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**THE IMPACT OF USING POW+ TREE WITH HIGH SCHOOL STUDENTS WITH
ADHD: STORY WRITING AND PERCEPTIONS**

By

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A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctorate of Education

Division of Curriculum and Instruction

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DOCTORAL COMMITTEE

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ABSTRACT

Only limited research has been completed that examines the impact of teaching outlining on improving ADHD students' writing skills and perceptions about writing. An abundance of research demonstrates high school students with ADHD struggle with writing and organization skills.

This study investigated the impact of using the POW + TREE outlining strategy on high school students with ADHD preparing a composition and how using this strategy impacted a high school student with ADHD's perception of writing.

To answer the first research question, high school students with ADHD were given the task to write an Opinion Story without the use of an outline. The stories were then scored by three English teachers using a rubric. After teaching the students the POW + TREE outlining strategy, students were given the task to write a second Opinion Story with the use of the outline strategy. The stories were graded by the same three English teachers, using the same rubric as the first story. A researcher-created survey was used to for the second research question, identifying how the outlining strategy impacted the student's perceptions of writing.

Results indicated that the use of the POW + TREE outlining strategy improved the student's attention to detail, grammar/mechanics/spelling, organization, and word choice in their writing. All three participants raised their composite scores after using the outlining strategy. The area that lacked improvement in their stories were the goal/thesis. The research and practices that were shared were proven consistent with the results. Participants reported that the POW + TREE outline strategy was easy to use and aided them in the process of writing an opinion story when they took the Survey on Writing Perceptions. One participant felt neutral about many aspects of the outline strategy, although stated in the open-ended question that the outlining strategy helped them write more and made the process more enjoyable.

This study showed that outlining strategies, especially the POW + TREE outline strategy had an overall positive impact on the writing and writing perceptions of high school students with ADHD and helped aid in improving a high school student with ADHD's writing.

Signed



Dissertation Advisor

Dr. Garreth Zalud

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Table Of Contents

Committee Signature Page.....	i
Abstract.....	ii
Acknowledgements.....	iii
List of Tables.....	vii
Chapter 1: Introduction.....	1
Statement of the Problem.....	2
Purpose of Study.....	3
Research Questions.....	3
Significance of the Study.....	3
Definition of Terms.....	4
Limitations of Study.....	4
Delimitations of Study.....	5
Organization of Study.....	5
Chapter 2: Review of Selected Literature and Research.....	7
Attention Deficit Disorder and General Learning Challenges.....	8
Writing Issues that Students with ADHD Possess.....	9
Effective Writing Elements.....	10
Forms of Outlining for Writing Organization.....	11
Outlining with Students from a General Population.....	12
Outlining for Writing with Students with Learning Disabilities.....	13
Outlining for Writing with Students with ADHD.....	14
Summary.....	16

Chapter 3: Methodology.....	18
Review of Related Literature and Research.....	18
Research Questions.....	19
Population.....	19
Research Design.....	20
Instrumentation.....	21
Procedures.....	24
Pilot Test.....	26
Data Collection.....	27
Data Analysis.....	28
Limitations.....	29
Summary.....	29
Chapter 4: Findings.....	30
Demographic Data.....	31
Results.....	31
Opinion Writing Scores with and without use of POW + TREE.....	31
Opinion Writing Scores with and without use of POW + TREE by writing trait.....	32
Overall Average writing trait score with and without use of POW + TREE.....	33
Perceptions of Writing Survey.....	34
Open-ended questions.....	35
Summary.....	36
Opinion Writing Scores with and without use of POW + TREE.....	37
Opinion Writing Scores with and without use of POW + TREE by writing trait.....	37

Overall Average writing trait score with and without use of POW + TREE.....	37
Perceptions of Writing Survey.....	37
Open-ended questions.....	38
Chapter 5: Summary, Conclusions, Discussions, and Recommendations.....	39
Summary.....	39
Research Questions.....	39
Literature Review.....	40
Methodology.....	41
Findings.....	44
Conclusions.....	44
Discussion.....	44
Recommendations for Further Research.....	49
Recommendations for Practice.....	50
References.....	52
Appendices.....	56
A. Scoring Table.....	56
B. Opinion Writing Rubric.....	59
C. Survey on Writing Perceptions.....	62
D. IRB.....	66
E. District Approval	68
F. POW & TREE Strategy.....	70
G. Rubric Reference Chart.....	75
H. Survey Item Reference Chart.....	77

I. Participant #1 Stories.....	79
J. Participant #2 Stories.....	84
K. Participant #3 Stories.....	87

List of Tables

Table 1- Average Composite Scores and Writing Traits and Composite Scores by Participant
with and Without Outline.....41

Table 2- Average Writing Trait Score With & Without Outline.....45

Table 3- Average Responses to Writing Perceptions Survey43

Chapter 1

Introduction

Students with ADHD struggle with the difficulty of organization of time and materials, along with not following through with instruction or not completing activities. This may be due to the deficit dysfunctions in students with ADHD, according to Langberg et al. (2018).

Graham et al. (2005), suggests that American high school students struggle with mastering composition, showing nearly 75% of them unable to meet the proficient level in writing. Students with disabilities develop a 95% chance of writing at a below level performance, and 65.1% of students with ADHD show significant issues with written expression.

Due to the lack of research, many ADHD researchers believe that more strategies can be utilized to help students with ADHD, especially in writing. deSmet et al. (2007) states that a way to help with these difficulties could be planning, which can decrease mental effort needed. Specifically, outlining is recommended by several education organizations to help a student organize the information, along with elaborating on the text, generating ideas, and structuring those ideas in an organized fashion (deSmet et al., 2007, 2001, Harris et al., 2002, Hung et al. 2009). Outlining allows the opportunity to improve a writer's text structure due to the more structural element that outlining provides (deSmet et al. 2007). Outlining and organizational strategies have shown to be effective in students with ADHD at an elementary and middle school level; therefore, there is hope that the strategy may continue to help high school students with ADHD. Although there are many types of organizing strategies, such as concept mapping, the POW + TREE outline strategy will be used for this study.

To date, there are no studies that focus on the effectiveness of using outlines using the POW + TREE outline method to improve the writing skills and perception of writing of high

school students with ADHD in the United States.

Statement of the Problem

Many high school students with ADHD struggle with the organization process that makes writing successful due to their symptoms. While there is research on the impact of using outlines on story writing and perceptions of the value of outlines with students with learning disabilities, there is no research that focuses with this specific group of students.

To date, no known studies of the effectiveness of using POW + TREE to improve the writing skills and perception of writing of high school students with ADHD in the United States. Throughout the processes of compiling related literacy and research, no studies were found that were specific to using outlines to improve the writing skills and perception of writing with high school students with ADHD. Many studies only detailed the writing issues that students with ADHD possess (Graham et al., 2005; Ramsdell, 2014; Jacobson and Reid, 2010; deSmet, et al., 2007) or the use of outlines with students from a general population with no learning disabilities (Langberg et al., 2018; deSmet et al. 2007; deSmet et al., 2011). Also, many of the studies involved participants from an elementary or middle school background (Linnemann, 2006; Langberg et al., 2018, Coombs, 2017, Harris et al., 2002) or from a different country outside of the United States (McEwen, 2017; Re et al., 2007; Hung et al., 2018).

Due to the lack of research, it is evident that more studies are needed to develop an understanding of high school students with ADHD and using POW + TREE to improve writing skills and perceptions of writing.

Purpose of the Study

The purpose is to develop strategies to help high school students with ADHD with developing successful writing skills along with providing strategies for structuring and providing details in a composition.

This study is important because it extends the knowledge base of writing strategies to include data for high school students with ADHD, including the impact that using the POW + TREE outlining strategy has on a student's writing. The study may also provide insight into the perceptions of the value of using an outline to help with writing for high school students with ADHD.

Research Questions

The overarching research question for this study was: What is the impact of using POW+ TREE with high school students with ADHD? Two areas were conceptualized: impact on story writing and impact of perceptions of the writing process.

1. To what extent does using outlines impact the quality and organization of writing for high school students with ADHD?
2. To what extent does using outlines impact a high school student with ADHD's perception of the value of outlining in the writing process?

Significance of Study

There have been many studies related to writing strategies for elementary and middle school students with ADHD, and even a few on using outlining as a strategy; although, there are no studies on this topic that involve high school students in the United States. This study is important because it extends the knowledge base to include data for high school students with ADHD. The study may also provide insight into the perceptions of the value of using an outline

to help with writing for high school students with ADHD.

Since there is little research on these particular students, the data that is discovered may help students, teachers, and parents with understanding how to help with these difficulties.

Definition of Terms

The following definitions were used to help clarify information throughout the study. All definitions that do not use a citation were developed by the researcher.

ADHD: Attention Deficit Hyperactivity Disorder (ADHD) is defined as a pattern of hyperactivity, impulsivity and/or inattention which is often displayed at a high level (American Psychiatric Association, 2020).

Executive functions: “Actions we perform to ourselves and direct ourselves so as to accomplish self-control, goal-directed behavior, and the maximization of future outcomes” (Barkley, 2016 p. 1).

High school: For this study, high school will mean students in grades 9-12.

Perceptions of writing: A student’s understanding and sense of feeling of the writing process.

Writing Skills: The National Council for Teachers of English (2013) believe that the skills needed for effective writing, especially in persuasive writing include: Organization, Goals/Thesis, Reasons of Support, Attention to Audience, Word Choice, and Grammar/Mechanics/Spelling.

Limitations of Study

Analyzing data about the above-mentioned research questions will be limited by the following:

1. Results of the study are limited by participants' willingness to actively and truthfully participate in the study.
2. The data collected in this study are limited by the number of students willing to participate in the study, especially since the study is specific to high school students with ADHD.
3. Scoring writing assessments can lead to subjectivity due to the nature of individuality and uniqueness that engages in writing.
4. Student's scores on Opinion Writing Story may be impacted by the amount of time given to complete the story. The students were given a day to develop their POW + TREE outline, therefore they received one extra day on the story with the use of an outline.

Delimitations of the Study

The research investigation will be delimited by the following:

1. The population involved in the current study is limited to one rural, Midwest high school, which does not have a standard, school wide use of scoring writing.

Organization of the Study

Chapter 1 presents the introduction, statement of the problem, purpose of the study, research questions, significance of the study, definition of terms, limitations, and delimitations of the proposed study. Chapter 2 contains a comprehensive review of selected and related literature and is organized into six sections (a) attention deficit disorder and general learning challenges (b) writing issues that students with ADHD process (c) effective writing elements (d) outlining with students from a general population (e) outlining for writing with students with learning disabilities, and (f) outlining for writing with students with ADHD. Chapter 3 describes the methodology and procedures that will be used to collect and analyze data and is organized into eight sections: (a) review of selected literature, (b) the purpose of the study, (c) research

questions, (d) population, (e) research design, (f) instrumentation, (g) data collection, and (h) data analysis. Chapter 4 presents findings, demographic data, and results of the study. Chapter 5 contains a summary, conclusions, discussion, and recommendations for further practice and research.

CHAPTER 2

Review of Related Literature and Research

The review of research and related literature for this study focuses on the impact of using POW + TREE with high school students with ADHD, involving story writing and perceptions of writing. This information is important in understanding how students with ADHD struggle with writing skills and how outlining has been used as a strategy to help students with writing skills. This chapter is organized into six sections: (a) attention deficit disorder and general learning challenges (b) writing issues that students with ADHD process (c) effective writing elements (d) outlining with students from a general population (e) outlining for writing with students with learning disabilities, and (f) outlining for writing with students with ADHD.

Research was compiled by searching multiple databases along with books related to the topic. The University of South Dakota library databases and catalog were used in efforts to find research, along with Amazon to find books related to the topic. The researcher received information regarding ADHD, students with ADHD with writing and organizational issues, and the effectiveness of outlining and graphic organizers, but none of the research intertwined with each other or provided data for the intended participants. For instance, some of the articles provided data on students with ADHD and writing interventions, but they were not specific to using outlines, or the studies were done on a different population of students, such as elementary or middle school students. This information was found in academic journals, dissertations, and reports. These databases include Academic Search Premier, Dissertations & Theses @ University of South Dakota, Dissertations & Theses, EBSCO Host (including Education Research Complete and ERIC), Health Source: Consumer Editions, ProQuest Databases, and Science Direct.

The research that is described in this literature review is limited to those studies that were most related to the research questions that will guide the study: To what extent does using POW + TREE improve writing skills for high school students with ADHD and to what extent does using outlines impact a high school student with ADHD's perception of writing?

