

## SPEECH IN SCHOOL-AGE CHILDREN WITH ADHD

### Summary

This dissertation is an attempt to describe the functioning of students diagnosed with attention deficit hyperactivity disorder (ADHD) in terms of individual language levels. Literature review on the subject indicates the need for research that could illustrate the development degree of linguistic, communicative and cultural competences, as well as potential differences between hyperactive students and their neurotypical peers in this respect. Therefore, the proposed analysis provides the description of pronunciation, vocabulary (nouns, verbs, adjectives, adverbs, numerals, personal pronouns), grammatical structures (nouns phrases, verbs phrases, prepositional phrases), locating and correcting errors in sentences, building correct sentences, creating narratives, applying interaction rules, text memory, description and storytelling.

The objects of study, primary school students from grades 1-4, were divided into two groups - children diagnosed with ADHD and neurotypical children (with no developmental disorders). All students were requested to perform the same language tasks, the performance of which then were recorded, allowing for the interpretation and comparative analysis of the obtained results.

The thesis begins with an introduction, followed by two main parts - theoretical (chapters 1-3) and research (chapters 4-6). The conclusion presents the research results and discussion (chapter 7). This paper contains an annexe including four appendices: assessment design sheet of linguistic functioning in ADHD school children, assessment result sheet of linguistic functioning in ADHD school children and two completed assessment sheets: from a hyperactive student and a control student.

The introduction to this dissertation helps to locate the hyperactivity disorder with attention deficit among other neurodevelopmental disorders (after DSM-5) such as intellectual disabilities, disorders belonging to the autism spectrum as well as specific learning disorders.

The main theses and auxiliary hypotheses, which became the inspiration for this dissertation, are also included.

The first chapter is a collection of reflections on speech in the context of speech therapy research. It defines terminological aspects of this paper - what is speech and language in the adopted research perspective, what are their definitions, what elements are within their scope. It also contains references to concepts from other linguistic trends. The considerations emphasize three types of competencies identified in the communication process, which constitute the structural axis for the set of linguistic tasks adopted in this research: linguistic, communicative and cultural competence.

The second chapter describes the theory of language acquisition from different perspectives including behaviourist theory, nativistic theory, cognitive theory, social interaction theory, neurocognitive theory and the mirror neurons theory. It proceeds to present the speech development process revised in the recent works on this phenomenon by various researchers, with emphasis on Polish speech therapists: Ida Kurcz, Leon Kaczmarek, Paweł Smoczyński and Maria Zarębina.

The third chapter, which deals quite broadly with the attention deficit hyperactivity disorder itself, is the richest in terms of content. Establishing the symptoms determining the social functioning of hyperkinetic people was fundamental for this dissertation. It includes two most important medical classifications - DSM (APA - American Psychiatric Association classification) and ICD (WHO - World Health Organization classification), which organize symptomatic and diagnostic concepts. Knowing the aetiology and treatment methods of ADHD as well as understanding the characteristics of the educational and social aspects of hyperactive students' lives is essential also in the case of this research. The additional subsection describes speech in ADHD based on the previous research done by the author of this thesis as well as the observations of other researchers, turned out to be the bridge between theoretical chapters and the research part of the dissertation.

The empirical part of this paper describes the methodology adopted for creating the set of tasks used to assess linguistic functioning of hyperactive students. It presents a description of the designed tool, the method of performing each task, and its rating. Additionally, this section contains data on all children participating in this research. Finally, it provides a quantitative and qualitative analysis of the obtained results and preliminary comparisons

of children from both groups in the order determined by subsequent tasks from the research design sheet.

The result of the analyzes is the last chapter of the dissertation. It contains direct conclusions from the research and predictions on deepening differences in linguistic functioning between hyperkinetic and neurotypical persons. A discussion on the adopted methods of working with ADHD students concludes this work.

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