



# OVERCOMING ASD & ADHD IN CLASSROOM SETTINGS

*\*Names have been changed to maintain confidentiality.*

## KEY FINDINGS

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Student: **Rizwan Ahmed\***

Age: **11 years** (Date of Birth: 11/10/2013)

Enrollment: Joined **TCO1** in **December 2022**

Diagnosis: **ASD (Autism Spectrum Disorder)** and **ADHD (Attention Deficit Hyperactivity Disorder)**

### Strengths Identified:

- Strong potential to **learn and recall**
- **Academic aptitude** in Math

### Challenges Faced:

- **Poor sitting tolerance** and difficulty in maintaining attention.
- **Computational challenges** in arithmetic and understanding mathematical concepts.
- **Obsession** with taking pictures and videos on cell phones, leading to aggressive behavior if demands were unmet.

## THE CHALLENGE

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When Rizwan\* joined TCO1 in **December 2022** (Level-2/UKG), he displayed significant behavioral and learning challenges:

- **Behavioral Issues:** Poor sitting tolerance, restlessness, and aggressive behavior if his demands for taking pictures or videos were not fulfilled.
- **Academic Challenges:** Difficulty in reading, writing, and maintaining focus during sessions.
- **Emotional and Social Challenges:** Limited interaction and engagement in classroom activities.

These challenges affected his overall learning experience, making it difficult for him to adapt to the online schooling environment.

## THE SOLUTIONS

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### 1. Circle Time

- **Objective:** To enhance **social interaction, communication skills, and attention span.**
- **Implementation:** Circle Time included **singing rhymes and action songs** to grab Rizwan\*\*'s attention and soothe his restlessness.

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- **Impact:**

- Helped in reducing his aggression and calmed him down.
- Fostered imitation skills as he began to replicate actions and gestures during rhymes.
- Improved his focus and participation during group activities.

## 2. Application-Based Assignments

- **Objective:** To make learning engaging and relatable, using his interests to enhance his academic performance.

- **Implementation:**

- Assignments were designed using **visual aids and pictures**, capitalizing on his fascination with visuals.
- Activities included **picture-based comprehension** and **story sequencing** with the help of images.
- In Math, real-life scenarios were used to teach **time reading** and **simple addition**.

- **Impact:**

- Rizwan\* showed significant improvement in **reading small sentences** and understanding concepts through visual context.
- His ability to **sequence stories** and **answer questions from lessons** improved with the use of pictures.
- Enhanced his interest and engagement in academic activities.

## 3. Positive Reinforcement from Teachers and Parents

- **Objective:** To encourage positive behavior, build confidence, and motivate consistent effort.

- **Implementation:**

- **Consistent positive feedback** and **praise** were given for his efforts, especially during reading and writing activities.
- **Rewards and incentives** were used to reinforce good behavior, like sitting through entire sessions.
- Parents were actively involved, providing support and cooperation at home, ensuring continuity of learning.

- **Impact:**

- Rizwan\*'s sitting tolerance improved drastically, allowing him to focus for the entire session without behavioral issues.
- His aggression reduced significantly, and he became more cooperative and willing to learn.
- Created a positive learning environment that boosted his self-esteem and confidence.

## THE RESULT

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### 1. Academic Progress

- **Reading and Writing:**

- Improved from struggling with simple words to confidently **reading small sentences**.

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- Started writing numbers up to 800 and copying from the board without errors.
- **Mathematics:**
  - Demonstrated progress in numerical skills, including reading time from the clock and simple addition with minimal help.
  - Understood and applied basic math operations effectively.
- **Comprehension and Sequencing:**
  - Showed remarkable improvement in comprehension and story sequencing using pictures.

## 2. Confidence and Independence

- Developed greater confidence in reading, writing, and participating in classroom discussions.
- Displayed increased independence and self-regulation, managing his behavioral issues more effectively.
- His positive attitude and reduced dependency on external reinforcements indicated growing self-assurance.

## 3. Future Readiness

- Rizwan\* is now better equipped to transition to higher grades with improved academic and behavioral skills.
- His enhanced focus, comprehension, and problem-solving abilities prepare him for more complex concepts.
- The individualized and inclusive approach has empowered him to face challenges with resilience and confidence, paving the way for a promising academic future.

## CONCLUSION

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This case study illustrates the effectiveness of a holistic and individualized approach in supporting children with **ASD and ADHD**. Through a combination of **Circle Time, Application-Based Assignments, and Positive Reinforcement**, Rizwan\* not only improved his academic performance but also developed confidence, independence, and social interaction skills. His journey demonstrates the importance of **collaboration between teachers and parents**, creating a supportive learning environment where every child can thrive.