Attention Deficit Disorder and General Learning Challenges

According to Barkley (2016), ADHD is classified as a neurodevelopmental disorder because of scientific evidence of the substantial role in neurological and genetic causes in ADHD. An average of 3 to 5 percent of school age children exhibit ADHD (Reid et al., 2000). The male to female ratio in ADHD is 4:1.

Barkley (2016) states that ADHD symptoms can include inattention such as failing to give close attention to details, making careless mistakes, struggling with organizing activities, and not finishing work. *The Diagnostic and Statistical Manual of Mental Disorders* states that people with an ADHD diagnosis have difficulty with organization of time and materials. Children with ADHD often do not follow through with instruction or to not complete activities. Among these characteristics include the difficulty of organizing tasks and activities, losing things that are necessary to activities, and forgetfulness. Langberg, Becker, Epstein, Vaughn, and Girio-herrera (2013) found that these behaviors may be caused by the deficit in executive functions, like behavioral inhibition, self-regulation, and working memory.

Barkley (2016) states that ADHD is associated with difficulties in developing solutions for obstacles encountered when pursuing goals or developing solutions for problems. A related deficit is the ability to construct and execute steps of a plan to create something. This is often shown in many school settings as a difficulty for students with ADHD, especially in mental arithmetic, verbal narratives, oral reports, written reports, and other tasks involving complex,

well-organized response. These are due to the cognitive deficits in executive functions in students with ADHD.

Writing Issues that Students with ADHD Possess

Recent data suggests that American high school students struggle with mastering composition skills (Graham et al., 2005). In 2002, the College Board, an organization of more than 4,300 colleges, developed the National Commission on Writing in America's Schools and Colleges to find ways to focus national attention on teaching and writing. This concern was mainly due to the findings from a national text that three out of every 4th, 8th, and 12th grade student's demonstration only partial mastery of writing skills and knowledge needed at their grade level (National Commission on Writing, 2003).

In students with disabilities, 95% of participating students were at or below the basic level for writing performance. A study in 2000 found that 65.1% of students with ADHD showed significant issues with written expression. Ramsdell (2014) stated that most students with ADHD struggle with written language, especially expository, and that there is little research on strategies to help with this population in all grade levels. Due to the lack of research, ADHD researchers including deSmet (2011), Jacobson and Reid (2010), Lienemann (2006), and Ramsdell (2014) believe that there should be more strategies in place to help students with ADHD, especially in writing. According to deSmet et al. (2007), writing is an important skill for people in their professional and educational career. Although, writing is a complex and demanding cognitive task that involves the process of planning, translating, and reviewing, all of which involve executive functioning, a skill that students that is difficult for students with ADHD.

Jacobson and Reid (2010) examined writing difficulties in students with ADHD after learning that American high school students were having trouble in written composition skills.

Their study focused on three male students, two in 11th grade, and one in 12th grade in a mid-sized high school of 1,800 students in a midwestern state. These three students specifically struggled in writing compositions. The study examined each student's writing before receiving any intervention and results found that all three participants spent little to no time planning before writing and included few details about the topic that was given. The researchers concluded the data showed that students needed to receive some sort of intervention or strategy to help them with writing at a proficient level.

deSmet et al. (2007) states that due to the symptom's students with ADHD face, planning strategies can help them stay on task, along with helping them with the cognitive overload that may occur while trying to complete the writing. One strategy that deSmet et al. (2007) suggests that involves writing is outlining.

Effective Writing Elements

The National Council for Teachers of English (2013) believe that the skills needed for effective writing, especially in persuasive writing include: Organization, Goals/Thesis Reasons of Support, Attention to Audience, Word Choice, and Grammar/Mechanics/Spelling. These elements are directly taken from national and state standards for the content area of English.

According to Mason & Cramer (2008), many children enjoy expressing their opinions and creating an argument based on their beliefs. "Not all children, however, can translate the inherent ability to express opinion verbally to persuasive writing" (Mason & Cramer, 2008, p.25). Harris and Graham (1999) further state that effective persuasion that persuades and appeals to the reader, requires a structure to the argument. Other elements that a persuasive argument should include, according to Mason & Cramer (2008) involve: (a) opinion or belief statement; (b) supporting reasons with personal explanations; and (c) summary or concluding

statement. Students may be able to verbally state their persuasive ideas, although it takes skill to organize an appealing argument that is written.

Forms of Outlining for Writing Organization

MacArthur (2009) states that developers have been looking for ways to support writers in planning and revising for some time. He states that outlining and graphic organizers or concept maps have been widely used in writing instruction, and that these strategies have proven value for general education students and students with learning disabilities.

Concept mapping has been a popular strategy for many educators, according to MacArthur (2009). Electronic concept maps and outlines can be easily revised, and organization can be changed based on the student's writing needs or the topic they are writing about. In addition, "electronic maps can be automatically converted into outlines" (p. 98). This allows the student's ideas to be generated in a visual format that highlights connections among them. Then, converting the map to an outline can help in designing the linear organization needed for writing.

Another style of outlining that has been proved successful by many educators is the POW + TREE outlining strategy (Harris, 2002). This strategy is described as Self-Regulated Development (SRSD) research in writing that focuses on helping students that face debilitating difficulties in writing and would benefit from an integrated approach to intervention. In a study by Lienemann (2006), the POW + TREE outlining strategy was effectively used. POW reminds students to (a) pick my ideas (i.e., decide what to write about), (b) organize my notes (i.e., develop an advanced writing plan), and (c) write and say more (i.e., expand the plan while writing). TREE includes an organizational structure of: (a) topic sentence, (b) 3 or more reasons, (c) explain the reasons, and (d) ending. The strategy was used on students in 4th and 5th grade in a middle class, rural elementary school in the Midwest. Students were taught how to use the

POW organizational tool using a three-step strategy. is used to frame the writing process, and TREE is used to organize the written portion. This format is the most common type of organization and outlining in writing a composition. Students at the end of their writing were then prompted to re-read their work and editing as they read their writing. The strategy increased the length of the student's writing, along with the overall quality of the student's work. This strategy especially helped with the organization of ideas and structure in the composition.

Harris et al. (2001) states that POW + TREE can be useful when developing a persuasive essay. In a study done by Harris and colleagues, a student was given the tools of POW + TREE to develop an opinion essay. The student went through each of the strategies including developing background knowledge, discussing it, modeling it, memorizing it, supporting it, and using independent performance. The final product showed that that the student understood the concepts and was able to develop a foundation of how to write a persuasive composition.

Outlining with Students from a General Population

According to deSmet et al. (2007), educators spend a copious amount of time helping students develop student's writing skills. The task of writing is complex and demands task-oriented, detailed work. The ability to write is a cognitive activity that consists of a constant and recurring process in which the writer alternates the skills that involve executive functions. These skills include proficiency in adaptable thinking, planning, self-monitoring, self-control, working memory, time management, and organization.

deSmet et al. (2007) suggests that outlining can help with the high amount of mental effort used during writing by freeing up cognitive resources. Outlining can also decrease attentional overload by helping writers focus their attention on one piece of their writing at a time, which can enhance their composition. In 2001, deSmet and colleagues designed a study

that identified the effects of electronic outlining and the quality of students' writing products. Participants included 58 9th-grade students from a Dutch pre-university secondary school, with 22 males and 36 females, aging 14-16 years old. The study also examined how outlining affects perceived mental effort during the writing task. Results indicated that text quality increased slightly after the first use of an outline before writing a composition. After using an outline, a second time, students showed a higher degree of body structure, more words, and quality arguments. It also decreased the mental effort given during the writing process. When analyzing the organization of the writing process, results indicated that students who were not clearly instructed to use an outline engaged rarely in any use of a planning strategy. These students were given the assignment to develop a composition, which would involve planning effort, yet they chose not to. Also, mental effort was lower when an outline was used. Although the research and results were informative to the researcher, the study did not involve students with disabilities. The study did not specifically involve ADHD students, which have been shown to have difficulties in writing, planning and mental effort.

Outlining for Writing with Students with Learning Disabilities

The outline strategy developed POW + TREE by Harris et al. (2002) has been proven to be successful for students with learning disabilities, especially in persuasive writing. Mason & Cramer (2008) also suggest using the POW + TREE outlining method. In fact, instruction for "POW + TREE has been shown to improve students' essay length, elements, and quality" (p. 28). Results of a meta-analysis of persuasive writing studies indicated that Self-Regulated Strategy Development instruction has large positive effects improving the quality, the number of essay elements, and the length of students' persuasive writing (Graham, 2006). "Effect sizes (ES)

ranged from $ES = .82$ to 5.18 for large group studies ($ES < .90$ are considered very effective, PND between 70 and 90 are effective” (Mason & Cramer, 2008, p.27).

Langberg et al. (2018) developed a meta-analysis which used strategies that target the organizational skills of students with ADHD, which included 12 studies and 1,054 children in seven urban public middle schools, grades 6th through 8th. Langberg et al. (2018) found that the organization strategies are more effective than ADHD medication for homework issues.

Outlining for Writing with Students with ADHD

Molitor et al. (2017) studied 326 students with ADHD between the ages of 6 and 8 in Canada, which concluded that 22% had deficits in writing, indicating that writing difficulties is a “common phenomenon” amongst children with ADHD. The researchers also found that both GPA and parent ratings of academic performance were both connected with writing ability. This study indicated that roughly 1 in 5 children with ADHD are linked to academic achievement deficiencies.

In the 2017 study developed by McEwen, 94 students, 44 who with ADHD and 50 without ADHD, were analyzed for writing proficiency in a non-timed limited essay writing assignment. The participants were between the ages of 14 and 17 in a Canadian public high school. The results showed that the essays written by the students with ADHD had lower scores on all three outcomes measured including: structure, coherence, and holistic quality. The students had a writing process log that they recorded specific tasks of what they were doing at times, and the study showed that students with ADHD did not take the time to re-read or edit their work.

Re et al. (2007) developed a study where students with symptoms of ADHD and controls were tested in a series of expressive writing tasks, which were taken from a standardized writing

test. The study involved 6th and 7th grade students, 24 with ADHD and 24 without ADHD. The location was at a public school in Sicily, Italy. The studies showed that all students with ADHD scored lower than control groups in adequacy, structure, grammar, and lexicon, produced shorter texts, and made more errors. These studies also displayed that those student with ADHD symptoms have difficulties in writing, both in spelling and expression, and these difficulties are extended to different tasks and ages.

Hung and Van (2002) studied the effects of pre-writing activities on the writing performance and anxiety of novice adult learners amongst ages 18-27, 7 males and 13 females, in Vietnam. The scores showed that students that used pre-writing practices had higher performance in writing, along with lower anxiety. Also, when applying the outline strategy, participants generated a larger number of ideas about the topics. Again, this strategy was used on a variety of students, not specifically ADHD students.

Considering the difficulties with writing and organization with students with ADHD, and the lack of research of high school students in ADHD studies, it is evident that more research should be done to help fill the gaps in the research above to help provide strategies to those students in the future.

Coombs (2017) developed a study to identify the effects of graphic organizers to identify a main idea and supporting details in informational text on students with learning disabilities. The study included eight sixth-grade students in a middle school. The school was in central New Jersey and is considered low income, high needs, and suburban. The students participating in the study also receive an additional 42 minutes of supplemental reading instruction three times per week due to being classified with specific learning disabilities in reading. Also, half of the students who participated in the study were on 504 plans for attention deficit hyperactivity

disorder (ADHD) diagnoses or other physical disabilities. The results of the study found that the use of graphic organizers improved identification of main ideas and supporting details in a nonfiction text. Graphic organizers also improved comprehension of nonfiction texts. When graphic organizers were used, most participants improved their assessment scores.

According to Singleton & Filce (2015), graphic organizers can reduce cognitive demands for students by providing them with visual representations with the most vital information needed for writing. They also stated that graphic organizers can serve as a brainstorming tool to help students with learning disabilities to activate prior knowledge and to connect students to new information. Outlines are very similar in nature, as they are tool that allows students to brainstorm and organize information before writing the final composition.

Coombs (2017) participants took a survey to identify if using a graphic organizer increased their perceptions of writing and whether the graphic organizers intervention helped them. Overall, 50% of the eight participants found the graphic organizer easy to use and helped them identify main ideas and supporting details. Also, 50% of the eight participants reported that they would use a graphic organizer in the future to assist them with other reading and writing skills in other classes.

