School Counselors' Strategies Supporting Vygotsky's Theory and Affecting Behavior of Hispanic English Language Learners (ELL) with ADHD in Second Grade

Margarita Santamaria
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School Counselors’ Strategies Supporting Vygotsky’s Theory and Affecting Behavior of Hispanic English Language Learners (ELL) with ADHD in Second Grade.

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

Lynn University

By

Margarita Santamaria

Lynn University

January 14, 2009
School Counselors' Strategies Supporting Vygotsky's Theory and Affecting Behavior of
Hispanic English Language Learners (ELL) with ADHD in Second Grade.

Margarita Santamaría

Lynn University, 2009

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APPROVAL OF DISSERTATION

School Counselors’ Strategies Supporting Vygotsky’s Theory and Affecting Behavior of Hispanic English Language Learners (ELL) with ADHD in Second Grade.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TABLE OF CONTENTS</td>
<td>ii</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td></td>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION TO THE STUDY</td>
<td>Background of the Study</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Overview of Research Methodology and Research Questions</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Significance of the Study</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Limitations of the Study</td>
<td>15</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW, THEORETICAL FRAMEWORK, AND RESEARCH QUESTIONS</td>
<td>Review of the literature</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Review of the Literature</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ADHD Definition, Characteristics, Diagnosis, and Treatment</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Current trends in Interventions for ADHD</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Teachers' knowledge of ADHD</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Hispanic and ELL population</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>School Counselor's Role in Elementary School</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>School Counselor's Role with ELL/ADHD students</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Vygotsky's Sociocultural Theory</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Legal Issues</td>
<td>39</td>
</tr>
<tr>
<td>CHAPTER III: RESEARCH METHODOLOGY</td>
<td>Research Design</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Methodology and Procedures</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Researcher role</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Setting</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Gaining Entrance</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Sampling</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Ethical Considerations</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Research Questions</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Data Collection</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Field Notes</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Data Analysis</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Reliability</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Validity</td>
<td>49</td>
</tr>
<tr>
<td>CHAPTER IV: ANALYSIS OF DATA</td>
<td>Synthesis</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>SYNTHESIS, CONCLUSIONS &amp; RECOMMENDATIONS</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>Synthesis</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>138</td>
</tr>
</tbody>
</table>

---
# REFERENCES
# BIBLIOGRAPHY
# APPENDIX

| A. Lynn University Institutional Review Board Approval Letter | 156 |
| B. School District Research Review Committee Approval Letter | 157 |
| C. Permission letter to Interview School Counselors | 159 |
| D. Consent Form for Interview | 160 |
| F. Guided Interview | 163 |
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Time line of Data Collection</td>
<td>53</td>
</tr>
<tr>
<td>Table 2</td>
<td>ESOL School Counselors Comparison of Demographic Profile, School and Office Setting</td>
<td>69</td>
</tr>
<tr>
<td>Table 3</td>
<td>ESOL School Counselors’ Perceptions and Strategies</td>
<td>71</td>
</tr>
<tr>
<td>Table 4</td>
<td>ESOL School Counselors’ Opinion of Vygotsky’s Theory Support</td>
<td>77</td>
</tr>
<tr>
<td>Table 5</td>
<td>ESOL School Counselors’ Perceptions of ELL/ADHD Students, and Strategies Used</td>
<td>80</td>
</tr>
<tr>
<td>Table 6</td>
<td>General School Counselors Comparison of Demographic Profile, School and Office Setting</td>
<td>99</td>
</tr>
<tr>
<td>Table 7</td>
<td>General School Counselors’ Perceptions and Strategies</td>
<td>103</td>
</tr>
<tr>
<td>Table 8</td>
<td>General School Counselors’ Opinion of Vygotsky’s Theory Support</td>
<td>107</td>
</tr>
<tr>
<td>Table 9</td>
<td>General School Counselors’ Perceptions of ELL/ADHD Students, and Strategies Used</td>
<td>110</td>
</tr>
<tr>
<td>Table 10</td>
<td>Across-Case Comparison of Demographic Data</td>
<td>112</td>
</tr>
<tr>
<td>Table 11</td>
<td>Across-Case Comparison of schools data</td>
<td>114</td>
</tr>
<tr>
<td>Table 12</td>
<td>Across-Case Comparison of School Counselors’ Perceptions and Strategies</td>
<td>117</td>
</tr>
<tr>
<td>Table 13</td>
<td>Across-Case Comparison of School Counselors’ Opinions of Vygotsky’s Theory Postulates</td>
<td>121</td>
</tr>
<tr>
<td>Table 14</td>
<td>Across-case comparison of school counselors’ opinions of Vygotsky’s theory support</td>
<td>123</td>
</tr>
</tbody>
</table>
This study is proposed due to the growing population of Hispanics and English Language Learners (ELL) in United States schools, the need for research on the prevalence of Attention Deficit Hyperactivity Disorder (ADHD) on Hispanic population, in particular on ELL students diagnosed with ADHD, and the privileged position of school counselors to assist ELL students with ADHD.

The purpose of this qualitative, phenomenological study is to identify school counselors’ strategies supporting Vygotsky’s theory and affecting behavior of Hispanic English Language Learners (ELL) with ADHD in second grade.

Guided in-depth interviews, will be utilized with ten school counselors (five English Speakers of Other Languages ESOL school counselors and five general school counselors) in order to answer the research questions: (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade support Vygotsky’s sociocultural theory?

The answer to these questions will assist school faculty, counselors, and parents when the need for effective and feasible strategies to help ELL students with ADHD students arises. At the same time, the study can serve as a base for multicultural training for the professional development of school counselors.
CHAPTER I
INTRODUCTION TO THE STUDY

Background to the Study

The Hispanic population is the largest and fastest growing population in the United States, (U.S. Census Bureau, 2003; Pew Hispanic Center, 2006; Sparks, 2005). One in every eleven students is an English Language Learner (ELL) (Menken & Look, 2000), and it is expected that by the year 2030 Hispanic students will constitute 25% of the total school population (Fracasso & Busch-Rossnagel, 1992; U.S. Department of Education, 2003). A large South Florida school district has a Hispanic population of 40,000 students, and 10,000 of them are ELL (as cited in Nirvi, 2006). Although ELL students can learn to converse within two years, it will take them five to nine years to acquire the cognitive, academic language skills they need to succeed in school (Menken & Look, 2000; Cummins, 2003; Thomas & Collier, 2002). ELL students have been considered “the chronically disadvantaged who attend the nation’s schools” (U.S. Department of Education, 1998, p.1).

Within the ELL student population, a particular group of students are not only facing compounding factors of difficulties due to their language barriers and cultural differences, but also confronting the challenges of a condition that diminishes even further their success possibilities; they are suffering from Attention Deficit Hyperactivity Disorder (ADHD) (Correa & Heward, 2000; Gersten & Jimenez, 1998).

It is estimated that students with ADHD make up 3% to 5% of the student population in the United States (Flick, 1998; US Department of Education, 2003). According to McGoey, Eckert and DuPaul (2002), this represents about 1 in 20 students or at least one student per classroom. Students with ADHD, who qualify under the Individual with Disabilities Education
Act (IDEA), are entitled to an individual education plan (IEP) that provides special accommodations during school time (US Department of Education, 2003). However, it is estimated that 300,000 students with ADHD will not meet IDEA’s criteria to receive special education services, which means that they will be receiving their education with limited or no supporting services (Reid and Naad, 1994). Moreover, research shows that general classroom teachers as well as special education teachers feel the need for more training on how to work with students with ADHD and ELL students (Reid and Naad, 1994; Stallard, 2001; Paneque & Barbeta, 2006; Carlson, Brauen, Klein, Schroll & Willig, 2001).

Although, the Hispanic population in schools is considerably large, the reported prevalence of Hispanic children with ADHD is in the low range of 3.3%. This low range is considered to be mostly because of the lack of research, rather than the absence of the condition (Rothe, 2005). Researchers agree on the Hispanic under-representation in ADHD studies, and indicate the need for more research on this population (Bauermeister, 2005; Stallard, 2001; Reig & Naag, 1994; Terneus & Wheeler, 2005; Rothe, 2005).

Interventions have also been researched in an attempt to find the best ways to manage ADHD behaviors. Some controversy surrounds the use of medication, since it is effective to control behavior, although neutral when it is accounted for in academic performance (Terneus & Wheeler, 2005; DuPaul & Eckerd, 1997). A combination of medication and therapy is the most advised treatment (DuPaul & Eckerd, 1997). Research shows that the most effective interventions used with students with ADHD are, Functional Behavior Assessment (FBA) (Olympia & Larsen, 2005), Behavior Modification (Coles, Pelham, Gnagy & Burrows-MacLean, 2005; DuPaul & Eckerd, 1997), and Cognitive-Behavior, (DuPaul & Eckerd, 1997; Webb & Myrick, 2003). Nevertheless, when deciding on the implementation of an intervention, it is
imperative to take into consideration students' individual differences that may account for the success or failure of such interventions (DuPaul & Eckerd, 1997).

School counselors, due to their professional training, are in a singular position to select and recommend strategies that take into consideration the student's characteristics and unique situation. School counselors provide student assessment, direct interventions, referral, consultation, and support to faculty, and families (Myrick 1993, Schmidt, 1993; Baker, 1996; ASCA, 2005). Interventions are implemented using strategies such as classroom counseling, individual counseling, small group counseling, peer helping, and family counseling (Baker, 1996, ASCA, 2005). According to Florida's School Counseling and Guidance Framework, "Counseling and guidance programs must address whatever interferes with a student's ability to learn, to succeed, and to participate in the learning process...." (Florida Department of Education, 2001, p. 3).

School counselors must have a multicultural component as part of their university courses and as a requirement for their Florida licensure (Florida Department of Education, 2001). However, the understanding and empathy of the particular cultural situation of ELL students is very difficult to grasp, if the counselor has not lived the immigration experience, and acculturation process (C. Berry, personal communication, April 2, 2007).

In an effort to meet the ELL students' needs, the school district where this study was conducted initiated an experimental project in the year 2002, where ESOL school counselors were placed in elementary and middle schools with a minimum of 150 ELL students, and in high schools with at least 300 ELLs. Currently the school district employs 68 ESOL school counselors (C. Berry, personal communication, April 2, 2007).
Cushner, McClelland, and Safford (2003) called attention to the discrepancy of the makeup of student population and the teachers, where 88 to 90 percent of United States teachers are middle class European Americans. They considered that “...teachers (like many other people) tend to be culture bound, to have little knowledge or experience with people from other cultures, which of course limits their ability to interact effectively with students who are different from themselves.” (Cushner, McClelland, & Safford, 2003, p. 13).

