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# Title Regarding ADD and Academics (Provide a clear and concise title, 10–12 words max!)

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Abstract

This is a short guideline for writing a research paper based on the APA style guidelines. Many details have been left out for the sake of brevity. For more details refer to the current edition of the Publication Manual of the APA. The abstract is a single paragraph that uses 150-200 words to describe the topic of the proposal, your method, your results and the conclusion you came to in your “Discussion” section. It should be viewed as a separate summary of your proposal and not as a component of it (such as a part of the introduction). The abstract should include one to two sentences about the following four themes: 1) the general topic of your proposal and the topic's importance; 2) method, primary procedure and techniques; 3) results or summary of relationships; 4) discussion or summary of primary conclusions and possible implications.

*Key Words:*  maximum of 6 words, separated with commas

# Introduction

The introduction should be one to two pages long. Step 4 requires the group to write a solid first draft for the introduction. Include some background, the overall goal of the research, and a brief overview of relevant theories (you will use your literature review in this section to cite at least two references in addition to the Howell study). You will need to include the research questions or hypotheses. It is not perhaps useful to use the title "Introduction" at the beginning, use your “own” title as a second level heading to start this section. Typically an introduction has three primary components.

The first component is the problem statement: describe the topic of interest and state briefly why investigating this topic is important (i.e., its significance for theory or practice).

The second component is the literature review: review some relevant theories (can be found in textbooks, handbooks and international journals) and/or earlier research findings that relate to your topic. Describe techniques that have resulted from the theoretical background provided. When you present research provide a brief description of its intent, the method employed, results and conclusion. Make certain you cite properly.

The third component of the introduction is a statement of intentions. Briefly describe your experiment, relating it to your literature review. Briefly state your research questions or hypotheses. R you

Leave the section below as-is. The methods section has been written for you.

**Method**

# **Participants**

Participants were 200 students (55% boys, 45% girls) from one of 18 schools in northwestern Vermont. The schools were chosen in such a way to produce a reasonable cross section of rural schools within 40 miles of Burlington, Vermont. Age at first assessment, family background, racial/ethnic identity and other background variables were not assessed.

# **Procedure**

All participants were part of a larger study conducted by Howell, Huessy and Hassuk (1985). The original study began with 501 children in the second grade and consisted of six stages of data collection: second grade, fourth grade, fifth grade, ninth grade, 12th grade, and three years post graduation. The first three assessments were collected via the child’s current teacher, the second two assessments were collected via school records and the final assessment was an extensive interview. Due to normal attrition, the sample size was reduced to 352 children by the end of the fifth grade. The present study utilizes data collected during all six collection periods and includes only those for whom complete data is available (*N* = 200).

# **Measures**

**Gender (GENDER).** The gender of the child was collected via a questionnaire completed by the child’s second grade teacher.

**Grade Repetition (REPEAT).** Whether or not the child repeated a grade during high school was assessed via school records at the end of the 12th grade.

**English Level (ENGL).** The level of English class the child was enrolled in was assessed via the school record in the ninth grade. The three categories were: remedial, general and college preparatory.

**English Grade (ENGG).** The grade the child received in English during the ninth grade was assessed via school records. Grades were: A, B, C, D, or F.

**Social Adjustment Problems (SOCPROB).** Whether or not the child exhibited any social adjustment problems in the ninth grade was assessed via school records. A child was considered to have a social adjustment problem if there were a least two notations in the record of infractions like disruptive classroom behavior, truancy, or setting fires in trash cans.

**High School Dropout Status (DROPOUT).** Whether or not the participant dropped out before completing high school was obtained from the interview conducted approximately three years post high school graduation.