This study focused on the perception of writing after using a prewriting tool, and included ADHD students, although the participants were not high school students. This further proves that more research needs to be done on understanding of high school students with ADHD and using outlines to improve writing skills and perceptions of writing.

Summary

Chapter 2 contained a comprehensive review of literature and related research that was organized into six sections: (a) attention deficit disorder and general learning challenges (b)

writing issues that students with ADHD process (c) effective writing elements (d) outlining with students from a general population (e) outlining for writing with students with learning disabilities, and (f) outlining for writing with students with ADHD. Chapter 3 describes the methodology and procedures that will be used to collect and analyze data and is organized into eight sections: (a) review of selected literature, (b) the purpose of the study, (c) research questions, (d) population, (e) research design, (f) instrumentation, (g) data collection, and (h) data analysis.

CHAPTER 3

Methodology

This chapter describes the methodology and strategies that were used to collect data for this study. Also, an explanation is provided on how the population was identified and how the survey instruments were designed. The researcher has completed and passed the CITI on-line test on March 26, 2019. The style manual used for writing this study is the *Publication Manual of the American Psychological Association, 7th Edition (2020)*. Chapter 3 describes the methodology and procedures that will be used to collect and analyze data and is organized into eight sections: (a) review of selected literature, (b) the purpose of the study, (c) research questions, (d) population, (e) research design, (f) instrumentation, (g) procedures (h) data collection, (i) data analysis, and (j) limitations.

The purpose is to develop strategies to help high school students with ADHD with developing successful writing skills along with providing strategies for structuring and providing details in a composition.

This study is important because it extends the knowledge base of writing strategies to include data for high school students with ADHD, including the impact that using the POW + TREE outlining strategy has on a student's writing. The study may also provide insight into the perceptions of the value of using an outline to help with writing for high school students with ADHD.

Review of Related Literature and Research

Many resources were used to find the information for this literature review. The I.D. Weeks Library on the campus of The University of South Dakota was used to access library catalogs for PDF files on research and literature. An example of these catalogs included

Academic Search Premier, EBSCO Host, and ProQuest. Professional periodicals and journals were also accessed through the I.D. Weeks Library internet. Research published in peer-reviewed journals, unpublished dissertations, articles, and books were all used to gather information related to the topic of study.

Research Questions

The overarching research question for this study was: What is the impact on story writing and perceptions of writing when high school students with ADHD create a POW + TREE outline as a planning strategy? Two areas were conceptualized: impact on story writing and impact of perceptions of writing. Thus, the research questions used to guide this study are as follows:

1. To what extent does using POW + TREE impact writing skills for high school students with ADHD?
2. To what extent does using POW + TREE impact a high school student with ADHD's perception of writing?

To answer these two questions, data was collected, organized, and analyzed from high school students with ADHD in a public high school in the Midwest.

Population

The population for this study involved high school students who were identified as having ADHD and were enrolled in a journalism class in a rural, Midwestern school. The researcher retrieved names of students with an ADHD diagnosis in the course, in a single school, through the school's rosters, which code students if they have ADHD. The school's principal and Special Education Department Chair clarified that this information is available to the teacher when the student is enrolled in the course. The researcher identified students with ADHD on their roster by the notation on their accommodations which stated "attention." There were three

students that were identified as having ADHD that were taking journalism: 2 males and 1 female. The participants' identification was secured.

Participant's characteristics were included on the survey including the participant's grade level. Since the Opinion Writing assignment and survey were part of the curriculum, the assignments were required by participants, along with their peers in the course.

Research Design

This study uses a mixed methods design. To address the Research Question 1, the researcher used a quantitative approach comparing scores on stories (see Appendix A) with and without POW + TREE usage in writing using a rubric (see Appendix B) for grading the stories. For Research Question 2, a quantitative approach was used to collect the scores in an Internet-based survey (see Appendix C) about the perceptions of writing. Those questions used Likert-type items. On the Internet-based survey (see Appendix C), two open-ended questions were asked by the participants. For these questions, a basic interpretive approach was used (Merriam, 2002), to focus on the perceptions of individuals who had all shared the same experience of using the POW + TREE strategy. This strategy was not specific to the approach used by Light (2001), although McLeod (2001) states this generic approach is most reasonable for beginning qualitative researchers. By using this Basic Interpretive/Generic approach, we could identify the common experiences that participants found most prominent to define the nature of their experience using POW + TREE. Generic or Basic Interpretive methodologies "draw from phenomenology and symbolic interaction... to understand how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (Merriam, p. 38). This basic approach allowed a focus on how using POW + TREE impacted their writing and what they liked and disliked about the strategy.

The researcher was given approval from The University of South Dakota Institutional Review Board (see Appendix D) and from the researcher's district (see Appendix E). This study used existing data. Data was used from students that were taught curriculum involving writing opinion stories and using outlines to organize information to create a story. Data from the students identified as having ADHD were used in this study. Since the curriculum is taught to all students in the course, all students were be treated equally and should not have felt undue influence for participation.

Instrumentation

Data was collected after the unit on Opinion Writing in journalism was complete. The unit took place in the classroom over a course of two weeks. The instructor was the researcher for the study. The unit on outlining was taught to the whole course to ensure undue influence, yet data was only drawn from the participants with ADHD.

The rubric and survey were developed from the current review of the literature related to writing strategies and student perceptions on writing. The survey was created and administered using Google Forms. The class was given the task to write an opinion story using a topic of their own choice. Opinion writing is a unit in the journalism curriculum and several aspects of persuasive writing are part of English Writing Standards. This unit also involved the use of organization and use of sources, which can be difficult for many students. Students were given instructions to write a 350+ word story, and they had two days to complete the story. They were given the Opinion Writing Rubric (see Appendix B) beforehand to identify which traits would be assessed. The scores from the first story without the use of POW + TREE were recorded (see Appendix A) using an instrument modified by Coombs (2017) on perceptions of writing consisting of a scoring table recording the participant's number and score on the first story they

wrote using the Opinion Writing Rubric (see Appendix B). The story was scored out of 24 points. Three English teachers scored the stories of the students identified as having ADHD to ensure validity of the scores.

After the first story, the students were taught how to use the POW + TREE outline strategy (see Appendix F) using a detailed lesson plan. Teaching the strategy took one day. Students had one day to complete the outline and then took two days to complete the story. They were given instructions to write a 350+ word story on their choice of topic. They were again given the Opinion Writing Rubric (see Appendix B) beforehand. The scores were recorded from the second story with the use of POW + TREE (see Appendix A) using a new instrument designed by the researcher consisting of a scoring table recording the participant's number and score on the second story they wrote using the Opinion Writing Rubric (see Appendix B). The scores from the story with the use of POW + TREE was recorded by the teacher (see Appendix A). Three English teachers scored the stories of students identified as having ADHD to ensure validity of the scores.

The Survey on Writing Perceptions (see Appendix C) consisted of 16 questions designed to assess the perceptions of writing and the intervention of using an outline. Participants completed the survey after the unit was complete to provide information regarding the student's perception of writing after using POW + TREE. The whole class took the survey as part of the curriculum, but data was only taken by the students with ADHD. To ensure content-related validity was built into the instruments, all questions derived from published materials on writing strategies and student perceptions on writing from Coombs (2017). Wording was changed to reflect the specific strategy, POW + TREE in the survey.

The *6+1 Writing Traits Persuasive Rubric* from the National Teachers of English (2013) curriculum was used to develop the Opinion Writing Rubric (see Appendix B). The *Persuasive Rubric* from the National Teachers of English (2013) granted permission on the document stating that “materials may be reproduced for educational purposes.” The traits: Organization, Goal/Thesis, Reasons/Supports, Attention to Audience, Word Choice, and Grammar/Mechanics/Spelling were modified from the *Persuasive Rubric* from the National Teachers of English (2013) to create the Opinion Writing Rubric (see Appendix B). The rubric rates each trait: Organization, Goal/Thesis, Reasons/Supports, Attention to Audience, Word Choice, and of out of 24 points, each trait earning up to 4 points. A Rubric Reference Chart was created when modifying the rubric (see Appendix G).

The POW + TREE outlining strategy was derived from Harris et al. (2002), which is a self-regulated writing development tool for students with learning disabilities. This outlining format has been used by Lineman (2006) also in the research, *Improving the Writing Performance of Students with Attention/Hyperactivity Disorder*. A detailed lesson plan was created using the format (see Appendix F). POW reminds students to (a) pick my ideas (i.e., decide what to write about), (b) organize my notes (i.e., develop an advanced writing plan), and (c) write and say more (i.e., expand the plan while writing). TREE includes an organizational structure of: (a) topic sentence, (b) 3 or more reasons, (c) explain the reasons, and (d) ending.

The survey from Coombs (2017) in the dissertation/thesis on *The Effects of Graphic Organizers to Identify Main Idea and Supporting Details in Informational Text on Students with Learning Disabilities* was used to develop the Survey on Writing Perceptions (see Appendix C). Proper citations were used for the survey by Coombs (2017). All items were modified from the survey by Coombs (2017) in the dissertation/thesis on *The Effects of Graphic Organizers to*

Identify Main Idea and Supporting Details in Informational Text on Students with Learning Disabilities. The survey consisted of four parts. The first part identified the student's demographics such as grade level, which is question 1. The second part focused on the use of the POW Outline Strategy (see Appendix F), which helps with the development of the topic the student will write about. Items 3 and 4 related to the ease and enjoyment of using the POW Strategy, 5 and 6 related to the helpfulness of using the POW Strategy, and 7 related to the anticipation of using the POW Strategy. The third part focused on the TREE Outline Strategy (see Appendix F), which helps with structure and development of the story. Items 8 and 9 related to the ease and enjoyment of using the TREE Strategy, item 10, 11, and 12 related to the helpfulness of using the TREE Strategy, and 13 and 14 related to the anticipation of using the TREE strategy. The fourth part was used for open-ended questions which allowed participants the opportunity to provide feedback without limiting their answers to Likert-type scale items. Part 1 was answered by multiple choice. The participant chose which grade they fell into. The second and third part, the participants responded using a 5-point Likert (Likert, 1932) Scale from "5" indicating "Strongly Agree" to "1" indicating "Strongly Disagree". The fourth part, students were able to answer the open-ended questions freely based on the questions asked. A Survey Item Reference Chart (see Appendix H) was created when developing the survey questions and separated the questions into categories of ease and enjoyment, helpfulness, and the anticipation of using.

Procedures

The following steps were followed when implementing the instrumentation:

Day 1:

1. Explained to students that they will write an Opinion Story on a topic of their choice. The story must be 350+ words.
2. Gave the students the Opinion Writing Rubric (see Appendix B) to show them how they will be assessed on their writing.

Day 2:

1. Students received work time to write their story.

Day 3:

1. Students continued to work on their story and turn it in by the end of the day.
2. Three English teachers scored the story using the Opinion Writing Rubric (see Appendix B) and recorded the score in the scoring table (see Appendix A).
3. Teacher feedback was not given to students until after the second story to ensure student did not receive additional strategies to use in their second opinion writing story.

Day 4:

1. Taught students the POW + TREE outline strategy using the detailed lesson plan (see Appendix F).

Day 5:

1. Gave instructions that the students will write a second Opinion Story on a topic of their choice. The story must be 350+ words. They must develop an outline before writing the story using the POW + Tree outline strategy.
2. Gave the students the Opinion Writing Rubric to remind them how they will be assessed on their story.

3. Gave students work time to develop their outline.

Day 6:

1. Students received time to develop their POW + TREE outline for their Opinion Story topic.

Day 7:

1. Students were given time to work on writing their Opinion Story using the POW + TREE outline that they developed on their topic.

Day 8:

1. Students were given time to work on writing their Opinion Story using the POW + TREE outline that they developed on their topic.
2. Students turned in their stories by the end of the day.
3. Three English teachers scored the story using the Opinion Writing Rubric (see Appendix B) and recorded the score in the scoring table (see Appendix A).

Day 9:

1. Gave students Survey on Writing Perceptions (Appendix C).

Pilot Test

A pilot study was done using 10 teachers from the English department in the same school district. Ten teachers peer reviewed the Opinion Writing Rubric (see Appendix B) and the Survey on Writing Perceptions (see Appendix C). This process was done to enhance reliability and validity of the rubric. This process ensured clarity of the survey items, relevance of the items, and ease-of-use when using the survey. Edits were made to the rubric and survey using the feedback from these teachers.

When grading the stories, three English teachers were involved in grading the student with ADHD's stories. They read an example story that was not any of the participants opinion story and graded the story using the Opinion Writing Rubric (see Appendix B). The teachers then shared the scores with each other to ensure that they were aligned. The English teachers collaborated and discussed each category of the rubric the student fell into and how they would grade additional stories that would be used for data collection.