The importance of being able to interact with students from other cultures is better expressed in Vygotsky’s sociocultural theory. Vygotsky’s theory explains that humans are rooted in a sociocultural milieu; hence, human behavior cannot be understood independently from their upbringing (Vygotsky, 1978). Vygotsky considered that child behavior is a weaving of biological and sociocultural functions where culture determines the knowledge and skills that children need to acquire and will give them the necessary tools (i.e. language, technology, and strategies) for functioning within the culture. The zone of proximal development is another key concept of Vygotsky’s theory that reveals how a child could reach a higher level of performance with adult or peer guidance (Vygotsky, 1986). This concept could be helpful when assisting ELL students with ADHD. Understanding how culture contributes to child development is imperative because of the growing racial and cultural diversity of children within the United States and the contemporary globalization (Miller, 2002).

Purpose

The purpose of this qualitative, phenomenological study was to identify school counselors’ strategies supporting Vygotsky’s theory and their effect on the behavior of Hispanic English language learners (ELL) with ADHD in second grade. Three research questions guided the study; (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in
second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade support Vygotsky’s sociocultural theory?

The study was proposed due to four issues: (1) the demographic statistics that emphasize the rapid growth of Hispanics and ELL populations in United States schools (Menken & Look, 2000; Sparks, 2005; U.S. Census Bureau, 2003; Pew Hispanic Center, 2006), (2) the need for more studies on Hispanics and ADHD (Reid & Naag, 1994; Stallard, 2001; Bauermeister, 2005; Terneus & Wheeler, 2005; Rothe, 2005), (3) the scarcity of research that addresses ADHD among ELL Hispanic population, and (4) the advantaged position that school counselors have to help ELL students with ADHD (Baker, 1996; Florida Department of Education, 2001; ASCA, 2006).

Second grade was selected for the study because at this level students start a more demanding academic content curriculum that is increasingly challenging cognitively and linguistically, using more specialized, abstract, and technical words (Menken & Look, 2000, Ajayi, 2005). Florida Sunshine State Standards grade level expectations for second grade language arts, calls for more independent classroom work where students are required to use more complex vocabulary to express themselves orally or in writing, and to be able to read with fluency and expression (Florida Department of Education, Department of Elementary Education, 2005). These tasks are difficult for ELL students to achieve since most of the time they are unable to access academic content in their regular classes, due to schedule conflict with their
English as Second Language (ESL) classes, to the lack of understanding of language, or to cultural differences effect on their learning and behavior (Menken & Look, 2000).

ELL who are ADHD represent an even more challenging situation, since on top of their cultural and language differences that affect their learning and behavior they experience problems related to their ADHD, such as school difficulties, academic underachievement, troublesome interpersonal relationships, and low self-esteem (Flick, 1998; Maneken & Look, 2000; Knouse, 2004).

School counselors (ESOL and general counselors) are responsible for the development and implementation of a comprehensive developmental school counseling program that meets the personal, social, educational and career needs of all students (Dykeman, 1998). Consequently, school counselors work with students, families, and faculty in the development, coordination and implementation of strategies to control situations that hinder students’ success (ASCA, 2005). Furthermore, according to Dykerman (1998), school counselors are cognizant of the unique developmental perspectives and personal concerns that the multicultural student population brings to educational settings, and ESOL school counselors specifically are endowed, by their own experiences, to reach deeper into the multicultural students’ reality (C. Berry, personal communication, April 2, 2007).

The ELL student’s reality is better explained by Vygotsky’s sociocultural theory. Vygotsky’s theory postulates how cultural environment and social interactions influence cognitive development, and how a child can reach a higher level of performance with adult guidance (Vygotsky, 1986).
Overview of Research Methodology and Research Questions

The research design of this study was a qualitative, phenomenological study. A qualitative approach gave the opportunity to participants, and the researcher to explain the details employed in the implementation of behavioral strategies, and specific needs of the Hispanic ELL students with ADHD. These particularities in the implementation of this population's needs could make the difference in the effectiveness of the chosen strategy to use with the ELL students with ADHD. Best and Kahn (1993) considered that:

The very nature of the in-depth, detail descriptions of events, interviews, and the like is what makes qualitative research so powerful. The richness of the data permits a fuller understanding of what is being studied than could be derived from the experimental research methods...While those methods are important for their careful control of confounding variables, they do not permit the type of in-depth study of individuals that is the essence of qualitative research. (p.186)

The relevance of qualitative research to educational research, and perhaps the most accurate description for this particular study, is given by Patton's (1990) theoretical perspective of Symbolic Interactionism premise:

...people act according to how they understand the meanings of words, things, and acts in their environment. It is important for teachers in our multicultural society to understand that students coming from different cultural backgrounds will understand the world differently. Test performance, motivation to please the teacher or do well in school, and the like will differ depending upon the students' cultural history. (p. 78)
The study had a purposeful sample composed of ten school counselors, five of them ESOL school counselors and the other five general school counselors. In order to be eligible to participate in the study, these ten counselors worked within the past five years, or were working with second grade ELL students diagnosed with ADHD, and were willing to participate in the study voluntarily. Two within case studies and one across case study were conducted. The first within case study was a comparison of answers to the research questions among the ESOL school counselors. The second within case study was a comparison of answers to the research questions among general school counselors. An across case study comparison of the answers to the research questions was made between the two counselors groups. These within case and across case studies allowed the researcher to observe themes in the practice of strategies that counselors utilize in managing behavior of ELL students with ADHD and how these strategies support Vygotsky’s sociocultural theory.

Definition of Terms

For the purpose of this study the following definition of terms applied.

**ADHD**

ADHD was understood as a neurobiological disorder with behavioral traits of inattention, impulsivity and sometimes hyperactivity. The criterion stipulated in the Diagnostic and Statistical Manual of Mental Disorders IV (DSM IV) was used to define the diagnosis of ADHD.

**English Language Learners (ELL)**

ELL students were defined following the same guidelines described in the State of Florida 1990 LULAC et al. v. State Board of Education Consent Decree. ELL students are: (1) Students who were born outside United States of America and their native language is other than English. (2) Students who speak a language other than English at home. (3) Students who have
difficulty speaking, listening, reading or writing English to the point that: impedes their success in learning in classrooms where the instruction is imparted in English (LULAC et al. v State Board of Education, 1990).

**School Counselors**

In order to differentiate the two groups of elementary school counselors that participated in the study, the following operational definition applied. School counselors who were not bilingual and bicultural were referred to as “General School Counselors” and the school counselors that were bilingual and bicultural were referred to as “ESOL School Counselors”.

**Strategies**

For the purpose of this study, the operational definition of Behavior Modification strategies were standalone practices that are commonly used by ESOL and general school counselors to control negative behaviors of ELL students with ADHD. This definition is based on the concept expressed by Laura Berk (2003) that explains behavior modification as “procedures that combine conditioning and modeling to eliminate undesirable behaviors and increase desirable responses” (Berk, 2003, p.20)

Functional Behavior Assessment (FBA) was defined as the assessment that focuses on relationships between situational or environmental conditions and the student’s behavior (Olympia & Larsen, 2005). For the purpose of this study, FBA was separated from behavior modification strategies.

**Vygotsky’s Sociocultural Theory**

For the purpose of this study the sociocultural theory was understood following the concepts as explained by Vygotsky. The concepts of Zone of Proximal Development and Scaffolding were the interaction between school counselor (ESOL and general) and the ELL
student with ADHD in a collaborative effort to solve a behavior situation that negatively impacts an ELL student with ADHD. In such a situation the school counselor acts as a guide and support until the ELL student with ADHD develops and masters the adaptive skills required.

**Significance of the Study**

This study was justified considering its significance in the area of counseling and the identification of counselors’ perceptions of strategies that affect classroom behavior of Hispanic ELL students with ADHD in second grade, and that support Vygotsky’s sociocultural theory.

This study made a contribution to the body of knowledge about this specific population, taking into consideration that: (1) general school counselors and ESOL school counselors are in a position to help ELL students with ADHD (ASCA, 2006; Florida Department of Education, 2001; Berry, 2007), (2) there was only one study found by the researcher that touched on the specific topic of ELL students with ADHD (Bauermeister, 2005), and (3) the literature recommends more research on the Hispanic population and ADHD (Reid & Naag, 1994; Gersten & Jimenez, 1998; Menken & Look, 2000; Stallard, 2001; Bauermeister, 2005; Terneus & Wheeler, 2005; Rothe, 2005).

At the same time, the study falls within the goals of the Congressional Hispanic Caucus to ensure a program of ongoing, empirical data collection and research that targets the educational needs of Hispanic and ELL students (U.S. Department of Education, 1998).

**Limitations of the Study**

The proposed study is geographically limited to a large South Florida’s school district elementary schools and to second grade students. Participants were limited to ten purposely-selected elementary school counselors who are working or have worked in the past five years with Hispanic ELL students with ADHD, and voluntarily agreed to participate in the study.
Also, the study utilized a qualitative, phenomenological method. Qualitative methods are used when there is limited literature and information in the subject of study, and strong descriptive narratives are needed (Silverman, 2000; Hernandez, Fernandez & Baptista, 2003). However, these characteristics of the proposed study restrict the generalization of findings beyond its setting and participants.
CHAPTER II

REVIEW OF LITERATURE, THEORETICAL FRAMEWORK, AND RESEARCH QUESTIONS

Review of Literature

*Introduction to the Review of the Literature*

The classroom is a setting that requires a high degree of planning, coordination, control, and evaluation of procedures, such as following rules, interacting adequately with peers and adults, actively participating in the teaching and learning process, and avoiding the interruption of teaching and classmates' activities. Consequently, the classroom is an important and appropriate setting in which to introduce interventions that will support the personal, social, and scholastic development of ELL students with ADHD (Miranda, Presentacion & Soriano, 2002).

Due to the different characteristics of the ADHD, each student with ADHD is different and responds differently to interventions (DuPaul & Eckert, 1997). Several research projects have being done on the effectiveness of different interventions such as medication, behavior modification, peer tutoring, functional behavior assessment, and curriculum modification. The development of plans and models has been placed into practice as a result of this body of research. However, conflicts in the literature about the correlations between interventions and academic performance, the large number of interventions presented in the literature review, the low Hispanic representation within the literature, and the absence of studies on ELL students with ADHD, suggest the need for more research on the topic in order to find consensus among the interventions practiced in the general classroom and the effectiveness of those interventions to address ADHD classroom behaviors and academic achievement for ELL students.
After the literature review and as a result of the recommendations derived from it, a qualitative, phenomenological study was proposed to answer the research questions developed for this study. The study aims for the identification of school counselors’ strategies supporting Vygotsky’s theory and affecting behavior of Hispanic English Language Learners (ELL) with ADHD in second grade.