**ADD-like Behavior Score (ADDSC).** ADD-like behavior score is the average of three scores obtained during the second, fourth and fifth grades. Each child’s current teacher was asked to complete the form. The diagnostic instrument was a 21-item questionnaire that tapped behavioral components commonly associated with ADD. Teachers rated each child on a scale from 1 (low behavior) to 5 (high behavior), where 3 indicated an “average” level of behavior. For each of the three assessments, the 21 items were summed to obtain a total score. The score used in the present study reflect an average of these three assessments. Howell et al. (1985) report high reliability (Cronbach’s alpha ranged from .93–.96 across the three assessments), and good validity for the measure.

**IQ - Intelligence Quotient (IQ).** IQ was assessed via a group administered Intelligence Test.

**GPA - Grade Point Average (GPA).** Overall high school GPA was collected from school records at the end of the 12th grade. GPA was calculated using the following scale: A=4, B=3, C=2, D=1, F=0.

**Results**

**Descriptive Statistics**

The “Results” section of your paper present results without interpretation. The only thing that should be described are the results, including descriptions of graphs of data obtained. Interpretation of your results and opinions on how they relate to your research questions or hypotheses should be placed in the discussion section.

Figures may be pictures, charts or schemes but are most commonly graphs of data. If the figure is a graph, each axis should be properly labelled. Make sure that the scales of the x- and y-axes represent the highest and lowest possible scores. Use a minimum of Times New Roman 12 pts in figures. All figures must be computer-designed and submitted as embedded pictures in your document (see in yours Help-menu how to “Insert picture” in “MS Word format”).

Tables should be made as described in the examples below. Use a minimum of Times New Roman 12 pts in tables.

Figure and table captions should be short summaries of what is presented in each figure or table. Use the word "Figure" or “Table” and its associated number followed by a full stop (period). On the same line add a short description of the figure or table. For example, it is typical to introduce in the graph-labels the x and y axes (without actually using the terms x and y axes) and the legend (if there is one). Each figure should be referred to using a number. When referring a figure or a table within the text use expression such as, "Figure 1 presents..."

Copy and paste your descriptive statistics from step 1. Below are some examples of tables.

**Table 1.** Evaluation of the learning materials teachers used to teach math and ELA

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation of learning materials | Study group  (*n* = 81) | |  |
|  | frequency | relative frequency |  |
| Poor | 14 | 17.3% |  |
| reasonably good | 17 | 21.0% |  |
| Good | 41 | 50.6% |  |
| no answer | 9 | 11.1% |  |

**Table 2.** Descriptive Statistics for the Study Group

|  |  |  |  |
| --- | --- | --- | --- |
|  | Study Group  (*n* = 81) | |  |
|  | M | SD |  |
| Age | 7.56 | 2.31 |  |
| Math Score | 17.02 | 3.08 |  |
| ELA Score | 18.98 | 5.12 |  |

**Statistical Analyses and Interpretation**

State the statistical analysis being used and what is being compared. For example, tell whether you are using an independent t-test, ANOVA, state the means of the items being compared, then state your statistical conclusion in terms of statistical significance and report the statistical information at the end of this concluding sentence. For example: "There was a significant difference between the groups’ responses, F(4, 28)=3.12, p < 0.05". Once again, do not comment on the results, but just describe what happened. Save your interpretation for the Discussion section.

**Discussion**

The Discussion section is where you provide your interpretation of the results. Was the hypothesis (or hypotheses) supported or not? Quite often a paper finishes with a proposal future work. Overall, the architecture of a research paper can be viewed as a vase. The introduction starts broad and provides a stable foundation for the information to come, the paper then narrows to its main points and finally broadens again, fanning out into new horizons. It is therefore important to state potential future research questions and design at the end of the paper.

**References**

*Insert your own references here. Example references are as follows:*

American Heritage Medical Dictionary. (2007). ADHD definition. Retrieved from http://medical-dictionary.thefreedictionary.com/ADHD

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Kelsberg, G., Payne, J., & Safranek, S. (2011). What is the long-term educational outlook for youngsters with ADHD? *Journal of Family Practice 60(6),* 364-367.

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