Data Collection

The results of the study will be shared with other instructors to help identify writing strategies for high school students with ADHD. The researcher completed approval forms through the USD IRB (see Appendix D) and the school district (see Appendix E).

The IRB committee approved the study as an existing data study. Participants were not consented because the data was derived from work involving the curriculum that all students received in the course, and the classroom teacher was the researcher conducting the study. The data that were used was from the students identified as having ADHD on the school district's roster. Since the curriculum was taught to all students in the course, all students were treated equally and should not have felt undue influence for participation.

Stories and surveys were coded for each participant to ensure confidentiality. The proposal for the study including the survey and rubric were submitted to the USD IRB for approval before any distribution of the survey or rubric (Appendix D).

To ensure confidentiality and the privacy of all the participants, all identification codes were removed upon data completions of the data analysis.

Data Analysis

The overarching research question for this study was: What is the impact of using POW+ TREE with high school students with ADHD? Two areas were conceptualized: impact on story writing and impact of perceptions of the writing process.

Research question 1 asked: *To what extent does using POW + TREE impact the quality and organization of writing for high school students with ADHD?* Along with descriptive statistics, tables were developed to show the differences between the participant's writing with and without the use of an outline. A pivot table was used to show and discuss the differences between pre and post-tests, along with differences amongst the participants. Outliers were reported. If there were outliers, the median was also be reported. These personal documents included a snapshot case study of each participant (Berg, 2004).

Research question 2 asked: *To what extent does using POW + TREE impact a high school student with ADHD's perception of the value of outlining in the writing process?* Along with descriptive statistics, a pivot table was used to show the results of student's perceptions of writing after using the outlining strategy for the Likert-type questions in the survey. For the open-ended questions, Merriam's (2002) Basic Interpretive/General qualitative approach was used to gather data. Data analysis process followed the steps described in McLeod's (2001) Generic Approach. McLeod's strategy included reflection in the survey to allow the researcher to understand that their personal understandings could influence the study. Each participant was given two open-ended questions in the Perceptions Survey (Appendix C), (a) How has using POW + TREE impacted your perceptions of writing?, (2) and What did you like and dislike about using POW + TREE? After completing the survey, immersion in the data and phenomenon and arriving at a view of the phenomenon that was supported by the data meant reading through

each participant's responses and re-reading those responses to identify ideas that participants had in common and how they differed. After reviewing the responses, common themes and differences amongst the participants were gathered to create a conclusion. Each commonality and difference were carefully examined. Finally, for the Generic approach, the data was reviewed to be certain that the insights that were developed were consistent with all participants.

Limitations

A limitation of the study is that results would show participants had better writing skills after using the outlining strategy, only due to having increased familiarity with the subject matter rather than the outlining strategy itself. However, the research in Chapter 2 shows that a great deal of success in writing is due to implementation of outlining strategies because of the focus on structure and content. Therefore, it is more likely that the effect is due to the outlining than maturation and experience.

Summary

Chapter 3 described the methodology and procedures used in the study to collect and analyze data and is organized into eight sections: (a) review of selected literature, (b) the purpose of the study, (c) research questions, (d) population, (e) research design, (f) instrumentation, (g) data collection, and (h) data analysis.

CHAPTER 4

Findings

Chapter 4 provides results of the data analysis and findings in the study. The chapter is organized according to the two research questions. It starts with the demographic data from the participants that were involved in the study. Next, the results of the data analysis for each research question are presented in tables along with narrative descriptions of the relevant findings for each participant. Finally, a summary of the results can be found at the conclusion of the chapter.

The purpose is to develop strategies to help high school students with ADHD with developing successful writing skills along with providing strategies for structuring and providing details in a composition.

This study is important because it extends the knowledge base of writing strategies to include data for high school students with ADHD, including the impact that using the POW + TREE outlining strategy has on a student's writing. The study may also provide insight into the perceptions of the value of using an outline to help with writing for high school students with ADHD.

The overarching research question for this study was: What is the impact of using POW+ TREE with high school students with ADHD? Two areas were conceptualized: impact on story writing and impact of perceptions of the writing process.

1. To what extent does using outlines impact the quality and organization of writing for high school students with ADHD?
2. To what extent does using outlines impact perception of the value of outlining in the writing process among high school students with ADHD?

Demographic Data

Participants were part of a high school journalism course in a rural, Midwestern high school. Three students were identified as having ADHD. The researcher identified students with ADHD on their roster by the notation on their accommodations which stated “attention.” The participants consisted of 2 males and 1 female. The 2 males were in 11th grade and 12th grade, and the female was in 11th grade.

Results

The results to research question 1 and 2 are presented below in order. Each section is labeled based on specific findings in the study.

Opinion writing scores with and without use of POW + TREE. Each participant’s opinion stories were graded using the Opinion Writing Rubric (see Appendix B) by three English teachers. The composite score is the mean of the student’s scores using the rubric, out of 24 points. The scores were developed by averaging the total of all the writing traits. An average of an average was not used to ensure an accurate score. All three participants increased their overall score after using the POW + TREE outline strategy.

In Table 1, the average composite score by participant with and without outline is presented. Participant 1 increased their score from a 13.3 without an outline to a 15.3 with an outline. This is an improvement of 15% on their composite score. Participant 2 increased their score from an 18.3 to a 21.0. This is an improvement of 14.5%. Participant 3 increased their score from 19.0 to a 23.0. This is an improvement of 21.1%.

The inter-rater reliability formula $IRA = \frac{TA}{TR * \#R} * 100$ was used to find the inter-rater reliability percentage. The percentage is derived from the total agreements in each writing trait graded the Opinion Writing stories, the number of raters, which were 3 English teachers, and the

total number of scores given by each grader, which were six writing traits. The inter-rater reliability score was 88.9%. In general, an inter-rater agreement of at least 75% is required in most fields for a test to be considered reliable; therefore, the scores from the teachers were reliable in this study.

Opinion writing scores with and without use of POW + TREE by writing trait. The participants were graded using the Opinion Writing Rubric (see Appendix B) and were equally graded on each writing trait: Attention to Audience, Goal/Thesis, Grammar//Mechanics/Spelling, Organization, and Reasons of Support. Each trait was graded out of 4 points, a total of 24.

Table 1 shows the writing traits by participant with and without the use of an outline. Participant 1 increased their score in all writing traits except for the Goal/Thesis trait after using an outline. The student's largest improvements were in Grammar/Mechanics/Spelling and Organization, both showing a 50% improvement. The student had a 15% overall increase in their score after using an outline. Participant 2 improved in all writing traits after using an outline. The student's largest improvements were in Attention to Audience and Organization. The student had a 14.5% overall increase in their score after using an outline. Participant 3 increased their score in all writing areas, except one, which was Reasons of Support, due to a ceiling effect. This means that the student gained the highest number of points, 4 out of 4, without the use of an outline and with the use of an outline; therefore, they did not improve or worsen in the Reasons of Support writing trait. The student had a 21.1% overall increase in their score after using an outline. Participant 3 showed the largest improvement amongst the other participants.

Table 1

Average Composite Scores and Writing Traits and Composite Scores by Participant with and Without Outline

Traits by Participant	Without Outline	With Outline	Percent Change
Participant 1	2.2	2.6	15.0%
Attention to Audience	2.7	3.0	12.5%
Goal/Thesis	2.7	2.3	-12.5%
Grammar/Mechanics/Spelling	1.3	2.0	50.0%
Organization	1.3	2.0	50.0%
Reasons of Support	2.7	3.0	12.5%
Word Choice	2.7	3.0	12.5%
Average Composite Score	13.3	15.3	15.0%
Participant 2	3.1	3.5	14.5%
Attention to Audience	3.0	3.7	22.2%
Goal/Thesis	3.0	3.3	11.1%
Grammar/Mechanics/Spelling	3.0	3.3	11.1%
Organization	3.0	3.7	22.2%
Reasons of Support	3.0	3.3	11.1%
Word Choice	3.3	3.7	10.0%
Average Composite Score	18.3	21.0	14.5%
Participant 3	3.2	3.8	21.1%
Attention to Audience	3.0	4.0	33.3%
Goal/Thesis	3.7	4.0	9.1%
Grammar/Mechanics/Spelling	2.3	3.0	28.6%
Organization	2.7	4.0	50.0%
Reasons of Support	4.0	4.0	0.0%
Word Choice	3.3	4.0	20.0%
Average Composite Score	19.0	23.0	21.1%

Overall average writing trait score with and without outline. On average, the group of students improved their score after using an outline in each writing trait. The group increased their Attention to Audience score by 23.1%, Goal/Thesis by 3.6%, Grammar/Mechanics/Spelling by 25.0%, Organization by 38.1%, Reasons of Support by 6.9%, and Word Choice by 14.3%.

The highest improvement, on average, was in Organization at 38.1%. On average, the group scored a mean of 2.8 on each trait without an outline and 3.3 with an outline. The group increased their scores by 17.1% (See Table 2).

Table 2

Average Writing Trait Score With & Without Outline

Traits	Without Outline	With Outline	Percent Change
Attention to Audience	2.9	3.6	23.1%
Goal/Thesis	3.1	3.2	3.6%
Grammar/Mechanics/Spelling	2.2	2.8	25.0%
Organization	2.3	3.2	38.1%
Reasons of Support	3.2	3.4	6.9%
Word Choice	3.1	3.6	14.3%
Grand Total	2.8	3.3	17.1%

Perceptions of writing survey. Research question 2 asks: To what extent does using outlines impact perception of the value of outlining in the writing process among high school students with ADHD? This research question was answered by the collection of responses from the Survey on Writing Perceptions (see Appendix C), which was taken after students completed both Opinion Stories. The participants responded using a 5-point Likert (Likert, 1932) Scale from “5” indicating “Strongly Agree” to “1” indicating “Strongly Disagree”.

Table 3

Average Responses to Writing Perceptions Survey (1= Strongly Disagree- 3= Neutral- 5=Strongly Agree)

Question	Average Response (1-5)	Min.	Max.
Question 1: What grade level are you?	NA	NA	NA
Question 2: I find the POW strategy easy to use.	4.0	3	5
Question 3: I find the POW strategy enjoyable to use.	3.7	3	5
Question 4: POW helped me develop my topic.	4.3	3	5
Question 5: POW helped me develop my sources.	3.7	3	4
Question 6: I will use POW in the future when developing topics in writing.	3.7	3	5
Question 7: I would rather use POW to assist in writing than not use it	4.0	3	5
Question 8: I find TREE easy to use.	3.7	3	4
Question 9: I find TREE enjoyable to use.	3.3	3	4
Question 10: TREE helped me develop my goal/thesis in my writing.	4.3	3	5
Question 11: TREE helped me develop the persuasion in my writing.	4.0	3	5
Question 12: TREE helped me develop the structure in my writing.	4.3	3	5
Question 13: I would rather use TREE to assist in writing than not use it.	3.3	3	4
Question 14: I will use TREE in my future writing assignments.	3.3	3	4

Open-ended questions. The survey also included two open-ended questions about the use of POW + TREE and how the strategy impacted the student's perceptions of writing. The first question asked, *how has using POW + TREE impacted your perceptions of writing?*

Participants answered the following:

Participant #1: It helped me write more and better and enjoy it.

Participant #2: It has changed how I think of how my writing will work as a whole.

Participant #3: I felt that POW was very helpful in establishing the idea of my story and how I could execute what I wanted to say properly. TREE gave me more structure in how I should organize my ideas and was very helpful in the conclusion as that is one part of writing I struggle with.

The next question asked, *what did you like and dislike about using POW + TREE?*

Participants answered the following:

Participant #1: I don't really hate it.

Participant #2: I liked how it made me reconsider my topic and set me up to write well. I dislike how it was a little inconvenient to use.

Participant #3: In some parts of using the method it felt a little restrictive as to how my ideas should be organized, but also that restriction was good to organize the story in a beneficial manner.

Summary

The purpose of the study was to develop strategies to help high school students with ADHD with developing successful writing skills along with providing strategies for structuring and providing details in a composition. The scores of each participant's Opinion Writing Story

with and without the use of an outline, along with a survey about the student's perceptions of writing when using POW + TREE were used to answer the research questions.