ADHD Definition, Characteristics, Diagnosis, and Treatment

**ADHD Definition and Characteristics**

Attention Deficit Hyperactivity Disorder, (ADHD) is the most common neurobehavioral disorder of childhood. ADHD is also among the most prevalent chronic health conditions among young children. This condition affects 3% to 5% of school-age children (Flick, 1998; US Department of Education, 2003) 3.4 million boys ages 15 and under, visited their doctor for attention deficit disorder related issues during the year 2000 (U.S. Bureau of Census, 2002). The behavioral traits of this disorder are: inattention, impulsivity and sometimes hyperactivity. However, the most common and main characteristic that people diagnosed with ADHD exhibit, and the one that often prevents the academic success of the students that suffer from this disorder, is short attention span (American Psychiatric Association, 2000; Durbrow, Schaefer & Jimerson, 2001).

Children with ADHD may experience significant functional problems, such as school difficulties, academic underachievement, troublesome interpersonal relationships with family members and peers, and low self-esteem (Flick, 1998; Knouse, 2004). The National Institute of Health (2003) refers to ADHD as a “family of related chronic neurobiological disorders that interfere with an individual's capacity to regulate activity level (hyperactivity), inhibit behavior (impulsivity), and attend to tasks (inattention) in developmentally appropriate ways” (p. 2).
The reviewed literature agreed that the most comprehensive definition for ADHD is the one written in the Diagnostic and Statistical Manual of Mental Disorders IV from the American Psychiatric Association, better known as the DSM IV. According to the DSM IV, Attention Deficit Hyperactivity Disorder (ADHD) is “a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development” (American Psychiatric Association, 2000, p. 85). ADHD is divided into three subtypes, ADHD Combined Type, ADHD Predominantly Inattentive Type, and ADHD Predominantly Hyperactive-Impulsive Type. In order to meet the diagnosis criteria for ADHD, DSM-IV requires the presence of six of nine behaviors in the domains of hyperactivity, impulsivity, and inattentiveness. The ADHD combined Type is diagnosed if at least six symptoms of inattention and six symptoms of hyperactivity-impulsivity have persisted for six months prior to the diagnosis. The behaviors for inattentive type are, (1) often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities; (2) often has difficulty sustaining attention in tasks or play activities; (3) often does not seem to listen when spoken to directly; (4) often does not follow through on instructions and fails to finish schoolwork, chores or duties in the workplace (not due to oppositional behavior or failure to understand instructions); (5) often has difficulty organizing tasks and activities; (6) often avoids, dislikes, or is reluctant to engage in tasks that require sustain mental effort (such as schoolwork or homework); (7) often loses things necessary for tasks or activities (e.g. toys, school assignments, pencils, books, or tools); (8) is often easily distracted by extraneous stimuli; (9) is often forgetful in daily activities. The behaviors for hyperactivity-impulsivity type are, (1) often fidgets with hands or feet or squirms in seat; (2) often leaves seat in classroom or in situations in which remaining seated is expected; (3) often
runs about or climbs excessively in situations in which is inappropriate; (4) often has difficulty playing or engaging in leisure activities quietly; (5) is often “on the go” or acts as if “driven by a motor” (American Psychiatric Association, 2000); (6) often talks excessively; (7) often blurts out answers before questions have been completed; (8) often has difficulty awaiting turn; (9) often interrupts or intrudes on others.

These behaviors must be present for at least six months, before the age of seven, exhibit in a minimum of two settings, interfere with the learning and social interactions of the child, and cannot be accounted for by other mental disorders (American Psychiatric Association, 2000).

**ADHD Diagnosis and treatment.**

ADHD is a disorder that is becoming well known in schools, the mental health field, and pediatric medicine. However, due to the wide range of symptoms, it presents a challenge to the pediatricians and psychiatrists when they need to make an accurate diagnosis (Stein, 2002). In an attempt to establish clear guidelines for the diagnosis and treatment of ADHD syndrome, the American Academy of Pediatrics formed a committee composed of primary care medical doctors, developmental-behavioral pediatricians, neurologists, psychologists, child psychiatrists, education, family practice, and epidemiologist. This committee had the task to “develop a practice guideline on attention-deficit/hyperactivity disorder (ADHD) with a focus on primary care pediatric practice” (Stein, 2002). The multidisciplinary committee found, during their review of literature, “significant limitations in evidence-based studies designed to determine diagnostic criteria in a behavioral condition” (Stein, 2002, p. 3). The committee concluded that the criteria presented in the DSM-IV provide the most comprehensive standards for diagnosis.

Members of the committee evaluated epidemiological studies that used community samples to find the frequency of ADHD, resulting in a prevalence of 4% to 12% in eleven
studies and 6% to 9% in larger studies, and a ratio of three to one male predominance in the disorder and co-existing conditions with mental health disorders and learning disabilities in up to one third of those diagnosed (Stein, 2002).

The committee found that, more than 150 randomized controlled clinical trials of school-aged children with ADHD support the benefit of stimulant medications (methylphenidate and dextroamphetamine) (Stein, 2002). Also, behavioral therapy was proven to be a good approach to manage ADHD, especially for the component of parents and teachers’ education on effective interventions.

Although stimulant medications are beneficial to control ADHD behaviors, the increasing amount of methylphenidate, Adderall and Dexedrine medication prescribed in the United States is becoming a major concern (Dunne, 2000). Terrance Woodworth, deputy director with the Drug Enforcement Administration, announced that the production of Adderall and Dexedrine has risen 2,000% in nine years, and of the yearly 11 million prescriptions of Ritalin (methylphenidate), 8.8 million are prescribed as treatment for ADHD (as cited in Dunne, 2000).

Terneus and Wheeler (2005), point to the controversy that exists about the use of stimulant medication and its effectiveness to control ADHD behaviors. This controversy questions whether the need to control ADHD behaviors outweighs the negative side effects of the medication such as, liver damage, insomnia, appetite loss, chest pains, stunt growth, and seizures. The authors reference two contradicting studies where, Halgin and Whitbourne (2003) claimed the stimulant medication to be successful in the academic productivity and Barlow and Durand (2005) considered that academic performance was lacking. The last contradiction that Terneus and Wheeler (2005) mentioned in their study was the report on the increment in
prescriptions for ADHD, while the rates of not taking the medication are 20% to 70%, especially among ethnic groups, where the perception of ADHD as a problem, is perceived differently.

Another research on the medication treatment of ADHD in Latino/Hispanic children, in Puerto Rico by Jose Bauermeister (2005). Bauermeister found that Latino children, especially adolescents and females, were significantly under treated; out of the 143 participants only 7.2% (12) were receiving stimulant treatment and less than one fourth received any kind of therapy (family, behavioral, or academic). The reasons given by parents and participants about the absence or interruption of treatment were negative side effects of medication, treatment ineffectiveness, parental disagreement with medication, lack of information on the available treatments, lack of financial resources or medical insurance, and lack of family support.

A third research study, this one completed by Eugenio Rothe in 2005, reported that the Hispanic ADHD population has a prevalence of 3.3% as opposed to 6.3% in the white population. The low prevalence is considered more because of the lack of studies on Hispanic population, and cultural characteristics, than because of the absence of the disorder among Hispanics. Language barriers that interfere with ability to report and understand ADHD symptoms, lower degrees of acculturation that impede parents to recognize ADHD symptoms, parental differences in developmental expectations that make Hispanic parents dismiss ADHD behaviors as normal stage of development, and misdiagnosis of Hispanic population are possible reasons for the low diagnosis of ADHD among Hispanics (Rothe, 2005). Furthermore, socioeconomic status, access to healthcare system, education, literacy, and information on ADHD are other factors that impact the diagnosis and treatment of ADHD (Rothe, 2005).

One the largest private market research firms in United States dedicated to the research of education, pharmaceuticals and healthcare (among other fields), found significant differences
among the experiences, attitudes and levels of ADHD knowledge of African American and Hispanic parents in comparison with white/Anglo parents. According to the study, Hispanic parents are less likely to seek a diagnosis due to fear of social stigma (being labeled), lack of knowledge on ADHD, fear of over-diagnosis, and cost of treatment. The researchers considered the role of health care professionals and educators as very important in the educational outreach of ethnic groups so they will understand and seek the necessary treatment for ADHD (Harris Interactive, 2003).

According to the American Academy of Pediatrics (2001), ADHD should be treated under the guidelines of chronic conditions. However, unlike other chronic conditions ADHD closely involved school, parents, children and physicians in the development and monitoring of treatment plans in order to assure the success of the child with ADHD. The American Academy of Pediatrics also considers that the symptoms of ADHD impaired the child in the normal functioning at school, home and community; therefore their treatment plan must aim to improve personal relationships, academic performance, independence, self-esteem, and self-control.

The American Academy of Pediatrics (2001), Terneus and Wheeler (2005), and Jose Bauermeister (2005), suggested further studies that provide information relating specific socio-demographic characteristics (e.g., age or sex) or clinical characteristics (e.g., subtype of ADHD) to have a more clear understanding of student responses to stimulant medication or type of behavior therapy. Relating treatments to specific behaviors or components of ADHD rather than the whole symptom complex would allow the clinician to better tailor the treatment plan to the needs of the patient. The need for more research on ADHD and ethnic groups was suggested, noting the Hispanic population to be in the lower spectrum of underrepresented ethnic groups in
the studies (Reig & Naag, 1994; Stallard, 2001; Bauermeister, 2005; Terneus & Wheeler, 2005; Rothe, 2005).

**Current Trends on Interventions for ADHD.**

According to DuPaul et.al. “...due to the varying forms of ADHD which represent a variety of behaviors and generate several possible functions of behaviors there is no one treatment that will be effective for all children with ADHD.” (as cited in Olympia and Larsen, 2005). However, current research has focus on the effectiveness of interventions such as, behavior modification, peer tutoring, functional behavior assessment, and curriculum modification.

Olympia and Larsen (2005) consider Functional Behavior Assessment (FBA) as one of the best practices in schools for ADHD. The constant change of activities in the schools constitutes a problem to implement a successful intervention for students with ADHD, since consistency is a key element in the success of the interventions. According to Olympia and Larsen (2005), FBA could be the element that alleviates the problem of activities’ inconsistency that interferes with interventions for students with ADHD within schools. FBA is an assessment that focuses on relationships between situational or environmental conditions and the student’s behavior. Hence, FBA gives the flexibility to develop an individualized Behavior Intervention Plan (BIP) by assessing (through direct observation) the environment or situation that could be maintaining the undesirable behavior. By allowing the environment to be manipulated the student’s behavior would be positively affected. Although the use of FBA and BIP could be effective as assessment for ADHD behaviors, Olympia and Larsen (2005) expressed concern for the lack of expertise in schools, in order to administer these approaches, the need for a standard protocol for observations, the need of clear consensus regarding benchmark levels of behavior,
and the need for more research on the effectiveness of FBA an BIPs in school settings (Olympia and Larsen, 2005).

