



## Fellowship Update

Name	Harriet Wood
Project Title	Improving Written Expression in Boys with ADHD
Reason for doing the Action Research/Fellowship	I have taught students with the ability to articulate responses verbally with great success, yet struggle to reproduce this in their written work. From my own observations, this appears to occur frequently in those with diagnoses of ADHD. I am keen to develop my existing understanding of this in order to put additional strategies into place in my practice. My aim is to develop a strategy to improve students' ability to organise and communicate their ideas on paper, whilst reducing anxieties that may arise when asked to produce extended pieces of written work. The objective is for these students to improve the quality of their written work and increase their ability to write independently when traditional structures, such as sentence starters, are removed.
A snippet of progress to date	<p>Following my previous update, I continued to explore research into difficulties with written expression, alongside what are considered to be the key skills which constitute effective written expression and why these may present problems for students with ADHD. Various research makes the link between ADHD and a tendency towards poor written expression. Furthermore, whilst other research into difficulties or disorders of written expression may not refer to students with ADHD <i>specifically</i>, key characteristics of a disorder of written expression fit with ADHD – particularly a lack of organisation. As a result, I have focused more on the planning and self-regulation aspects of students' written work, exploring further research into metacognition and how to improve this in the classroom.</p> <p>Covid-19 has had a profound impact on my project. Whilst it has had no negative effect on my research of the surrounding literature for my project, the closure of schools has hindered my data collection and analysis. I had initially planned for the success of my strategy to be measured by the outcomes of students' mock exams; these were scheduled to take place at the end of the half term, by which point schools had closed as we approached lockdown. I therefore had no data to collect in the way I had originally planned for. In order to overcome this, I have had to decide on alternate means of 'data collection' that will still enable me to make an effective analysis of the strategy I had</p>



begun to put into place in the classroom. As such, I will be making use of student voice in response to the strategy, alongside my own observations of the students using their graphic organisers in the classroom (such as students' focus and confidence). I have also taken a "what if" approach in terms of my analysis, taking into consideration what the final outcomes *could* have been based on what had taken place so far and what surrounding literature suggests.

Currently, I continue to conclude an analysis of my findings, whilst reflecting on the successes of the chosen strategy and what can be done to improve it for future use, continually drawing on the research into existing literature and policies gathered whilst undertaking component one. I will then begin preparation for the dissemination of my project as a whole.