Opinion Writing Scores with and without use of POW + TREE. The first research question related how using an outline impacted the quality and organization of writing for the participants. Each participant's composite score improved in the second story when they used the POW + TREE outline strategy. Each participant increased their score in the organization strategy in the Opinion Writing Rubric (see Appendix B), along with other essential writing components including Attention to Audience and Grammar/Mechanics/Spelling

Opinion Writing Scores with and without use of POW + TREE by writing trait. All three participants increased their score in the Opinion Writing Rubric (see Appendix B) traits apart from Participant #1, who scored lower in the goal/thesis trait in the second story with the use of an outline. Participant 1 increased their writing traits score by 15.0%, Participant 2 increased their writing traits score by 14.5%, and Participant 3 increased their writing score by 21.1%.

Overall average writing trait score with and without use of POW + TREE. The largest improvement amongst the participants was in the Organization and Grammar/Mechanics/Spelling writing traits. As a group, Organization had a 38.1% average increase and Grammar/Mechanics/Spelling had a 25.0% average increase. The two areas with the lowest average were Goal/Thesis and Reasons of Support, which had a 3.6% increase and 6.9% increase in score, respectively.

Perceptions of Writing Survey. The second research question related to the impact a high school student with ADHD's perceptions of outlining in the writing process. Of the three participants, they all either felt neutral, agreed, or strongly agreed about the positive impact

POW + TREE had on their writing experience. The scores ranged from average of 3.3-4.0 using a 5-point Likert (Likert, 1932) Scale from “5” indicating “Strongly Agree” to “1” indicating “Strongly Disagree”.

Open-ended questions. Overall, all three participants stated positive impacts on their perception of using POW + TREE as an outline strategy. Their open-ended questions included details about the students feeling like the strategy helped them organize and write their opinion stories, along with how the strategy changed their way of thinking about their writing. Some stated that the outline strategy was restrictive and inconvenient in the opened ended questions.

Chapter 5

Summary, Conclusions, Discussion, and Recommendations

Chapter 5 provides a summary of the study including the purpose, research questions, literature review, methodology, and the findings of the study. This chapter also includes conclusions, a discussion of the results, and recommendations for further research and practice.

Summary

The purpose is to develop strategies to help high school students with ADHD with developing successful writing skills along with providing strategies for structuring and providing details in a composition.

This study is important because it extends the knowledge base of writing strategies to include data for high school students with ADHD, including the impact that using the POW + TREE outlining strategy has on a student's writing. The study may also provide insight into the perceptions of the value of using an outline to help with writing for high school students with ADHD.

The overarching research question for this study was: What is the impact of using POW+ TREE with high school students with ADHD? Two areas were conceptualized: impact on story writing and impact of perceptions of the writing process.

Research Questions

1. To what extent does using outlines impact the quality and organization of writing for high school students with ADHD?
2. To what extent does using outlines impact a high school student with ADHD's perception of the value of outlining in the writing process?

Literature Review

The literature review started off with a brief description of ADHD and the impact the learning disorder has on children. Barkley (2016) states that ADHD symptoms can include inattention such as failing to give close attention to details, making careless mistakes, struggling with organizing activities, and not finishing work. *The Diagnostic and Statistical Manual of Mental Disorders* states that people with an ADHD diagnosis have difficulty with organization of time and materials.

In fact, students with ADHD often struggle with reading and writing. In students with disabilities, 95% of participating students were at or below the basic level for writing performance. A study in 2000 found that 65.1% of students with ADHD showed significant issues with written expression. Ramsdell (2014) stated that most students with ADHD struggle with written language, especially expository, and that there is little research on strategies to help with this population in all grade levels.

The skills needed for effective writing, especially in persuasive writing include Organization, Goals/Thesis, Reasons and Support, Attention to Audience, Word Choice, and Grammar/Mechanics/Spelling. These elements are directly taken from national and state standards for the content area of English (The National Council for Teachers of English, 2013).

MacArthur (2009) stated that developers have been looking for ways to support writers in planning and revising for some time. He stated that outlining and graphic organizers or concept maps have been widely used in writing instruction, and that these strategies have proven value for general education students and students with learning disabilities. One outlining strategy that has been proven to be helpful for students with learning disabilities is the POW + TREE outlining strategy (Harris et al., 2001). The student went through each of the strategies including

developing a background knowledge, discussing it, modeling it, memorizing it, supporting it, and using independent performance. The final product showed that that the student understood the concepts and was able to develop a foundation of how to write a persuasive composition.

Many studies have been done on students using outlines when writing compositions, although there have been no studies to date that have been done on high school students with ADHD. deSmet et al. (2007) suggested that outlining can help with the high amount of mental effort used during writing by freeing up cognitive resources. Outlining can also decrease attentional overload by helping writers focus their attention on one piece of their writing at a time, which can enhance their composition.

Finally, Coombs (2017) developed a study to identify the effects of graphic organizers to identify a main idea and supporting details in informational text on students with learning disabilities. The study included eight sixth-grade students in a middle school. The results of the study found that the use of graphic organizers improved identification of main ideas and supporting details in a nonfiction text. Graphic organizers also improved comprehension of nonfiction texts. When graphic organizers were used, most participants improved their assessment scores. This study was useful in identifying strategies for middle school students with learning disabilities, yet there are still no studies that show the effects of graphic organizers or outlines for high school students with ADHD and writing skills.

Methodology

The population of this study consisted of three high school students with ADHD in a midwestern school. All three participants were enrolled in a journalism course. Two of the students were juniors and one student was a senior.

For two weeks, the participants were writing stories for the Opinion Writing unit. The students wrote two stories, one without the use of an outline and one story using the POW + TREE outlining strategy. The researcher used a quantitative approach comparing scores on stories (see Appendix A) with and without the use of POW + TREE using a rubric (Appendix B) for grading stories. The stories were graded using the Opinion Writing Rubric (see Appendix B) by three English teachers to ensure reliability and validity in the scores. The scores were developed by averaging the total of all the writing traits. An average of an average was not used to ensure an accurate score.

The students were given an Internet-based survey about the perceptions of writing (see Appendix C), using a quantitative approach by the researcher. The questions consisted of Likert-type items and two open-ended questions. The students were asked questions about the ease and enjoyment, helpfulness, and anticipation in using the POW + TREE outlining strategy.

For these questions, a basic interpretive approach was used (Merriam, 2002), to focus on the perceptions of individuals who had all shared the same experience of using the POW + TREE strategy. While this strategy was not specific to the approach used by Light (2001), although McLeod (2001) stated this approach is most reasonable for beginning qualitative researchers. By using this Basic Interpretive/Generic approach, the researcher identified the common experiences that participants found most prominent to define the nature of their experience using POW + TREE. Generic or Basic Interpretive methodologies “draw from phenomenology and symbolic interaction... [to understand] how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences” (Merriam, p. 38). This basic approach allowed a focus on how using POW + TREE impacted their writing and what they liked and disliked about the strategy.

Along with descriptive statistics, tables were developed to show the differences between the participant's writing with and without the use of an outline. A pivot table was used to discuss the differences between the scores of stories without and with the use of the POW + Tree outlining strategy, along with differences amongst the participants. These personal documents included a snapshot case study of each participant (Berg, 2004).

Along with descriptive statistics, a pivot table was used to show the results of student's perceptions of using POW + TREE as an outline strategy for the Likert-type questions in the survey. The median was reported. For the open-ended questions, Merriam's (2002) Basic Interpretive/General qualitative approach was used to gather data. Data analysis process followed the steps described in McLeod's (2001) Generic Approach. McLeod's strategy included reflection in the survey to allow the researcher to understand that their personal understandings could influence the study. Each participant was given two open-ended questions in the Perceptions Survey (Appendix C), (a) how has using POW + TREE impacted your perceptions of writing?, (2) and What did you like and dislike about using POW + TREE? After completing the survey, immersion in the data and phenomenon and arriving at a view of the phenomenon that was supported by the data meant reading through each participant's responses and re-reading those responses to identify ideas that participants had in common and how they differed. After reviewing the responses, common themes and differences amongst the participants were gathered to create a conclusion. Each commonality and difference were carefully examined. Finally, for the Generic approach, the data was reached to be certain that the insights that were developed were consistent with all three participants.

Findings

In Chapter 4, the data of this study were presented. Critical findings relative to each research question were as follows:

1. With regards to research question one asking to what extent does using outlines impact the quality and organization of writing for high school students with ADHD showed that participants increased their writing scores in the student's attention to detail, grammar/mechanics/spelling, organization, and word choice when using the POW + TREE outlining strategy. However, one participant lacked improvement in their goal/thesis and one participant remained the same in the reasons of support trait.
2. With regards to research question two asking to what extent does using outlines impact a high school student with ADHD's perception of the value of outlining in the writing process data showed that students found the POW + TREE outlining strategy easy to use, enjoyable, and helpful. However, participants found that the POW + Tree outlining strategy was restrictive and inconvenient.

Conclusions

The following conclusions are based on findings and data analysis of this study:

1. The use of POW + TREE outlining strategy has a positive impact on the writing quality and organization of a student with ADHD's writing.
2. The use of POW + TREE outlining strategy has a positive impact on the perceptions of using an outline in the writing process for high school students with ADHD.

Discussion

Using outlining and organizational strategies can be helpful when writing a composition, especially for students with ADHD. The organizational strategies can provide ways for students

to thoughtfully develop ideas and evidence to make their writing successful. Previous research has identified outlining strategies that improve a student's writing skills (deSmet et al., 2007; Graham, 2006; Harris, 2002; Hung and Van, 2002; Lienemann, 2006; MacArthur, 2009; Mason and Cramer, 2008). This research study offers and extends data that examined if using the POW + TREE outlining strategy impacted the quality and organization of writing and perceptions of writing for high school students with ADHD, whereas previous studies only offered data on elementary and middle school students.

The results of this study were supported by Harris' (2002) research on using POW + TREE as an outlining strategy to improve writing skills for students with learning disabilities such as ADHD. The participants saw an increase in overall quality of work, organization, and structure. The final product showed that that the student with ADHD understood the concepts and were able to develop a foundation for their opinion story. This data differs from Harris' (2002) research because it involved specifically high school students with ADHD, whereas Harris' data only showed results from elementary and middle school students with no learning disabilities or a variety of learning disabilities. The high school students with ADHD improved in the areas that were shown in Harris' (2002) studies such as organization and supporting information.

In this study, using the POW + TREE outlining strategy did have a positive impact on students with ADHD's quality and organization in their writing. The data showed that the strategy improved scores specifically in all participant's attention to detail, grammar/mechanics/spelling, organization, and word choice. This aligned with Harris et al. (2002) and Graham (2006) who showed that the POW + TREE outline strategy shows success in writing elements and quality, although Participant 1 did not improve on the goal/thesis writing

trait. The student struggled with developing a goal/thesis in without the use of an outline, but in the story with an outline did not have a complete goal/thesis. This may be that the student may forgot this element in their outline or writing altogether. The results also were supportive of Hung and Van (2002) who stated that using pre-writing strategies can result in higher performance in writing. Although Hung and Van (2002) did not provide specific writing traits and the prospective scores, this study showed specific scores for the areas on Organization, Goal/Thesis, Reasons of Support, Attention to Audience, Word Choice, and Grammar/Spelling/Mechanics.

Differing scores of each participant (see Appendix A) from each of the three English teachers most likely attributed different opinions and subjectivity in using the Opinion Writing Rubric (see Appendix B). Each English teacher teaches different courses such as freshman English, AP English, and Journalism; therefore, their expectations for quality of writing may have differentiated. The teachers read an example story that was not any of the participants opinion story and graded the story using the Opinion Writing Rubric (see Appendix B), although scores differed in some writing trait areas for Participants 1-3 (See Appendix A). It is possible that the teacher's should have received more training on scoring the rubric, or perhaps the attempt to develop interrater reliability was not strong enough.

As for the Opinion Stories, the topic for the first story and second story was different; therefore, the participant's scores could have differed based on their interest or the amount of research available on the topic. Topic ideas were given, although they were given a choice on what they wanted to write for their story. Although, the Opinion Writing Rubric (see Appendix B) was given to participants before writing both stories, so they were aware of the writing traits

that they would be scored on. This may be difficult to change in future studies because keeping the same topic may interfere with the data also.

Overall, the participants had different backgrounds and varying degrees of ADHD. For instance, Participant 1 (see Appendix I) struggled more with writing skills than the other two participants and has Asperger's. Participants 2 (see Appendix J) and 3 (see Appendix K) are both involved in accelerated English courses, although they still struggle with organization and structure in their writing. Due to these characteristics, the data may not be as reliable and could be strengthened by adding more participants to the study in the future to show the impact on the POW + TREE outlining strategy on a variety of students with ADHD.