In a different study made by Coles, Pelham, Gnagy, and Burrows-MacLean (2005) on behavioral modification treatment with children with ADHD it was concluded that behavioral modification treatment could be effective to control the disruptive behaviors of the children with ADHD. The effectiveness of behavior modification was experienced in the four participants despite differences in medication treatment, gender, age, and co-morbidity of behaviors. The study was conducted during eight weeks of a summer treatment program utilizing a reversal single-subject design BABAB. A token economy, where participants earned points that could be exchanged for prices or privileges, was utilized as reinforcers for good behavior. Coles, Pelham, Gnagy, and Burrows-MacLean (2005) noted the need for more studies with bigger samples.

Fabiano and Pelham (2003) conducted a case study in order to improve the effectiveness of behavioral classroom interventions for Attention Deficit Hyperactivity Disorder. Their study showed that with some modifications to an existing behavioral plan for a third grade student with ADHD, the on-task behaviors improved and the disruptive behaviors diminished in the classroom. The study emphasized the importance of constant evaluation and modification of existing plans to increase effectiveness in treatment. It also showed that teachers used behavior modification techniques in the general classroom, however the intensity of the interventions, the familiarity of teachers with the techniques, and the training that teachers have, are the variables that directly influence the effectiveness of the interventions for students with ADHD.

One of the most comprehensive studies on school-based interventions for students with ADHD is the meta-analysis conducted by DuPaul and Eckert in 1997. They reviewed a large
body of research on school interventions ranging from 1967 to 1995. They found that many studies that reported effectiveness of the behavioral and psychosocial interventions were limited due to biases like overemphasis on statistically significant findings; restricted scope that omitted relevant studies on the subject, focusing in samples that exhibited disruptive behaviors instead of following diagnostic criteria for ADHD; and limiting variables that could affect the results of the treatment, like school settings (public vs. private), classroom size and instructional activities. All these situations make it “unclear which school-based interventions are most effective for students diagnosed with ADHD” (DuPaul & Eckerd, 1997).

The meta-analysis was intended to address limitations on previous studies through the employment of quantitative analysis of school-based interventions for students with ADHD, with samples that complied with at least one criterion for diagnosing ADHD, and conducting research on published and unpublished treatment outcomes. Their research questions were: “Are school-based interventions for ADHD effective in changing disruptive, off-task behavior, academic performance and clinic test scores in children with ADHD?” and, “do effect sizes vary as a function of the type of school-based intervention used?” (DuPaul & Eckerd, 1997, p. 1). The researchers concluded that although only three categories of interventions were analyzed (academic intervention, cognitive-behavioral, and contingency management) the results indicated several outcomes: (1) that school-based interventions are significantly effective in the improvement of classroom behaviors for elementary school children with ADHD, (2) behavioral modification techniques are more effective than cognitive-behavioral strategies, and (3) academic performance was kept uniformly in the low range despite the interventions, which includes stimulant medication that has not been effective in a significant minority of children with ADHD. DuPaul and Eckert (1997, p. 11) recommended “research of sufficient
methodological rigor examining interventions that are cost-effective and practical for general education teachers... investigations evaluating interventions that are based on assessments of the functional relations between target behaviors and environmental variables... are needed to explicate the most practical and effective way to design behavioral interventions”.

**Teachers’ knowledge of ADHD.**

Students with ADHD faced an array of difficulties in the academic setting and require the provision of effective interventions tailored to their learning styles and needs. They expend most of their educational time in general education classrooms without special services, hence, the teachers need to be knowledgeable in interventions, modifications, medication, and ADHD characteristics as well as ELL characteristics, in order to be effective in their work with these students. However, research suggests that the most frequent barrier indicated by elementary school teachers is their lack of training in ADHD issues (Reid, & Maag, 1994).

Reid and Maag (1994) in their study of children with ADHD, conducted a school-based survey, with 136 students with ADHD in Lincoln, Nebraska. Their study found that 80% of students with ADHD spend most of their time in the general education classroom. Only about 50% of students with ADHD qualified for special education services. The purpose of the study was to determine the phenomenology of medically diagnosed students with ADHD in a school-based sample. They used the results to help schools evaluate the need for special programming and allocate resources to meet the needs of students diagnosed with ADHD.

Behavior modification, consultation, one-to-one instruction, and modified assignment format were used significantly more often with students with ADHD who were receiving special education services, than students with ADHD, who were not receiving special education services. According to Reid and Maag (1994), there is evidence that teachers feel unprepared to
deal with students with ADHD. The researchers have expressed the need to provide classroom
teachers with adequate information about ADHD and training in techniques to deal with the
problems that students with ADHD may experience in the general education classroom
environment. They concluded their study by recommending workshops about ADHD for
teachers and more research on (1) how teachers addressed ADHD behaviors and needs in the
general education classroom and (2) the relation between ADHD and ethnicity, since there was a
noted Hispanic under-identification that was attributed to a low proportion of Hispanic students
in the area and possible cultural differences in perceptions of behaviors of ADHD, not
considered by parents as a problem.

Stallard (2001) conducted a quantitative study of factors influencing teaching strategies
used with children who display ADHD characteristics. The researchers studied factors like age,
years of teaching, and information about ADHD received from administrators to determine their
influence on teaching strategies when working with students with ADHD. The study was
conducted at 14 public schools and five private schools in Southeastern Virginia. Stallard’s
study utilized a sample of 225 teachers from Kindergarten through Fifth grade who responded to
a questionnaire listing several strategies used in classroom management and teaching.
Modifications to the amount of class work and homework, oral testing, reward system, allowing
the student to work at his/her own pace, hands on activities and other accommodations for
students with ADHD were considered as “positive teaching strategies”. Stallard (2001) obtained
a high positive correlation between the independent variables (age, years of teaching and
information about ADHD received from administrators) and the dependant variable (teaching
strategies with the students with ADHD). Stallard (2001) found that 17% of the public schools
teachers and 32% of the private school teachers reported not receiving any information on the
subject of ADHD. According to Stallard (2001), although studies on positive teaching strategies have been shown to improve the academic success of the students with ADHD, positive teaching strategies were not utilized by 43% of the teachers because they did not believe that those strategies would benefit the Students with ADHD and 53% expressed they would not utilize positive teaching strategies because they did not believe that the strategies were beneficial to the class as a whole (Stallard, 2001). The older and more experienced teachers exhibit higher flexibility and positive teaching styles towards students with ADHD and the percentage of teachers who received information about ADHD and who consistently utilized positive teaching strategies tripled when compared with the teachers that used positive teaching strategies and did not receive information on ADHD. Stallard’s recommendations were geared more to the dissemination of information on ADHD characteristics and toward the need to appoint mentor teachers to new teachers rather than recommendations for future scholarly inquiry.

Paneque and Barbetta (2006) conducted a study of personnel who serve students with special needs. They surveyed 202 elementary school teachers that worked with students with special needs. They found that although special education teachers feel confident to teach students with special needs, they reported feeling least skillful in working with ELL students with disabilities. Paneque and Barbetta study’s results agreed with those of a study by Carlson, Brauen, Klein, Schroll, and Willig in 2002 which suggested the need for further research into the efficacy of special education teachers of ELL. Paneque and Barbetta consider that “When working specifically with culturally and linguistically diverse students, teachers must have a firm understanding of the students’ language and culture to evaluate and teach them. In addition, teachers must have the competencies necessary to establish communication between parents and
others in the learning community so the student may develop to his or her maximum potential” (Paneque & Barbetta, 2006, p. 12).

**Hispanic and ELL population.**

The Hispanic population is the largest and faster growing population in the United States, (Fracasso & Busch-Rossnagel, 1992; U.S. Census Bureau, 2003; U.S. Department of Education, 2003; Sarah Sparks, 2005; Pew Hispanic Center, 2006), it is expected that by the year 2030 Hispanic students will constitute 25% of the total school population (Fracasso & Busch-Rossnagel, 1992; U.S. Department of Education, 2003). Among the Hispanic population, one in every eleven students is ELL (Menken & Look, 2000). According to Florida’s 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, ELL students are: (1) Students who were born outside United States of America and their native language is other than English (2) Students who speak a language other than English at home (3) Students who have difficulty speaking, listening, reading or writing English to the point that impedes their success in learning in classrooms where the instruction is imparted in English.

The present study was conducted in a large South Florida school district where there is a Hispanic population of 40,000 students, 10,000 of them are classified as ELL (Nirvi, 2006). Although these ELL students can learn to converse within two years, it will take them five to nine years to acquire the cognitive, academic language skills they need to succeed in school (Menken & Look, 2000; Cummins, 2003; Thomas & Collier, 2002). Schools only provide one to three years of language support services for ELL students (Menken & Look, 2000). ELL students have been considered “the chronically disadvantaged who attend the nation’s schools” (U.S. Department of Education, 1998, p.1). ELL students are also considered “at-risk” students because they have one or more risk factors that have been found to predict a high rate of school
failure. This “failure” generally refers to dropping out of high school before graduating, but also can mean being retained within a grade from one year to the next. According to the U.S. Department of Education (2003), the risk factors include having a mother, whose education is less than high school, living in a single-parent family, receiving welfare assistance, and living in a household where the primary language spoken is other than English.

To address this situation, in February 1994, President Clinton created the President’s Advisory Commission on Educational Excellence for Hispanic Americans, followed by the Hispanic Dropout Project, and the Congressional Hispanic Caucus that proposed an education plan for supporting high achievement among Hispanic and Limited English Proficient (LEP) students (now referred to as ELL students). Among the Congressional Hispanic Caucus’s goals is the continuation and improvement of programs that boost Hispanic and ELL students’ achievement and lower the Hispanic dropout rate (U.S. Department of Education, 1998).

