting survey research. *Journal of Research and Publication Ethics*, 4(1), 1–7.

Klein, R. G., Mannuzza, S., Olazagasti, M. A., Roizen, E., Hutchison, J. A., Lashua, E. C., & Castellanos, F. X. (2012). Clinical and functional outcome of childhood attention-deficit/hyperactivity disorder 33 years later. *Archives of General Psychiatry*, 69(12), 1295–1303. <https://doi.org/10.1001/archgenpsychiatry.2012.271>

Kurth, J. A., Lockman Turner, E., Gerasimova, D., Hicks, T. A., Zagona, A., Lansey, K., & Loyless, R. (2025). Quality of IEPs for students with complex support needs: Is there alignment across IEP components? *Exceptionality*, 33(1), 1–16.

Lau, C. R. L., & Xie, G. H. (2020). A Case Study Of A Child With Attention Deficit/Hyperactivity Disorder (Adhd) And Mathematics Learning Difficulty (Mld). *European Journal of Special Education Research*.

Linn, J. G., Chuaqui, J., Wilson, D. R., & Arredondo, E. (2019). The global impact of intellectual disability. *International Journal of Childbirth Education*, 34(2), 14–17.

Lola, H. M., Belete, H., Gebeyehu, A., Zerihun, A., Yimer, S., & Leta, K. (2019). Attention deficit hyperactivity disorder (ADHD) among children aged 6 to 17 years old living in Girja District, Rural Ethiopia. *Behavioural Neurology*, 2019(1), 1753580.

Martinussen, R., Tannock, R., & Chaban, P. (2011). Teachers’ reported use of instructional and behavior management practices for students with behavior problems: Relationship to role and level of training in ADHD. *Child & Youth Care Forum*, 40, 193–210. <https://doi.org/10.1007/s10566-010-9136-x>



- Matheis, M. (2020). Assessment and diagnosis of attention-deficit/hyperactivity disorder in individuals with intellectual disability. In J. Matson (Ed.), *Handbook of dual diagnosis* (pp. 305–319). Springer.
- McDonald, C., & Sadiq-Sangster, A. (2018). Confidentiality and privacy in qualitative research: Maintaining participant anonymity. *Journal of Qualitative Research Ethics*, 12(3), 45–59. <https://doi.org/10.1016/j.jqre.2018.03.007>
- Meltzer, H., Gatward, R., Goodman, R., & others. (2003). Mental health of children and adolescents in Great Britain. *International Review of Psychiatry*, 15(3), 185–187.
- Murphy, S. (2012). A study of classroom teachers' experiences in a collaborative learning community: Learning to improve support for students with characteristics of ADHD and their literacy learning (Doctoral dissertation, University of Toronto, Canada).
- National Academies of Sciences, Medicine, Global Affairs, & Committee on Responsible Science. (2017). *Fostering integrity in research*. National Academies Press.
- Popit, S., Serod, K., Locatelli, I., & Stuhec, M. (2024). Prevalence of attention-deficit hyperactivity disorder (ADHD): systematic review and meta-analysis. *European Psychiatry*, 67(1), e68.
- Rashid, T. (2015). Positive psychotherapy: A strength-based approach. *The Journal of Positive Psychology*, 10(1), 25–40.
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919862424>
- Reid, R. (1999). Attention deficit hyperactivity disorder: Effective methods for the classroom. *Focus on Exceptional Children*, 32(4), 1–20.
- Rief, S. F. (2012). *How to reach and teach children with ADD/ADHD: Practical techniques, strategies, and interventions* (3rd ed.). John Wiley & Sons.
- Rosenfeld, C. (2019). ADHD and math: 3 struggles for students with ADHD (and how to help). *Educational Connections Tutoring*. <https://www.ectutoring.com/adhd-and-math>
- Rushton, S., Giallo, R., & Efron, D. (2020). ADHD and emotional engagement with school in the primary years: Investigating the role of student–teacher relationships. *British Journal of Educational Psychology*, 90, 193–209.
- Salinas, Q. E. G., & Tiamzon, B. I. (2022). Beyond abilities: Understanding the lived experiences of parents of learners with intellectual disability.
- Saneei, A., Bahrami, H., & Haghegh, S. A. (2011). Self-esteem and anxiety in human figure drawing of Iranian children with ADHD. *The Arts in Psychotherapy*, 38(4), 256–260. <https://doi.org/10.1016/j.aip.2011.08.002>
- Shi, Y., & Qu, S. (2022). The effect of cognitive ability on academic achievement: The mediating role of self-discipline and the moderating role of planning. *Frontiers in Psychology*, 13, 1014655. <https://doi.org/10.3389/fpsyg.2022.1014655>
- Tafari, D., & Di Palma, D. (2025). Inclusion of students with ADHD in secondary school through an innovative motor science educational curriculum. *Education Sciences*, 15(1), 78. <https://doi.org/10.3390/educsci15010078>
- Tello, M., & Argudo-Serrano, J. (2024). Teaching strategies for children with attention deficit hyperactivity disorder in English as a foreign language classroom. *Resistances: Journal of the Philosophy of History*, 5(9). <https://doi.org/10.46652/resistances.v5i9.143>

## Affiliations and Corresponding Information

### **Jessica C. Rebanal, LPT**

General Santos City National Secondary School of Arts and Trades  
Department of Education – Philippines

### **Lovely Kris Q. Batingal, LPT**

Maragusan Central Elementary School SPED Center  
Department of Education – Philippines

### **Genevieve P. Peolio, LPT**

Southpoint School Inc. – Philippines

### **Ric Jan S. Dalde, LPT**

Sampaguita National High School  
Department of Education – Philippines



**Niko C. Bajan, LPT**

Gregorio Moralizon Elementary School - II  
Department of Education – Philippines

**Hazel Jade N. Huliganga**

Holy Cross of Davao College – Philippines