The data in this study showed that the POW + TREE outlining strategy was mostly easy to use, was helpful, and that they would use the strategy in the future from the Survey of Perceptions (see Appendix C). Students that stated that the outline strategy was restrictive and inconvenient may have felt this way due to the nature of the outline breakdown. The outline was detailed and specific to writing on a persuasive topic (see Appendix F). This study helped support the study by Singleton & Filce (2015), which showed that graphic organizers, which are very similar to outlines, can reduce cognitive demands for students by providing them with visual representations with the most vital information needed for writing. The outlining strategy can also help the students by chunking the different parts of their writing. They also stated that graphic organizers can serve as a brainstorming tool to help students with learning disabilities to activate prior knowledge and to connect students to new information. The participants shared in their open-ended questions how the using the POW + TREE outlining strategy helped them establish the idea and structure of the story. Participant 1 found that the strategy made them enjoy the process of writing more and it helped them write more. These results are also

supported by Coombs (2017) who found that using graphic organizers, which are like outlines, are easy to use and can help identify main ideas and other supporting details.

Although the survey provided information regarding how the students perceived the POW + TREE outlining strategy, more questions could be asked. The open-ended questions provided the most detailed information. The students were able to be specific about what they liked and disliked about the strategy. When analyzing the data from the Likert-Scale (1932) questions, the researcher was unsure how the Participants felt about each numerical value. Participant 1 chose “Neutral” on all the responses, making it hard to gauge how they truly felt about the outlining strategy. Although, Participant 1’s open-ended responses inferred that they did find value in using the tool. Participants 2 and 3 had mostly positive responses about their perceptions of using the POW + TREE outline, although they both stated that the outline was restrictive and inconvenient. More detail on these negative aspects of the outline process would be helpful when planning for future outline use.

While looking at the composite scores, survey items, and two open-ended questions there was some conflicting data. For instance, on question 10 about whether the TREE helped them in developing their goal/thesis in their writing, the score was the highest on the Likert survey with a 4.3 out of 5. Although, the goal/thesis trait was the lowest percent changed. One explanation for this differing data would be the difficulty in the task of creating a goal/thesis. This is often a skill many students struggle with in their writing. Even though the students did not improve substantially, the survey suggests that TREE at least helped them strategize and organize their goal/thesis.

Most of the research found in the literature review were studies focusing on using outlines and writing strategies for students with either general learning disabilities or for all

students, especially in elementary and middle school students. This study was able to show more about high school students with ADHD and how the use of the POW + TREE outlining strategy impacted their writing and writing perceptions. Although more studies can be done with more participants, this is a start to showing how instructors can specifically help high school students with ADHD with writing by using outlining strategies.

In this study, the POW + TREE outlining strategy was an effective strategy to improve high school students with ADHD's writing quality and organization and perceptions of writing, which is like the studies of deSmet et al. (2007), Graham (2006), Harris (2002), Hung and Van, (2002) Lienemann, (2006), MacArthur (2009) and Mason and Cramer (2008) in students with no background of ADHD. Although more participants in a future study may provide more data analysis to show how the POW + TREE outlining strategy impacts more high school students with ADHD with a variety of backgrounds.

Recommendations for Further Research

The following recommendations for further research are suggested after the completion of this study. Several factors may have affected the results of this study or how they were interpreted and could offer recommendations for further research to improve generalizability and/or further investigate the effectiveness of dialogue journals.

1. The treatment in this research included three students. More participants would be ideal to collect more data.
2. A similar study should be conducted in more English courses in a span of a school year.
3. A further study should be conducted on the impact of quality teacher scores on the Opinion Writing Rubric (see Appendix B).

4. A study could be conducted providing more open-ended questions in the Survey on Writing Perceptions (see Appendix C) along with participant interviews.
5. A study could be conducted on students with other learning disabilities and the impact of using the POW + TREE Outlining Strategy.
6. Further research comparisons can be made in future studies such as adding a control group or by comparing students with ADHD's writing scores to students without ADHD.

Recommendations for Practice

The following recommendations for practice are suggested based on the findings of this study.

1. Teachers should consider using outlining strategies such as the POW + TREE outlining strategy to help students with ADHD improve the quality and organization in their writing.
2. The instructor could journal their thoughts, reactions and interactions during the study to include in their discussion.

Differences in quality teacher training could have been a factor on student's scores for each of the opinion stories, even after grading a story as a team and discussing each aspect of the Opinion Writing Rubric (see Appendix B).

Due to the low number of students, a limitation of the study is the results cannot be considered generalizable or reliable. In the future it is recommended that the researcher uses more participants and have geographic representation. The researcher should also provide more training to the teachers involved in grading the rubric to increase inter-rater reliability. A qualitative analysis may be the best type of study for the data collective, allowing more interviews with the participants. Despite these limitations, the study shows a positive impact of

using the POW + TREE strategy for high school students with ADHD and gives these students and their teacher's a possible strategy that can lead to their writing success.

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Appendix A
Scoring Table

Scoring Table

Instructions:

Stories:

Students will write an opinion story without using POW + TREE and write an opinion story with the use of POW + TREE. The stories will be printed, along with an Opinion Writing Rubric (see Appendix B) after they complete the stories.

Grading: After students have written the opinion stories, three English teachers will grade the stories based on the Opinion Writing Rubric (see Appendix B). The teachers previously graded a sample opinion story to compare scores with other scorers to increase inter-rater reliability of grading.

Record: After the teacher completes the grade, the scores for each participant will be recorded using the scoring table. Each story is graded out of 15 points.

Story without Use of POW + TREE

Participant #	Teacher 1	Teacher 2	Teacher 3	Composite Score
1	16	15	14	15
2	19	18	18	18
3	19	22	17	19

Story with Use of POW + TREE

Participant #	Teacher 1	Teacher 2	Teacher 3	Composite Score
1	17	10	14	14
2	23	23	17	21
3	23	23	23	23

Appendix B
Opinion Writing Rubric

Opinion Writing Rubric

Grading: After students have written the opinion stories, three English teachers will grade the stories based on the Opinion Writing Rubric (see Appendix B). The teachers previously graded a sample opinion story to compare scores with other scorers to increase validity of grading.

Record: After the teacher completes the grade, the scores for each participant will be recorded using the scoring table. Each story is graded out of 15 points.

Traits	4	3	2	1	Score
Organization	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.	There is no clear introduction, structure, or conclusion.	___/4
Goal/Thesis	There is one goal or thesis that strongly and clearly states a personal opinion and identifies the issue.	There is one goal or thesis that states a personal opinion and identifies the issue.	A personal opinion is not clearly stated. There is little reference to the issue.	The personal opinion is not easily understood. There is little or no reference to the issue.	___/4
Reasons/Support	Two or more excellent reasons are stated with good support. It is evident that a lot	Two or more reasons are stated, but the arguments are somewhat	1 reason is made but with weak arguments.	Arguments are weak or missing. Less than 1	___/4

	of thought and research was put into this assignment.	weak in places.		reason is made.	
Attention to Audience	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.	Argument does not seem to target any particular audience.	___/4
Word Choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited.	___/4
Grammar/ Mechanics/ Spelling	There are no errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling.	There are numerous errors in grammar, mechanics, and/or spelling.	___/4

Score: _____/24

Used modified rubric from National Teachers of English (2013) Persuasive Writing Rubric.

Appendix C

Survey on Writing Perceptions

Survey on Writing Perceptions

Definitions:

Outline: A document created to organize the information that will expand in a final product (deSmet et al., 2007).

POW Strategy: An outline strategy that helps the writer develop the topic.

TREE Strategy: An outline strategy that helps the writer develop the Goal/Thesis, persuasion, and structure in a composition.

Directions: Please take a few minutes to answer the following questions regarding your perceptions of writing and using an outline (POW + TREE) as a tool for writing.

Electronic Survey Link:

Survey: <https://forms.gle/jbnT3pvRvbYqx2Zo9>

Demographic Questions:

1. What is your grade level?

- a. 9th grade
- b. 10th grade
- c. 11th grade
- d. 12th grade

POW Questions:

Statements	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
2. I find the POW strategy easy to use.					
3. I find the POW					

strategy enjoyable to use.					
4. POW helped me develop my topic.					
5. POW helped me develop my sources.					
6. I will use POW in the future when developing topics in writing.					
7. I would rather use POW to assist in writing than not use it.					

TREE Questions:

Statements	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
8. I find TREE easy to use.					
9. I find TREE enjoyable to use.					
10. TREE helped me develop my goal/thesis in my writing.					
11. TREE helped me develop the persuasion					

in my writing.					
12. TREE helped me develop the structure in my writing.					
13. I would rather use TREE to assist in writing than not use it.					
14. I will use TREE in my future writing assignments.					

Open-ended questions:

15. How has using POW + TREE impacted your perceptions of writing?
16. What did you like and dislike about using POW + TREE?

Survey developed from Coombs (2017) in the dissertation/thesis on *The Effects of Graphic Organizers to Identify Main Idea and Supporting Details in Informational Text on Students with Learning Disabilities*.

Appendix D**IRB**

Date: 11-30-2021

IRB #: IRB-21-218

Title: The Impact of Using POW+ TREE with High School Students with ADHD: Story Writing and Perceptions

Creation Date: 10-26-2021

End Date: 11-29-2022

Status: **Approved**

Principal Investigator: Garreth Zalud

Review Board: USD Institutional Review Board

Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved
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Appendix E
District Permission Request



December 3, 2021

TO: Katie Kroeze



RE: Application to Conduct Research

Dear Katie Kroeze,

Based on my review of your research proposal, I give permission for you to conduct the study entitled The Impact of Using POW + TREE with High School Students with ADHD: Story Writing and Perceptions in the [redacted]

[redacted] understand that the data that is collected will be reported in aggregate form without identifying information from the district.

The [redacted] reserves the right to withdraw from the study at any time if our circumstances change. I understand that you will not be naming our organization in the published project report.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of Katie Kroeze's supervising faculty/staff without permission from the University of South Dakota's IRB.



Note: Boxes were used to cover information regarding the school district to keep anonymity in the study.

Appendix F
POW & TREE Strategy

POW + TREE Outline Strategy

Leading Information: After students write an opinion story without a rubric, they will learn the outline strategy of POW + TREE. The instructor will teach the skills of using the POW + TREE strategy before the student begins. After completing the outline, students will be directed to write their story in a story format. Requirements include using a headline and the story must be approximately 350 words.

Standards:

11.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

11.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

11-12. W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

11-12. W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.

11-12. W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12. W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12. W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12. W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12. W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the

flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12. W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Objectives:

Develop an outline for an opinion story using the POW + TREE strategy.

Opening/Hook:

1. Have students discuss with a partner their strategy to brainstorm and begin a story.
2. Have them share with 2 new people their strategies.
3. Have 5 students share out what strategies they use to the rest of the class.
4. Move into sharing with students that there are many outline strategies, and many can help with organizing information. One in particular that is useful is the POW + TREE Strategy.

Direct Instruction:

1. Students are guided to open the POW + TREE outline provided to them electronically through Google Classroom.
2. Explain how there are two parts to the strategy. POW is the part of the outline that pushes the writer to brainstorm a strong topic and how to develop that topic. The second part is the TREE aspect, which is the actual outline. This will help the student develop the details and structure of the story.
3. **Start teaching the POW Strategy:**
 - a. **Pick my idea:** Explain that your topic is the most important part. Choose something that you and others will be interested in.
 - i. Will this topic allow the writer to find multiple sources? Will the topic engage readers? Is the topic relevant and timely?
 - ii. Share places that students can find topics.
 1. Newspapers (Opinion sections)
 2. Think about issues/persuasive topics in your school and community.
 3. Look at other high school student's opinion stories.
 - b. **Organize your notes:** Explain how there should be a good way that the students organize their notes. This outline is a great place, but how will they organize the sources they find?
 - i. Tell the students ways they can organize their notes.
 1. Keep track of sources by putting links into a document.
 2. Type in information that you would like to use.
 3. Keep track of the authors and dates of the sources.
 - c. **Write and say more:** This is where you will guide the students to start writing their outline.
 - i. Explain that the student will only write shorten parts to their writing in the outline. They do not need to write long paragraphs.
 - ii. They should also have at least 2 sources to support their information.