Within the ELL student population, a particular group of students are not only facing the compounding factors of difficulties due to their language barriers and cultural differences, but also confronting the challenges of a condition that diminishes even further their success possibilities, these students are the ELL students suffering from ADHD (Correa & Heward, 2000; Gersten & Jimenez, 1998). Although it is a logical deduction that ELL students who have ADHD require the most assistance to succeed, there was an evident scarcity of studies that explored this topic found in the review of the literature. Bauermeister (2006) in his research of Influencias Culturales de Latinos/Hispanos sobre la evaluación y tratamiento de Trastorno por Deficit de Atencion/Hiperactividad (Cultural Influences of Hispanic/Latinos on the evaluation and treatment of ADHD) stated that stressing experiences associated with assimilation and acculturation to a new country, language and school system can significantly impact the behavior
of ELL students. The behaviors exhibited by ELL students due to these stressing experiences could be confused with ADHD symptoms or aggravate ADHD symptoms in ELL students with ADHD. Also, the language barrier experienced by parents of ELL with ADHD often hinders their participation in school's activities (meetings, homework, seek for services, etc) and this situation can be confused with parental indifference or irresponsibility (Bauermeister, 2006).

Eiraldi and Mazzuca (2004) described barriers that prevent Hispanic families to seek treatment for ADHD. They mention that although Hispanic families share the Spanish language, their nationalities are varied and thus their cultural influences. Therefore, characteristics cannot be generalized from one nationality to another; they might differ in socio-economical status, health care accessibility, legal status, English proficiency, level of education, and acculturation among other characteristics. Correspondingly, Cushner, McClelland & Safford (2003) consider that culture helps individuals to make sense of the world, and develop behavioral patterns that facilitate the management of different environments and situations. Yet, according to the Center for Latin American studies of the University of Florida (2003), Hispanic immigrants in Florida are exposed to stereotypes that restrict them from the ability to create their identities and assume their place in Florida's multicultural society. Thus, "...Guatemalans in Jupiter/Lake Worth are lumped together with Mexicans, despite the fact that most Guatemalan immigrants speak Kanjobal or Jacaltec as their first or, in some cases, only language. Brazilians are counted as Hispanics, although most would not define themselves as such..." (University of Florida, Center for Latin American studies, 2003).

Eiraldi and Mazzuca (2004) also mention that Hispanic families appear to have higher tolerance to levels of hyperactivity than non-minority families, their ways of communication are more physically active, demonstrated by closer personal space, wide range of eye and body
movement, more physical touch, and less focus on the speaker. These characteristics could represent a problem for the accurate diagnosis of Hispanic students, since ADHD diagnosis are often based on parent and teacher reports, and these cultural differences could lead to misdiagnosis. Eiraldi and Mazzuca (2004), Rothe (2005), and Bauermeister (2006) stressed the need for cultural sensible staff when working with the ELL students with ADHD, as well as cultural sensible staff when diagnosing ELL children with ADHD.

Vygotsky (1978) explained in his sociocultural theory that human behavior cannot be understood independently from their upbringing; thus, these cultural characteristics of the ELL student with ADHD and their families are part of the student and they are carried over to the school setting.

At school, Hispanic students and their families faced the lack of understanding of the academic institution that can strain communication between school-student-home and result in mutual mistrust (Smith-Adcock, Daniels, San Min Lee, Arley, & Arce, 2006). Smith-Adcock, et.al. (2006), explained that Hispanic children do not willingly seek assistance outside their family circle even if the assistance is needed, and often Hispanic students and parents are not aware of the services available to them in the school or community. Concurrently, educational institutions are not prepared to deal with the needs of ELL students (Smith-Adcock, 2006).

School Counselor's Role in Elementary School

The elementary school counselor is a relatively new profession; it was established in 1964 with the amendment to the National Defense Education Act (NDEA) to provide funds to develop the elementary school guidance and counseling program (Baker, 1996). Since then, a series of changes in the functions of school counselors were observed until the American School Counselor Association (ASCA) presented the School Counselors National Standards (Baker,
1996). According to ASCA National Standards, counselors should: (1) facilitate the student’s acquisition of attitudes, knowledge and skills that contribute to effective learning in school and across life span; (2) facilitate the student’s acquisition of academic preparation essential for postsecondary options including college; (3) provide advocacy for students; (4) provide interdisciplinary team effort to address student needs and educational goals, and (5) provide skill development for teachers in classroom management, teaching effectiveness, and affective education (ASCA, 2006).

In addition, the Florida Department of Education has a counseling and guidance framework called the “Comprehensive Student Development Program Model” that guides the activities and programs of school counselors (Florida Department of Education, 2001). Florida’s framework defines the school counselor as the “certified professional who uses counseling, coordinating, consulting and curriculum developing and delivery skills to implement programs based on the content standards of academic achievement, career development, personal/social development, and community involvement” (Florida Department of Education, 2001, p. 3).

It is recommended that elementary counseling programs focus on the areas of positive self-concept, responsible behavior, broad career awareness, decision-making skills, interpersonal communication skills, and diversity (Florida Department of Education, 2001; ASCA, 2006). Therefore, elementary school counseling programs encompass the skills directly affected by ADHD disorder, such as, school work, academic achievement, interpersonal relationships, and self-esteem (Flick, 1998; Knouse, 2004).

School counselors, are professionally trained to provide student assessment, direct interventions, referral, consultation, and support to students, faculty, and families (Myrick 1993, Schmidt, 1993; Baker, 1996; ASCA, 2005). School counselors implement interventions through
the use of strategies such as classroom counseling, individual counseling, small group
counseling, peer helping, and family counseling (Baker, 1996, ASCA, 2005).

**School Counselor’s Role with ELL students with ADHD**

Florida’s school counselors are directly linked to ELL students, since Florida’s ESOL
Consent Decree makes the School Counselor a part of the ESOL committee that will identify,
assess, and monitor the equal access of ELL students to academic and supplemental programs
within their educational setting (LULAC et.al. v. State Board of Education, 1990). At the same
time, “School Counselors, as behavioral and relationship specialists, can provide support for
students with ADHD and their teachers” (Webb & Myrick, 2003, p. 2).

Linda D Webb and Robert D Myrick (2003) in their research titled “A Group Counseling
Intervention for Children with ADHD”, stipulated that one of the School Counselors’ functions
is to help students understand and manage their behavior and their relationships with others in
order to maximize their learning potential. They also considered that students learn to manage
themselves and their learning environment during the elementary school years, which will often
determine their success in later years. Hence, there is a need for additional school counselor
intervention strategies for students with ADHD that (a) help them understand ADHD, (b)
provide a repertoire of skills to enhance learning, and (c) help them understand the importance of

When all the symptoms of the ADHD are combined with the characteristics of the ELL
student, it is evident that the ELL students with ADHD require special classroom and counseling
interventions. School counselors are in a distinctive position to help the students with ADHD to
deal with their disorder. However, counselors need to be cognizant and empathic of the ELL
students’ characteristics and their reality in order to be effective with ELL students with ADHD.
The necessity for cultural sensible staff members, who recognize and understands the needs of the ELL students with ADHD and their families, was stressed by Bauermeister (2006) in his research of Influencias Culturales de Latinos/Hispanos sobre la evaluación y tratamiento de TDA/H (Cultural Influences of Hispanic/Latinos on the evaluation and treatment of ADHD), Rothe (2005) in his study titled “Considering Cultural Diversity in the Management of ADHD in Hispanic Patients”, and by Eiraldi and Mazzuca (2004) in their report titled “Treatment of ADHD in Latin Populations”.

Schwallie-Giddis, Anstrom, Sanchez, Sardi, and Granato (2004) called attention to the predicament that counselors encounter when called to address the needs of the high number of linguistically and culturally diverse populations in schools. Yet, they found themselves lacking in professional preparation or support to effectively counsel these students and their families. School counselors consider themselves competent in multicultural awareness and understanding of multicultural terminology, but incompetent in multicultural knowledge and racial identity development (Schwallie-Giddis et.al, 2004). The areas where school counselors expressed more difficulty were dealing with parents and families due to their own lack of experiences with particular cultures, frustration with language barriers, economic hardship in the families, and the effort to be empathetic with students that are living in two cultures (Schwallie-Giddis et.al, 2004).

To be licensed as a school counselor in the State of Florida, a multicultural component is required as part of the university curriculum (Florida Department of Education, 2001). However, according to Berry (2007), the growing need for effective services rendered to ELL population in Florida, prompted the large South Florida school district, where this study was conducted, to develop an experimental project for this population in the year 2002. The project started with
four bilingual and bicultural counselors, and due to the extensive ELL population it has grown into 68 school counselors named “ESOL School Counselors” who were placed in elementary, middle and high schools (C. Berry, personal communication, April 2, 2007). ESOL school counselors share similar immigration and acculturation experiences as their ELL students, thus ESOL school counselors can easily communicate and establish a rapport with ELL students with ADHD and their families (C. Berry, personal communication, April 2, 2007).

Smith-Adcock, et.al., (2006) in their research also explained the need to out-reach to the Hispanic community, communicate in Spanish with the students and family, and to have bilingual bicultural counselors that are able to build the trust needed in order to establish an effective counseling relationship. This is what this large school district project is implementing with the ESOL school counselors program in South Florida.

**Vygotsky’s Sociocultural Theory**

Vygotsky proposed the sociocultural theory also known as social development theory or social cognition theory. This theory explains that humans interact in a sociocultural environment, and how these social and cultural interactions determine the knowledge and skills that children need to acquire in order to effectively participate as member of their groups (Vygotsky, 1978). Language, technology, strategies, and any other instrument or skill needed to interact with members of a sociocultural group are called “tools” (Vygotsky, 1978). According to Vygotsky (1978), these tools shape cognitive development; therefore, human behavior is shaped by socio-cultural demands and cannot be understood independently from each other (Vygotsky, 1978). This concept differs from other developmental psychologists such as Piaget, whom considers environment as just an influence that facilitates or constrains the developmental process (Miller, 2002).
Vygotsky developed the sociocultural theory after the Russian Revolution. The political influence of Marx and Engels is reflected in Vygotsky’s theory through three postulations. First, cognitive styles, attitudes, beliefs, and perceptions are determined by the social interactions and working conditions derivate from economic models of production (socialist, capitalist or feudal). Second, most knowledgeable adults are responsible to share their knowledge with children and other members of society, this concept is known as socially shared cognition, and is based on the economic collectivist principle. Third, the Marxist concept of dialectical change is reflected when Vygotsky proposes that development is understood by examining the resolution of conflicts along the individual’s personal history (Vygotsky, 1978).

Sociocultural theory studies the child in context, since it believes that people do not engage in the environment, instead they are part of it. The theory considers the culture in which the child lives (e.g. country) and his/her immediate surroundings (e.g. family, malls, schools, etc). It explains that children have needs and goals that involve the environment and their behaviors are set accordingly to these goals and needs (Vygotsky, 1986). It is considered that through language, culture gives children their knowledge, and teaches them how to use that knowledge (Vygotsky, 1986).

