Tania Rodas
Differentiated Instruction

CASE STUDY: Understanding and Supporting Marcos – A Learner with ADHD in the ELT Classroom

Background:
Marcos is a 10-year-old student in a public primary school in a bilingual education program in Ecuador. He was diagnosed with ADHD (Combined Type) at age 7. His teacher, Miss Elena, has noticed that Marcos often interrupts during class discussions, leaves his seat without permission, and struggles to complete assignments on time. Despite these challenges, he shows a strong interest in learning English, especially when activities involve movement or games.

Classroom Observations:

- During reading tasks, Marcos gets distracted by noises and often skips lines or re-reads the same sentence repeatedly.
- In writing, his work is disorganized. He has good ideas but struggles to plan and structure his texts.
- When listening to instructions, he sometimes misses key points or begins tasks before the teacher has finished speaking.
- In speaking activities, Marcos is eager to participate but interrupts others and finds turn-taking difficult.

Teacher's Challenges:
Miss Elena wants to help Marcos succeed without letting his behavior disrupt the class. She's unsure how to balance his needs with those of the rest of the group. She has limited training in special education but is open to trying new strategies.

Tasks :

1. Diagnosis and Reflection:
a. Identify the specific ADHD symptoms Marcos exhibits.
b. Reflect on how these symptoms impact his learning in each language skill (reading, writing, listening, speaking).

2. Teaching Adaptations:
a. Suggest at least two ELT activities that would be effective for Marcos.
b. Recommend classroom strategies (from the presentation) that could support him (e.g., structure, task design, movement, feedback).

3. Inclusive Practice:
a. How can Miss Elena include Marcos without lowering expectations for the whole class?
b. What would you do to promote a supportive classroom environment for both Marcos and his classmates?

4. Personal Insight:
Based on this case, what would *you* as a future English teacher need to learn or practice more to feel confident teaching students with ADHD?

LIVEWORKSHEETS