- iii. The story will eventually be 350+ words.
 - 4. Start teaching the TREE Strategy.
 - a. **Topic Sentence:**
 - i. Explain how this gives a stance on what the topic is. What do you believe and why is this topic important?
 - b. **Reasons (3 or more)**
 - i. Give 3 or more reasons why you believe the way you do. Make sure it is supported by at least 2 sources.
 - c. **Explain Reasons:**
 - i. Give details to each of your reasons.
 - ii. This could include facts/stats/quotes.
 - iii. Make sure you use reliable sources. If the sources are not reliable, the reader may not believe you or find the information supportive enough.
 - d. **Ending:**
 - i. Let the reader know what is next.
 - ii. Is there a solution or a direction we should take?
 - iii. Make sure you do not leave your reader's hanging or end to story abruptly.
 - 5. **Guided Instruction:**
 - a. Guide the students to start with the POW Strategy.
 - b. They should complete the POW part of the assignment by tomorrow so that they can begin researching and writing their outline.
 - c. The next day, allow students to complete the TREE Strategy part of the assignment.
 - d. The next day, give reminders about the structure and word count of the story. Guide them to use their outline to start writing their opinion story.
 - e. The story will be due in two days.
 - f. Advise students edit and revise their story before turning in the story.

Closing:

1. At the end of the lesson on POW + TREE, have students share with one person one takeaway or thing they learned today.
2. Have 5 students share with the rest of the class.

Assessment:

1. Students will be assessed on their use of outlining by their final writing assignment. They will be graded using an Opinion Writing Rubric (see Appendix B). Scores will be compared to their story without the use of an outline (see Appendix A).

Follow-up:

1. Students will take a survey (see Appendix C) on their perceptions of writing that focuses on the use of using the POW + TREE outlining strategy.

POW + TREE: (Share this with the students to use)

I. POW:

- A. Pick my ideas (i.e., decide what to write about)**
 - i. Topic
 - B. Organize my notes (i.e., develop an advanced writing plan)**
 - i. What are some sources that you could use to back up your topic?
 - C. Write and say more (i.e., expand the plan while writing)**
 - i. Complete the TREE outline to help organize information
- II. TREE:**
- T: Topic Sentence (Tell what you believe)**
- A. Thesis or Purpose:
- R: Reasons: (3 or more)- Why do you believe this? Will my readers believe this?**
- A. Reason 1:
 - B. Reason 2:
 - C. Reason 3:
- E: Explain Reasons- Say more about the topic.**
- A. Explain Reason 1:
 - B. Explain Reason 2:
 - C. Explain Reason 3:
- E: Ending (Wrap it up right!)**
- A. Restate Thesis
 - B. What now?

Used modified POW and TREE Strategy from Harris et al. (2002) from *POW Plus TREE Equals Powerful Opinion Essays*.

Appendix G
Rubric Reference Chart

Rubric Reference Chart

Trait Item	National Teachers of English (2013) Persuasive Writing Rubric
Organization	X
Goal/Thesis	X
Reason/ Support	X
Attention to Audience	X
Word Choice	X
Grammar/Mechanics/Spelling	

Appendix H
Survey Item Reference Chart

Survey Item Reference Chart

Item Number	Demographics	Ease and Enjoyment	Helpfulness	Anticipation in Using
1	X			
2		X		
3		X		
4		X		
5			X	
6			X	
7				X
8		X		
9		X		
10			X	
11			X	
12			X	
13				X
14				X
15		X	X	X
16		X	X	X

Appendix I
Participant #1 Stories

1st Story- Without Use of Outline by Participant #1

Halo Infinities return to form

A 20 year old game franchise returns with Halo Infinite's campaign where the Master Chief is faced with a threat bigger and far more dangerous than the flood ever were. With new foes, and old foes Master Chief dives onto Zeta Halo with the goal of reconstructing the UNSC and stop the banished from control of the ring, with Halo Infinities being Halo's most incredible and expansive story yet it's also the game that fixed the past 7 years of Halo. This game fixes all the art style and questionable story choices that 343 has taken in the past few years and softly reboots them with a all new style and it patches up the old story nicely, while also correcting there past mistakes with the game franchise they also have added all new creatures, abilities and features such as one of the best new features boss fights. "Each boss fight will keep you on your toes, and in total, Infinite features Halo's best implementation of them yet." - Ryan McCaffery, IGN. Boss fights have given Halo Infinities a all new wave of challenges and also have created a new found sense of intimidation, while playing through Halo's story on max difficulty i often found myself dreading and constantly being prepared for every corner worried a boss fight would occur. And while some bosses are bland, throw away and shoot them until they die, most boss fights have build up and tension, often having the boss's stalk you and follow you around Zeta Halo as you progress through the ring. Halo infinities main thing even after all the new features, ring world, and foes is actually what the fans have wanted for the past 7 years. Halo Infinite manages to return to the franchise and remain nostalgic but also fresh at the same time, Halo Infinite is the perfect blend of old and new and I personally couldn't be happier. "It's clear that if Microsoft and 343 Industries wanted Halo to be successful again, future titles needed to respect the legacy and

formula that made Halo so special to begin with. However, it also had to offer something fresh that would attract the attention of new and veteran audiences alike. It's an unenviable challenge, but it seems 343 Industries has risen to meet it with its ambitious new campaign that navigates that narrow middle ground between new and old.” - Brendan Lowry, Windows Central. After playing Halo Infinite's story two times in the past four days I can confidently say that Halo Infinite has succeeded in creating a new Halo game that blends old and new, it's a game that offers a expansive world to explore, countless unique enemies, boss fights, side quests, and a super engaging story all from the courtesy of 343 industries. Halo Infinite in personally my number one pick for 2021's games and is a game that is well worths anybody's time.

Word count: 483

2nd Story- With Use of Outline by Participant #1

Minecraft the game of Infinite Possibilities

Minecraft is a game most of us are familiar with, it's a game that most teenagers today grew up with and a game where kids, and adults all enjoy the same thing but why is that? Minecraft offers an infinite sandbox and an infinite and yes I mean an infinite world to explore and build on. Players often use minecraft as a platform for videos, art, and story telling as many creators have managed to gain millions of views all because of Minecraft. And one of the main if not the reason Minecraft is so successful is YouTube. "The reason why *Minecraft* has been so successful on YouTube is because YouTube videos are a way to tell stories," she says. "So then when you have *Minecraft*, and you can tell any story you want in a *Minecraft* world, it's a big reason why we have so many people creating *Minecraft* content." - Ash Parrish, The Verge. With just recently Minecraft having reached over one trillion views on YouTube it's without a say that Minecraft is the most popular video game to date. Minecraft has managed to keep a fanbase, keep updates rolling out to the public, they have been able to do what's right for the fans and not themselves and unlike most games these days Minecraft is not a cash grab.

Minecraft offers so much, with no in-game microtransactions and zero paywalls. You can build anything you want and some people have gone so far as to build small computers in minecraft.

Despite having launched well over a decade go, Minecraft has proven itself to have incredible staying power. Especially during last year's lockdowns, more and more people, children, teens, and adults alike, are spending time on one of the game's many servers — and they're getting more creative than ever." - Victor Tangermann, The Byte. Minecraft offers unlimited possibilities, the only limit is the player's imagination. From just being a simple block

game with considerably low graphics compared to other games, Minecraft is still a tough competitor to beat in the gaming world. It is known by almost everyone in the gaming world and is highly regarded upon to be one of if not the best video game of all time.

Word Count: 379

Appendix J
Participant #2 Stories

1st Story- Without Use of Outline by Participant #2

It goes over the nose

Throughout 2020, public guidelines have changed exceedingly. From social distancing to constant hand cleaning, but one of the most immense changes in society is wearing facemasks. Masks are required or recommended in many places such as stores, schools, and other public places. Some are well adapted to the new rules, others refuse to follow them.

During the school day, I took into account how many people were wearing their masks correctly in each class. The lowest percentage being 27% and the highest being a whopping 43%. Most people had their mask under their nose and or mouth, but others simply did not wear one at all. [The CDC](#) states that “Masks are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air... this is called source control.” Wearing a mask prevents the most common way of spreading the coronavirus. According to [Bryan Health](#), “individuals with COVID-19 can be symptom-free for up to five days, not realize they are carrying the virus and spread it to others more at risk than themselves.” An individual may not feel sick, but some cases are asymptomatic or symptoms may not appear until a later time. [Bryan Health](#) also states in a graphic that the “risk of spread when wearing a mask is very low.” The main way we can minimize the spread is to correctly wear a mask.

With new close contact guidelines in place, according to the [Argus Leader](#), “The new regulations would allow close contacts to return to school in the event both parties were wearing masks at the time of the potential exposure.” There are consequences to incorrectly wearing a facemask, one of them being a 14-day quarantine in case of the individual testing positive.

If everyone would do their part and put in the effort to change, it would result in a quicker recovery from the virus which has stolen eight months of our “normal” lives. Instead of

attempting to go back to how things were before the outbreak, as a community, everyone should be striving to create a new safer “normal.” Not only for the people at risk but also for the world as a whole.

As we attempt to navigate through the difficult time we are living in, it is best to just be considerate of others. COVID-19 will pass, but correctly wearing masks will speed up the process. To protect others, everyone should find an approved mask that is comfortable for the individual and overall do the right thing. And remember, it goes over the nose.

Word Count: 429

2nd Story- With Use of Outline by Participant #2

The reality of ADHD

3.3 million children between the ages of 12 and 18 have been diagnosed with ADHD according to a study performed in 2016 by the CDC. I am one of the 3.3 million.

ADHD, or Attention Deficit Hyperactivity Disorder is a mental disorder in which symptoms can include lack of focus, hyperactivity and impulsivity. Although a greater population are diagnosed at a young age, there are also many who have been diagnosed later in their childhood and even in adulthood, but diagnosis later on in life is less common. Individuals with ADHD can also be referred to as “neurodivergent,” concluding that their cognitive process and brain type differs from those who do not have ADHD. Neurodivergent brains process information differently than non-neurodivergent brains tend to and often can be written off as laziness or poor work ethic, but these statements are often false. Teenagers with ADHD are often written off to be lazy and incapable of functioning at the same level as individuals who do not have ADHD, but looks can be deceiving.

In March of my freshman year, the entire world drastically shifted into lockdown due the COVID-19 pandemic, and if I thought school was difficult prior to turning to remote learning, I would be in for a wild ride. The two months lingered on for what seemed like years; each day a carbon-copy of yesterday. For several hours a day, I would stare at the computer screen blankly as if I was waiting for the assignment to do itself, some days accomplishing nothing at all. The lack of structure sent me into an endless spiral with the absence of any sort of drive for productivity, resulting in not only a decline in my educational progress, but additionally a diagnosis with ADHD in June of 2020. Following the diagnosis, everything seemed to make sense again. I finally felt like I had the explanation to many unanswered questions I had about myself and my internal thought process. I no longer questioned why the way math was taught in school was different from how my brain processed it, or the reason I would be obsessed with a specific hobby and drop all others, or why responding to a text message felt like a painfully impossible task. I finally felt like I understood myself. But since I knew these things now, why did I feel inclined to hide them, even though they had always been there? Many individuals diagnosed with ADHD

often subconsciously “mask” their symptoms as a way to “fit in” and be presented as if they were not living with ADHD, but their symptoms are only covered externally. Masking can be destructive to an ADHD mind because often masking includes attempting to imitate the actions of others and it becomes easier to lose touch with the reality of who they are in comparison to who they are trying to be, all in an effort to feel more accepted socially. Although on the outside one may mask their ADHD, it is far more difficult to cover up internal and cognitive effects.

When portrayed in the media, ADHD in itself often consists of lack of focus, constant bouncing off the walls being a disruption in the classroom and in other settings where it may be inappropriate and although in some cases this may be true, it is a stereotypical view causing detrimental effects. ADHD is only seen as the “hyperactivity” aspect due to the lack of knowledge on the subject, creating a face of ADHD different from reality of those who experience symptoms first-hand, enhancing the stigma behind the disorder. Deceitful portrayal of ADHD and the behaviors of those diagnosed are one of the main factors that lead to masking and neglect of proper diagnosis and treatment. There is great importance in enhancing the perception of ADHD to a more realistic representation of the disorder itself in order to lessen the stigma those experiencing the disorder receive and bring about more knowledge to the public eye.

Another effect of the immense stigma is overlooking the positive traits neurodivergent minds hold. Those with ADHD often experience hyperfocus, dialing on a specific task with determination to complete it, a very beneficial skill in the workplace. In addition, neurodivergent minds are often more creative as they view the world differently. These are very few of the many advantages which ADHD minds bring to the table. Pediatric Neurologist Max Wiznitzer emphasizes the positive impacts of neurodivergence and the importance of addressing them in addition to the downfalls.