Vygotsky (1986) identified two more concepts, the Zone of Proximal Development (ZPD) and Scaffolding. The Zone of Proximal Development is the difference between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Scaffolding is the temporary support that the adult gives the child while he/she is achieving the desired skill (Papalia, Olds & Feldman, 2002). The adult or peer, during the ZPD or Scaffolding, assists the skills development through “...prompts,
clues, modeling, explanation, leading questions, discussion, joint participation, encouragement, and control of the child’s attention.” (Miller, 2002, p. 379). This interrelation among adult or peer and child is going to actively transform their knowledge and social experiences rather than passively internalize them (Vygotsky, 1978). In school settings Vygotsky’s theory is applied by using the concept of community of learning, where collaboration among teachers and students is the new dynamic role. These actions take place within a classroom that provides workspace for small group instruction or peer instruction, and collaboration (Riddle, 1999). In the counseling practice, group counseling for Students with ADHD is more often recommended, since participants can help each other to practice and manage their behavior, and counselors have the opportunity to assist immediately in the support and/or correction of behaviors (Braswell & Bloomquist, 1991).

Legal Issues

504, IDEA, and ESOL Consent Decree Laws

Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act (IDEA), and the Florida ESOL Consent Decree, are laws that protect the rights of the student and determine whether students are receiving all the necessary help to succeed in their education, including the implementation of appropriate interventions that affect classroom behavior and academic achievement of Hispanic ELL students with ADHD.

A student with ADHD may be served under IDEA if the disorder causes learning or emotional difficulties that meet the criteria under the category of learning disabilities or emotional disturbance, or if the criteria for “other health impaired” (OHI) is met, which can be limited strength, vitality, or alertness caused by health problems (US Department of Education ESE, 2003). Under the regulations of IDEA, school districts are required to provide a free
appropriate education (FAPE) to children identified as having a disability. This means that an individual education plan (IEP) is developed to meet the educational needs of the student and in the IEP the benchmarks and goals established are appropriate for the student’s disability (Hanna, 2002).

The IEP is a document developed at the educational institution and required by the IDEA. It explains the educational goals, evaluation methods, and interventions that teachers and staff utilized to aid the academic success of a student with disabilities (US Department of Education ESE, 2003).

DeBettencourt (2002) in her explanatory article Teaching Exceptional Children describes the difference between IDEA and Section 504 of the Rehabilitation Act. IDEA is a federal law that funds and regulates special education services, while Section 504 is a civil rights statute that does not provide funds for students identified under this section.

Section 504 of the Rehabilitation Act of 1973, is a Federal mandate that protects the rights of the students with ADHD. Hence, if a child with ADHD is not eligible for services under IDEA, he or she may meet the requirements of Section 504. Students that meet the requirements for section 504 of the Rehabilitation Act can have a 504 educational plan that provides students with ADHD with educational accommodations to be implemented during the general education class (US Department of Education ESE, 2003).

IEP and 504 plan accommodations may include “curriculum adjustments, alternative classroom organization and management, specialized teaching techniques and study skills, use of behavior management, and increased parent/teacher collaboration” (US Department of Education ESE, 2003). Also, according to the US Department of Education, “Eligible children
with ADHD must be placed in regular education classrooms, to the maximum extent appropriate to their educational needs” (2003).

The Florida’s English Speakers of Other Languages (ESOL) Consent Decree of 1990 is the result agreement of a lawsuit of the League of United Latin American Citizens (LULAC). The League consists of ASPIRA of Florida, The Farmworkers’ Association of Central Florida, the Florida State Conference of NAACP Branches, the Haitian Refugee Center, the Spanish American League Against Discrimination (SALAD), the American Hispanic Educator’s Association of Dade (AHEAD), and the Haitian Educators’ Association, along with Carolina M., Claudia M., Delia M., Lydie L., Sammy L., Seth L., and Juan Carlos G. The lawsuit was brought against the Florida Board of Education and the Florida Department of Education. The Honorable Bob Martinez, Governor, Chairman of the State Board of Education, Jim Smith, Secretary of State, Bob Butterworth, Attorney General, Tom Gallagher, Treasurer & Insurance Commissioner, Gerald A. Lewis, Controller, Doyle E. Conner, Commissioner of Agriculture, and Betty Castor, Commissioner of Education, Executive Officer and Secretary of the State Board of Education.

The Consent Decree addresses the civil rights of ELL students, including their right to appropriate programming commensurate with their level of English, academic achievement, and special needs. At the same time the Consent Decree stipulates that students who are a greater risk of under achievement should have the necessary services equal to those provided to English proficient students.

The Consent Decree is composed of six parts: (1) identification and assessment of the ELL student, (2) equal access to appropriate programming, (3) equal access to appropriate categorical and other programs for ELL students, (4) qualify instructional personnel, (5)

In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensive instruction to which ELL students are entitled (LULAC et.al. v. State Board of Education, 1990).
CHAPTER III
RESEARCH METHODOLOGY

Chapter III presents the methodology to be used to answer the research questions of the proposed study to explore school counselors’ strategies supporting Vygotsky’s theory and affecting behavior of Hispanic English Language Learners (ELL) with ADHD in second grade.

Research Design

The researcher will use a qualitative, phenomenological approach to explore, capture and analyze participants’ viewpoints relative to the research questions: (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade, support Vygotsky’s sociocultural theory?

In view of the fact that, there is a rapid growth of Hispanics and ELL populations in United States schools (Menken & Look, 2000; Sparks, 2005; U.S. Census Bureau, 2003; Pew Hispanic Center, 2006), researchers stressed the need for more studies on Hispanics and ADHD (Reig & Naag, 1994; Stallard, 2001; Bauermeister, 2005; Terneus & Wheeler, 2005; Rothe, 2005). The scarcity of research that addresses ADHD among ELL Hispanic population, and the unique position that school counselors have to help ELL students with ADHD (Baker, 1996; Florida Department of Education, 2001; ASCA, 2006) will be studied through a qualitative, phenomenological methodology.

The qualitative, phenomenological approach will give the opportunity to participants to explain, in depth, the factors and details that can affect the decision making, preference or
specifcs of the implementation of behavioral strategies, used by school counselors with Hispanic ELL students with ADHD. These particularities in the implementation, and population's needs could make the difference in the effectiveness of the chosen strategy to use with the ELL students with ADHD. Best and Kahn (1993) considered that the importance of the phenomenological perspective is the explanation of the structure and essence of a situation experienced by a group of people, and Maxwell (1996) explained, that the understanding of the meaning and context in which events and circumstances shape the actions is one of the main objectives of qualitative methods.

Methodology and Procedures

Researcher role

The researcher will assume the role of interviewer as well as observer during the contacts at the participants' sites in order to note and record physical details that cannot be ascertained by interviews alone.

Setting

The research site for this study is going to be the offices of ten elementary school counselors with high ELL population within a large South Florida school district. There will be two proposed schools located in the west area of the school district, two in the north area, two in the south area and four in the central area, which is the area of major concentration of ELL population. Hence, the four areas of this South Florida school district will be represented within the sample and research sites.
**Gaining entrance to setting**

Since the researcher is an ESOL school counselor working for this South Florida school district, relationships with other school counselors are already established through district’s school counseling meetings and workshops. Acquiring permission from the school district Research and Review Committee, to conduct this study facilitated the entrance to schools where school counselors work. After a letter to each principal asking permission to interview the school counselor working at their school, individual phone contact was made to school counselors selected in order to invite them to be participants in the study. Following the phone conversations a letter of agreement was forward to participants to obtain their consent of participation in the study.

**Sampling**

Out of the 102 elementary schools in South Florida school district, 25 have high Hispanic population, ranging from 32% to 74% of total population according to each school’s Gold Report (2006). At the same time, out of those 25 elementary schools, 17 schools have a Hispanic ELL population that range between 52% and 70% (Gold Report, 2006).

In order to keep data manageable, ten elementary school counselors were the primary participants of the study. The ten school counselors (five general school counselors and five ESOL school counselors) were a purposeful (criterion-based) sample selected by the following criteria: (1) counselors must be working in a public elementary school within the South Florida school district chosen for the study, (2) counselors must be working or have worked with ELL students with ADHD in the past five years, (3) counselors agree to participate in the study voluntarily.
School counselors that have experience working with ELL students with ADHD should be able to comment on the characteristics of the ELL students with ADHD population, methods of implementation of interventions, successful and failing interventions, and other observed details that could affect the behavioural outcomes of the ELL students with ADHD. This form of sample selection is recommended for qualitative research according to LeCompte and Preissle (as cited in Maxwell, 1996).

**Ethical Considerations**

The study represented minimal physical or psychological threat to the participants. At the same time, and in order to keep the confidentiality of the participants, the participants were given an alphanumeric code (e.g. E01) and fictitious names so no one, other than the researcher, can identify their names and location of work.

All documentation of the study will be kept locked in a safe place at the researcher’s residence for a period of five years after the finalization of the research. At that time all records will be destroyed. Audiotapes were destroyed immediately after the finalization of the research.

**Research Questions**

The research questions that this qualitative study intends to answer are: (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade, support Vygotsky’s sociocultural theory?
Data Collection

Interviews

A guided interview developed by the researcher and comprised of four parts was proposed to address the research questions. Part one of the interview was the demographic profile. It included questions about social-demographic variables of gender, age, and level of education. Part two of the interview inquired about the experience as educator. Part three asked about experience as a general school counselor or as ESOL school counselor. Part four asked about perception of interventions strategies used to manage ADHD behaviors that are currently utilized to work with ELL students with ADHD.

Individual In-Depth interviews were conducted with all participants of the study. An open-ended questionnaire was utilized to guide the interviews; the researcher asked the questions on the questionnaire. The questionnaire gave the researcher the opportunity to organize interview information, and gave consistency of topics that addressed the research questions. All interviewees were asked the same questions in the same order hence comparability of responses were increased. Open-ended questions gave the opportunity to the interviewee to explain in detail their answers and to give examples pertinent to the questions asked (Best & Kahn, 1993). Audio recording was used to keep the veracity of the transcriptions of the data collection. As Patton (1990) said “The purpose of open-ended interviewing is not to put things in someone’s mind…but to access the perspective of the person being interviewed”. (p. 278)

Field notes

Field notes were used to keep a record of observations made during interviews and interactions with the participants. Spradley’s model for organizing notes were used in order to increase reliability. Spardley suggests to keep four sets of notes: (1) short notes made at the time
of the field session (2) expanded notes made as soon as possible after the field session (3) a fieldwork journal to record problems and ideas that arise during each stage of fieldwork, and (4) a provisional running record of analysis and interpretation (Spradley, 1998; Silverman, 2000).

Data Analysis

Two within case analysis and one across case analysis were conducted. The first within case analysis was the study of emerging themes among ESOL school counselors. The second within case analysis was the study of emerging themes among general school counselors. The across case analysis was the study of themes among the two school counselors groups (general and ESOL).

Ongoing transcription of interviews were done in order to keep a coherent path of analysis and early detection of patterns in the data as well as facilitating the writing of field notes for the researcher’s critical thinking of the topic, and for the data review at the focus group meetings. Contextualizing was used to understand the way that school counselors decide and advise on behavioral strategies to implement with ELL students with ADHD within their individual schools. Codification, by paragraphs, of the interview transcripts was used to organize the information into themes. A matrix to organize the emerging themes within the cross analysis and the case analysis was used to determine the relationship and importance of those themes amongst the general and ESOL school counselors.

Reliability

In qualitative research “dependability” is the correspondent notion to “reliability” (Lincoln and Guba, 1985, p. 300). Dependability can be achieved by: (1) “The use of multiple data collection techniques is known as triangulation. Triangulation of data permits the verification and validation of qualitative data.” (Best & Kahn, 1993, p. 203). Mathison (1988)
said “Triangulation has risen as an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology.” (p. 13) (2) Member checking, by which the participants review the researcher transcripts and interpretations of interviews and data collected to verify their accuracy and veracity (Pickard & Dixon, 2004, p. 15) (3) Peer Review and focus groups provides expert and unbiased opinion of the study’s findings (4) Spradley’s model helps to systematize the field notes, which improves reliability (Spradley, 1998; Silverman, 2000).

In order to increase reliability at the time of data collection and data analysis, this study used triangulation. Member checking was utilized by allowing the school counselors to review interview transcripts, Spradley’s model for organizing notes kept a paper trail at the same time that made notes available for analysis at focus groups and peer reviews.

Validity

Bias Disclaimer

Being an Hispanic immigrant, ESOL school counselor, and growing up with two brothers who have ADHD, the researcher’s personal observations prompted the interest in this proposed study.

As an Hispanic immigrant the researcher recognizes the turmoil of being in a new country where culture, laws, institutions, and language are completely unknown.

In growing up with two brothers with ADHD, the researcher observed, firsthand, this family dynamic along with the academic and behavioral challenges that these children with ADHD posed to parents, teachers and themselves.
Furthermore, as an ESOL school counselor, the researcher has observed the struggle of Hispanic students that are ELL immersed in an educational system that, “...can be ill informed and not equipped to deal with these students’ distinctive needs” (Smith-Adcock et.al, 2006, p. 1), and how amplified are the challenges of the student that is ELL when ADHD is added to their already disadvantaged position.

Since the researcher is also an ESOL school counselor in a high ELL population elementary school, and often is called upon to give advice on behavioral and educational interventions for students with ADHD in general, and more specifically with ELL students with ADHD, the need for strategies to control researcher bias is eminent. Therefore, the use of: (1) Reflexivity to critically reflect on bias as researcher, (2) Low Inference Descriptors from audio recordings using direct quotations from interviewees instead of interpretations of events, (3) Participant Feedback (member checking) to corroborate that which it is transcribed represents the participants ideas and feelings on the topic, and (3) Peer Review and Focus Groups to make sure that independent critical professionals in the school counseling field can assist the researcher in making an unbiased opinion on the study’s findings.

These strategies will keep researcher bias at the minimum when data is analyzed.
CHAPTER IV
ANALYSIS OF DATA

This chapter describes and analyzes the data from interviews of the general school counselors and ESOL school counselors. Two within case and one across-case analysis of general and ESOL school counselors’ data on strategies supporting Vygotsky’s theory and affecting behavior of Hispanic ELL students with ADHD are presented.

The within case data analysis of the ESOL school counselors observed the emerging themes among ESOL school counselors and was guided by two core research questions: (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do strategies used by ESOL school counselors to manage ELL students with ADHD behaviors in second grade, support Vygotsky’s sociocultural theory?

The within case data analysis of the general school counselors was also guided by two questions: (1) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do strategies used by general school counselors to manage ELL students with ADHD behaviors in second grade, support Vygotsky’s sociocultural theory?

The across-case analysis of general and ESOL school counselors’ data was made by the study of similarities and discrepancies within the themes among the two school counselor groups.

The guided interview give information on the general and ESOL school counselors’ demographics, professional experience, and perceptions of intervention strategies used with ELL students with ADHD. The field notes describes the school surroundings, school buildings and
office decorations of general and ESOL school counselors, in order to illustrate the environment in which ELL students with ADHD, and both groups of school counselors are immerse during the school time. The relevance of these observations stem from the concepts explained by the study of Baldry (1997) that points to the links in physical space and the social significance of the office work, and the importance of the messages sent by the office environment to the occupants and visitors.

During the analysis of data, the names used for the ESOL and general counselors were changed to pseudonyms, and the quotations from interviews were not edited in order to maintain their original character.

Before scheduling the interviews that served as data collection, the researcher needed to comply with several chronological steps required by school district policy for conducting research at school sites: (1) Submit a thorough application for conducting research at the school district (Appendix B), (2) Wait for written permission from the District’s Research and Evaluation Department (Appendix C), (3) Once the permission from the Research and Evaluation Department was received, the researcher needed consent from each participating school Principal to interview school counseling faculty. To obtained consent, a letter was emailed through the District’s email system to each school Principal (Appendix D), (4) After Principals’ replied granting consent to interview school counseling faculty, a phone call to each participating school counselor was made to explain the study, the extent of their participation, the verification of inclusion criteria, and to schedule the interview, (5) Consent forms for voluntarily participation in the study were signed at the time of the interview, and a copy was left with each school counselor (Appendix E). Table 1 presents a summary of the time line used during data collection.
Table 1
Time line of Data Collection

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit application for conducting research at the school district.</td>
<td>09/25/07</td>
</tr>
<tr>
<td>Approval letter from the District’s Research and Evaluation Department.</td>
<td>10/08/07</td>
</tr>
<tr>
<td>Letter emailed to each school Principal.</td>
<td>10/09/07</td>
</tr>
<tr>
<td>Permission to interview school counseling faculty from each participating school Principal.</td>
<td>From 10/10/07 to 12/20/07</td>
</tr>
<tr>
<td>Phone call to each participating school counselor.</td>
<td>From 10/11/07 to 01/22/07</td>
</tr>
<tr>
<td>School counselors’ interviews.</td>
<td>From 11/19/07 to 02/25/08</td>
</tr>
</tbody>
</table>

**ESOL School Counselors**

Five female ESOL school counselors were interviewed at their offices (male ESOL counselors did not comply with study requirements). The administrative rule 6A-4.0181 of the Florida Department of Education, requires a school counselor to have a minimum educational level of a Masters degree in school counseling, and a professional certification in order to be employed as a school counselor in any Florida school district; in addition to these requirements, the ESOL school counselors must be multicultural and bilingual (Florida Department of Education, 2008).

In order to keep the participants’ confidentiality the five ESOL school counselors were given pseudonyms; these fictitious names are Mrs. Chacón, Mrs. Castro, Mrs. Zúñiga, Mrs. Mora, and Mrs. Pérez. Although the data was analyzed as an ESOL group, the description of the school counselors and their schools were examined individually. Socio-economic Status (SES) of the neighborhood surrounding the schools was determined by the researchers’ observations of
home sites within three blocks radius from the school, and the area property value assessed by the county court listings. A class distinction was establish by the researcher where middle class corresponded to property value between $60,000 and $250,000 and upper-middle class corresponded to a property value between $300,000 and $700,000. The neighborhoods' SES and the participation of Hispanic students in the free or reduce cost lunch programs gives an idea of the Hispanic population that the ESOL school counselors attend.

Mrs. Chacón

Demographic profile.

Mrs. Chacón is an ESOL school counselor in the age category of 41 to 50 years old; she has a Masters Degree in school counseling and recently started her Ph.D. studies, also in school counseling. Her experience in education started as a teacher's aide working with ELL students in elementary school, and then she worked in a middle school and a high school as a Spanish teacher. She returned to elementary school as an ESOL school counselor in 2001.

School and office setting

The school where Mrs. Chacón works is located in the south area of the targeted District; its enrolment is 723 students, 194 of them are Hispanic, 152 are ELL students, and 113 of the Hispanic students receive or reduced cost lunch. The surrounding neighborhood was upper middle class with property value above $450,000; most of the houses had spacious backyards, swimming pools, two and three car garages and well kept gardens.

The school is a series of one-story buildings connected by covered hallways; small green areas and covered patios with benches and tables in between buildings. To get to Mrs. Chacón's office the researcher needed to sign in at the front desk; the secretary presented the school’s map and briefly explained the way to go. Mrs. Chacón’s corner office looked like a classroom, with
cabinets along the walls, big windows with blinds on two adjacent walls, two round tables with chairs in the middle of the office, and one regular sized desk. Students’ drawings were displayed on a bulletin board, and a door separated the office from the clinic. We sat down at one of the round tables and started the interview that Mrs. Chacón had re-scheduled three times, due to school meetings. Mrs. Chacón was at ease during the interview although three interruptions were made by students coming to show class work, a behavior chart, and one student just to say hello to Mrs. Chacón.

Perceptions of ELL/Students with ADHD.

According to Mrs. Chacón, “ELL students have many needs”. She considers the ELL students to be behind in academics and other skills needed to succeed in school because of four main reasons: (1) lack of English language, (2) lack of educational support at home, (3) different and new expectations “…they have expectations that they were not used to before, and it’s definitely harder trying to learn the language at the same time you’re trying to fulfill the other requirements”, and (4) lack of resources (academic, medical, financial, etc) to help ELL students to equate to their classmates. “…the kids are falling behind because of having to learn the language and not be able to practice outside the school environment…also they’re lacking basic medical care, insurance, all that stuff that all the kids have [sic] for granted in this country and that we don’t have, students don’t have.”

Mrs. Chacón considers that ELL students with ADHD have even more difficulties than the ELL students, because of self-control problems “…Students with ADHD…cannot control their impulses they get up and they wander, they want to explore because they’re learning as they’re touching, as they’re asking, as they’re pushing...”
Strategies used with ELL students with ADHD

The strategies that Mrs. Chacón used with students that are ELL and have ADHD are explanation of expectations, communication with parents and teachers, and modifications to the academic curriculum. "...I go over the expectations with them, and I usually try to learn more about how was he doing at school, back home... talk to his family, and see if the child is that active in the home environment, and then provide them with modifications...talking to the classroom teacher to make sure that they don’t get all this big package that can be discouraging to an Students with ADHD that is also learning the language..."