“If the negative impacts of the behavior far outweigh the positives, then you're never going to see the positive aspects,” said Wiznitzer.

After establishing the reality of ADHD, how can we strive to kill the stigma behind ADHD and be more inclusive in the classroom, workplace and society as a whole? There is great importance in

learning the truth of ADHD in comparison to the view of society and additionally revealing the perspective of both positive and negative aspects of neurodivergence to allow society room to grow to bring about acceptance to the ADHD community.

Word Count: 845

Appendix K
Participant #3 Stories

1st Story- Without Use of Outline by Participant #3

Hemp: The plant of the future

Hemp is, in short, a miracle plant. It is a renewable energy source for electric cars. It is an eco-friendly replacement for plastic and concrete. It is an ingredient in papers, fabrics, medications and more. On top of all of that, hemp is easy to grow, being pest resistant and is able to tolerate a large variety of climates and soil qualities. With all these factors in mind, one would imagine that hemp is being produced just as much as other crops, however this is not the case. The reason for this is hemp's unruly, more infamous, stoner cousin marijuana.

Let's get this out of the way. Hemp is not a drug. The legal definition of hemp defined in the *Agriculture Act of 2018* as cannabis containing 0.3% or less THC. THC is the chemical in marijuana that makes it psychoactive. For reference, the median thc levels in marijuana products is about 3.5%, meaning that 0.3% is practically irrelevant. However despite this, hemp has still suffered from the negative stigma associated with marijuana, but this wasn't always the case. Hemp has been produced in the United States ever since 1606, and was just as popular to be produced as tobacco and cotton. This may come as a surprise as hemp is almost never mentioned when looking at US history, however, it has always played an important role. Hemp was considered one of the essential crops and was even required to be grown by farmers as a staple crop. It was easy for the founding fathers to see the obviously extensive uses for hemp, with George Washington growing it himself. The hemp's reputation continued to spread throughout the industrial revolution with Henry Ford even manufactured a car that was for the most part made of and ran on solely on hemp in the 1930's. The prospect of a car that could be practically grown from the ground seemed too good to be true, but such as is the case with many hemp uses, it wasn't. This car would have been a fully renewable cost efficient form of transportation even more effective than the electric cars of time. This car did not come at the cost of efficiency either. The siding of the car was made out of hemp plastic and was ten times stronger than the steel being manufactured at the time, and the hemp based fuel was just as effective as gasoline. So what happened to abruptly halt the progress of hemp products? What

caused the progress of countless ideas that could have potentially completely redirected the United States impact on the climate to halt all together? Well, in 1937, the Marihuana Tax Act was passed causing the plant's popularity to plummet, and with it, one of the most untapped forms of renewable energy.

The Marihuana Tax Act did not ban the usage of Marihuana or Hemp and instead imposed a penalty of up to 2000\$ (37,917\$ today) and five years in prison to any vendor who did not register under the IRS and pay a new heavy tax on cannabis related products. This act was the nail in the coffin for hemp manufacturers. The gasoline industry had already been lobbying for years to keep the taxes on plant oils and alcohols high and taxes on gasoline low. This additional tax on the industry made it significantly harder to turn a significant profit off of hemp and many vendors turned away from hemp all together instead pursuing more profitable industries. Henry Ford was still able to make a working model of his car that lived up to all of the promises he made, however it simply was no longer reasonable for these cars to be mass produced. The Marihuana Tax Act was later overturned in 1969, but the damage to the industry was already done. At this point there was no way for the few hemp vendors who remained to try and compete with the gasoline industry that had skyrocketed to the top while hemp was being shot down. Additionally, the new stigma against marijuana was incredibly strong, and so naturally hemp's relation to it made people immediately against buying any product that contained even a trace of the plant.

So, what all can hemp be used for? Well, in short, practically everything. Some of the most common uses for hemp are using it to make clothing, makeup, rope, paint, detergent, soaps, and lighter oil. Hemp is also used in certain medications to treat arthritis, insomnia, hypertension, malaria, stress and more, however there is still a lot of work to be done on the actual medicinal uses for the plant. But the uses that truly make this plant a miracle in my eyes are its ability to be made into a concrete alternative (hempcrete), a renewable fuel source and a 100% biodegradable plastic. Hemp takes all of these incredibly utilized products and only improves on them. Hempcrete is a less environmentally impactful alternative to concrete that serves as a great insulator, is resistant to mold growth, and is lighter and therefore easier to transport than traditional concrete. Hemp is a more accessible renewable energy source than the leading methods and has been shown to be effective since the 1700's. Hemp plastic is non toxic,

biodegradable, and just as utelizable as plastic meaning that it could be used in anything that plastic is used in, which is practically everything.

Today renewability is one of the most valuable characteristics a product can possess. In a world being torn apart by melting ice caps and littered with waste, materials like hemp that can be used to produce safe, harm free products are a necessity. Hemp is quite possibly one of the greatest untapped resources around, but it is not being treated as such. This year the *IPCC* released a report that showed that many effects of climate change are simply irreversible such as the rising of sea levels. Some effects can still be circumvented, but the US and the rest of the world will need to really crack down on renewable resources such as hemp. Unfortunately, an explosion of hemp products doesn't seem likely. 2021 has not been a good year for hemp. Since june of 2020, hemp licenses issued are down 8% and the acres registered for outdoor production is down 55% according to a statewide inquiry done by *Hemp Benchmarks*. A large part of the reason hemp continues to remain unpopular is due to the continued unnecessary regulations given to hemp, but not other mainstream crops. Unfortunately, it looks like hemp production will be at its lowest since it's national legalization in 2018. Climate change is often purported as a nearly unsolvable issue and while it is incredibly difficult to fight back against global warming, a good place to start would be undoing the unnecessary regulations of our past and move those regulations to the resources that are actively destroying the earth. Until that happens, it seems that hemp will continue to be marihuana's underappreciated, overlooked cousin.

Word Count: 1,166

2nd Story- With Use of Outline by Participant #3

The self-destructive tendencies of journalism

Journalism in the United States is under attack. Never more in our nation's past has the legitimacy of news been questioned to such a degree. With allegations of "Fake news," being thrown around left and right, it's easier than ever to question every opinion that contradicts your own. It creates an us versus them mindset that pits wealthy versus poor, left versus right, in a pursuit for all sides to find some form of affirmation towards their views. This mindset is only furthered by the extreme headlines that seem to represent 95% of news. Yes, journalism is under attack, but not by those you may think. It's true that politicians are attacking news sources who go against them and it's also true that all sides of the political spectrum are quick to condemn news sources in their entirety for going against even one aspect of their views. However the majority of the battle against journalism is fought by journalists themselves, their weapons being fear mongering and misinformation. In reality, this is a war with no opposing sides and viewpoints, just a lot of people yelling.

How did we get here? I think it's important to ask how the current state of journalism in the U.S became what it is. Although this seems like a uniquely modern problem, the deterioration of the validity of news has been eating at the United States for quite some time. An easy place in time to point to as the beginning of this disease would be the spread of yellow journalism in the 19th century. During this time leading up to the Spanish-American war, it was found that by manufacturing extreme and exaggerated headlines, the sale of newspapers would increase. The target of these misleading headlines was almost universally Spain, who were fighting to maintain control of Cuba at the time. The only stakes the U.S really had in this conflict was the fear of American owned sugar cane plantations being harmed in the struggle, however the press was able to make this an issue of national pride for American Citizens. The

natural climax to this occurred upon the explosion of U.S naval ship “The Main.” This horrific explosion killed all those on board. This tragedy was then exploited by news sources that claimed that the explosion was caused by a water mine planted by Spain. The public outcry that followed was enough to push the US to declare war on Spain, despite the fact that a later investigation found that the explosion was caused internally.

I feel that more often people tend to focus on the politics of journalism. If you were to look at all news sources, you’d be quick to discover certain trends. Both news media on the left and right will complain about the same things: Fake news and censorship. Arguably two sides of the same coin. The apparent output of falsehoods and the censoring of the truth. But then who’s right? Well, both, and neither.

I think we often think of this attack on journalism as something harmful to news sources, but this isn’t really the truth. Arguably one of the main targets of these accusations of misinformation is the most popular news network, FOX news. Despite this, FOX’s profits increased to \$567 million. No matter what you believe or who you trust, you’ll find that there is a group of like minded individuals who share the same values. Often these groups are able to find representation in at least one mainstream news source. These hubs of opinion then will generally work to create rage against the other side and to further radicalize their audience so that they are more likely to continue placing their trust in that source. This process, also called fear mongering, is especially prevalent today. Take for example topics such as the war on Christmas, the war on masculinity, and critical race theory. These issues have no real basis in fact, but are still quite attention grabbing. Whether any given person agrees or disagrees with each of these topics, they most likely have a strong opinion towards them. Those strong opinions will lead

them towards people and news sites that match those views, furthering their own beliefs and hate for the other side along the way.

I've largely addressed these problems in the context of network news media thus far, however those sites exclude a large group of people, mainly younger people. If you were to talk with politically minded people from younger generations, you'd likely find that they prefer social media sites for news instead of the broadcasted news hubs that older generations prefer. They've effectively swapped MSNBC, CNN, and FOX for Twitter, YouTube, and TicToc. The spread of misinformation and fear mongering is arguably a bigger problem on these networks simply due to the fact that they are producing a larger variety and amount of content for their audiences to consume. Additionally, specific personalities have found it much easier to succeed on these networks, leading many people to prioritize the likability and digestibility of their news sources to the actual content of their views. Take for example creators such as Hasan Piker and Stephen Crowder. Two people who are polar opposites in terms of their viewpoints, but quite similar in their appeal to the younger generations. This higher accessibility and exposure to various opinions is both a good and bad thing. Although it means our youth is likely the most educated in our country's history, something that leads to the current injustices present in our world, this radicalization can also lead to extreme action.

There is a concept present on social media called "The Alt-Right Pipeline." This term defines the process of radicalizing viewers further and further right. I believe that this apparent pipeline is a perfect example of the simple process that is radicalizing today's youth. The alt right pipeline specifically seems to target young, straight, white men specifically. These victims of the pipeline tend to have some form of resentment towards the world around them. The content creators involved in this process in return offer an answer to this problem. You can't find

a girlfriend? It's not you, it's the changing gender norms and feminism that are to blame. People have begun to call you privileged? Don't worry, you're not, you just live in a world that hates straight, rich, white, people such as yourself. This mindset is easy to digest, and serves to confirm the feelings these people may have already felt. The problem is this pipeline then is able to lead people down an increasingly hateful road, fueling hate against those different from you while also filling the pockets of those spreading that hate.

For a specific example of this process in work, I'd like to talk about one influencer in specific by the name of Jordan Peterson. Peterson is in my opinion one of the most mainstream and appealing of the journalists contributing to this problem. His main talking point is in my opinion a very acceptable and good one. He encourages "Cleaning your room," and suggests that improving yourself is what leads to success. Though the seeming reasonability of this statement, it's implications become clear when hearing other elements of Peterson's rhetoric. One specific example of this comes from Peterson's opinions on sexual harassment in the workplace. After initially agreeing that sexual harassment exists in this capacity in an interview with VICE news, he begins to deviate from reasonable opinion. Peterson argues that the best way to decrease this harassment would be for women to make changes, not the men harassing them. "Why do you make your lips red?" Peterson asks. "Because they turn red during sexual arousal. Why do you put rouge on your cheeks? Same reason."

The reality of mindsets such as that of Peterson's is that it relies on the fact that everyone gets what they deserve, so if they get harassed, get oppressed, or get exploited, that's a natural effect of something that they have done. This return to social darwinism effectively takes the blame off those doing the harassing, oppressing, and exploiting who tend to coincidentally be those that make up his audience.

This sort of radicalization is what's truly worrying about this trend away from the truth. In a reality where the whole world seems to be on the brink of collapsing at any time, people are naturally desperate to find some form of comfort and stability. This is what tends to cause people to grow more apathetic towards the validity of their beliefs and news, however, blaming the consumers for believing what they're told. The responsibility should be on the news networks to solve this problem that they as well as the privatization of news have created. They should point out and stop contradictions and misleading elements present in the media they produce, however, without any real fiscal reasons to make this change, it's hard to be optimistic that these changes will occur. Until then, it's on the journalists themselves to fight against the corruption present in their industry and try to convert it into what it's always meant to have been, and industry to highlight the truth and injustice present in society and advocate for it's change.

Word Count: 1,537