Perceptions of Strategies

Although Mrs. Chacón regards as effective the strategies used with ELL students with ADHD, she deems it important to consider students’ cultural background when choosing and implementing interventions, and she emphasizes the need for research based interventions for ELL students with ADHD “...currently the same interventions are being used, of course, we try to adapt them, but adapting the strategies myself is not using research based instructions ... the strategies that are research backed are for the main culture, but not for the ELL student so that is really a bias, because whatever you are using is not necessary what they need [sic], and that is what I see as a big problem with the strategies that we are using, that they have not been proven effective with our population.”

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Chacón strongly agrees that Vygotsky’s theory applies to ELL students with ADHD, and that with the exception of medication, the strategies used with ELL students with ADHD, when taking their cultural background into consideration, support Vygotsky’s theory “It is effective if you analyzed where the student is coming from... What is appropriate for that
culture? Is this behavior something that has been expected from this child before, or something that was reinforced?”

Mrs. Castro

Demographic profile.

Mrs. Castro is an ESOL school counselor in the age group of 41 to 50 years old, she holds a Masters Degree in School Counseling and has five years of experience working as an ESOL school counselor. Before becoming an ESOL school counselor Mrs. Castro was an elementary and middle school exceptional student education (ESE) and ESOL teacher, and a middle school Spanish teacher.

School and office setting

Mrs. Castro’s school is located in the North area of the targeted school district. The school’s enrolment is 632 students, 287 are Hispanic, 191 are ELL, and 260 of the Hispanic students are in the free or reduced cost lunch program.

The school is located in the middle of a middle class neighborhood with property value of around $100,000; small size houses, most of them with chain link fences, and porches instead of garages surrounded the school; they looked well kept but modest. The school building is new, with an ample entrance, however, front double doors are kept locked due to security precautions, and one needs to buzz the front desk to be allowed inside the school, a visitor’s pass is also required. At this school the ESOL school counselor was called to the office to meet the researcher. Although the school counselor’s office was next to the front office, Mrs. Castro explained that she shares her office with the General school counselor and that at the moment a small group counseling session was taking place in the office, so Mrs. Castro directed the researcher to the conference room where the interview took place. Since it was time for the
school dismissal, several interruptions happened because announcements and dismissal procedures were given via loudspeaker.

Perceptions of ELL students with ADHD.

Mrs. Castro considers that teachers and adults working with ELL students need to be sensitive to the students’ cultural differences. She sees the differences between ELL students and Hispanics non-ELL as the level of acculturation of each group “...Hispanic population have already acquired some of the cultural, American cultural patterns, and the ELL students still are confused...they have the cultural shock they’re going through...” She also considers that ELL students with ADHD because of problems with their attention span get into trouble more often than the ELL students who are dealing only with lack of English language skills “...the ELL students, they might misbehave because they don’t know what is going on... and the ADHD (students) they misbehave because they cannot control themselves.”

Strategies used with ELL students with ADHD

Mrs. Castro uses behavior modification and explanation of expectations with ELL/Students with ADHD. She considers it important to be sensitive to cultural background, when working with ELL or ELL students with ADHD. Mrs. Castro commented “…I would have to know their cultural background, in order to be sensitive, and understand some cultural points or behaviors that are acceptable there (in student’s country of origin), and unacceptable here (in the USA). I would have to talk to the kid and explain what is appropriate in the classroom here. For the students with ADHD I would treat them similarly, but I would focus more on the actual behavior, and the modification of that behavior, while the ELL students I would focus my efforts on teach [sic] them, and make them aware of what is right or wrong in the classroom setting.”
Perceptions of Strategies

Mrs. Castro considers effective interventions when “...they (the ELL student with ADHD) can take the planned behavior to other settings, for example a party, games, not only in the classroom. Medication is very effective for the same reasons, when the kid is medicated, for as long as he needs it, is going to be effective anytime anywhere.” She also considers that understanding the cultural background of ELL students with ADHD is an important component of effective strategies “…cultural factors; professional have to understand that sometime the ELL students with ADHD are acting out because some behaviors are acceptable in their country. For example in the playground; in the playground they could be rougher than the kids here. Over here you say don’t put your hands on other people, but in their country that is how they’re playing, that is being a kid, sometimes is being [sic] a male.” She also considers that consistency and close monitoring of the progress of individual behavioral plans are the key for a successful intervention with ELL students with ADHD “I think they’re effective as long as you or the teacher, whoever is involved, is consistent… monitor the plan and make modifications if needed.”

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Castro agrees that Vygotsky’s sociocultural theory applies to ELL students with ADHD. Her comments on the postulates were “…we can never separate the culture when we are talking about human behavior.”, “…we can help them until they’re independent and they can do things on their own, but they need an adult or person who help [sic] them.”, and scaffolding “… applies to any human being who is learning…”.” She also agrees that all the behavioral strategies used support Vygotsky’s’ theory, with the exception of medication that she considers “independent” from theories.

59
Mrs. Zúñiga

Demographic profile

Mrs. Zúñiga is an ESOL school counselor with five years experience working as an ESOL school counselor; she is in the age group of 41-50 years old, and holds a Masters Degree in School Counseling. Before becoming an ESOL school counselor Mrs. Zúñiga was an elementary classroom teacher in first and second grade.

School and office setting

Mrs. Zúñiga’s school is located in the West area of the targeted school district, the enrollment is 798 students, 390 are Hispanic, 250 are ELL, and 327 are in a free or reduced cost lunch program. The school is located along a secondary road in a middle class neighborhood with property value of around $200,000; single family homes, with ranch style architecture and spacious lots, were surrounding the school. The school is an old construction building but nicely painted in a cream color. Double doors lead to the front office, there, a visitor’s book needed to be signed before the secretary called Mrs. Zúñiga to escort the researcher to her office. Mrs. Zúñiga’s office was ample, with big windows in the east wall, and no windows in the other three walls; a round table and chairs were in the center of the office, and a desk, with two chairs, were at the west side of the office, next to two file cabinets. The office was decorated with posters of famous Hispanic people and character education motives. We sat down at the desk area for the interview.

Perceptions of ELL students with ADHD.

Mrs. Zúñiga considers that communication between parents and teachers is a need that exists within the ELL population and, because of language or cultural differences, communication is impeded. Also, she considers that placement is another issue that greatly
affects ELL students, because of the lack of the English language, newcomers end up repeating their grade, although they are academically proficient in their first language. Mrs. Zúñiga sees the ADHD in the ELL student as an added problem, since they are not understanding the information given in the classroom due to lack of language, and on top of that, their lack of concentration and self-control makes it even more difficult for the ELL student with ADHD to learn. However, she considers that “Teachers must provide an environment in which the students feel their needs are being met. For example, pairing them up with somebody that knows the language, so there will be some translation,… they can see that the teacher is providing the way to engage them, instead of just leaving them and say, ‘Oh, he doesn’t know English’, ‘I am busy with this and the rest of the class’, so in order for that student [sic] and specially if he is ADD, he needs to feel part of the group.”

Strategies used with ELL students with ADHD

Mrs. Zúñiga uses behavioral modification, and parent contact, as strategies, with ELL students with ADHD. “…When I am approached about (a) certain student that has ADHD, most of the time I call the parents to see how is his/her behavior at home, how was the behavior at prior schools, and based on what they’re telling me I put them in a behavior plan… we actually recommend, sometimes, to talk to the pediatrician, to see what the doctor thinks, and what kind of suggestions they would give the parents.”

Perceptions of Strategies

Mrs. Zúñiga considers communication with parents as one intervention that is very effective; she uses the same interventions for ELL and non-ELL students, but translates materials and explains expectations to ELL students with ADHD “…behaviors and expectations would be the same as other students, probably consequences would be the same as all other ones, as far as
I knew that that student knows exactly what I’m expecting him to do, how I’m expecting him to do it…” She considers that teacher’s consistency with strategies are the key to effective interventions, as well as parent communication “…(it) is a team work between the teacher, the parent, and the student, they know what are the goals, the expectations, and when the student get [sic] home they know there is communication going, and I think that is basic.”

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Zúñiga considers that Vygotsky’s theory definitely applies to ELL students with ADHD because “…depending on the environment that you grew up [sic] that is who you are. That doesn’t mean that you are going to stay like that, that you cannot change it. We have changed by coming here to America, and learning new ways. But they come with set, fix [sic] ways of doing things, so they learn new ways, and they’ll keep some of their ways of doing things because these are their own, this is who they are…” Mrs. Zúñiga considers the Zone of Proximal Development (ZPD) as the moment where the ELL students with ADHD is “…learning the language from the teachers, that will be the ZPD, and then there is going to come the time when the child is going to be able to put it into practice.”

She considers that Behavior Modification, Psychosocial Interventions, and communication with parents support Vygotsky’s theory, but Functional Behavioral Assessment, and Medication do not support the theory.

Mrs. Mora

Demographic profile.

Mrs. Mora is an ESOL school counselor with over twenty five years of experience as a school counselor, where the last six years she has been an ESOL school counselor. Mrs. Mora
has never been a classroom teacher; she is in the age category of 51 to 60 years old, and holds a Masters Degree in School Counseling.

**School and office setting**

Mrs. Mora’s school has an enrollment of 904 students, 393 are Hispanic, 232 are ELL, and 297 Hispanic students are in free or reduced cost lunch programs. The school is located in the central area of the targeted school district; the neighborhood that surrounds the school is mid-upper class, where the houses are single family homes in gated communities with property value of around $500,000; however, a few miles to the north of the school the houses are also single family homes, but are smaller in size, and not in a gated community and the property value at this location average around the $350,000. The school has a new building that looks nice and inviting, in order to enter into the building the researcher needed to call the front office through an intercom, wait for the door to electronically, open, and get into the front office, where a computer registered the visit and printed a visitor’s pass. After this procedure, the secretary called the ESOL school counselor. Mrs. Mora came to the front office and accompanied the researcher to her office. Mrs. Mora’s office is located in the front of the school next to the administrative offices, it is a small office with a desk, two book cases, a file cabinet and two chairs, and the office is decorated with flags of Latin-American countries and pictures of students wearing regional Latin-American dress. Due to the proximity to the main office the noise and traffic in the hallway is high, which caused several interruptions during the interview.

**Perceptions of ELL students with ADHD.**

Mrs. Mora considers that ELL students with ADHD have needs that depend on their background and severity of the disorder; she also believes that there is a need for resources to work and treat ELL students with ADHD “One of the biggest problems that we have...are
resources, and when I am talking about resources I am not talking only about books, I am talking about clinics, is there a doctor that I can talk to about this particular kid? Are parents working and providing the medication for this particular kid? Are the parents together? Do they need help with free therapy, or medication? So, if you have no resources to work with, it makes your work so much difficult [sic].” She considers that ELL students have a language problem, but ELL students with ADHD have the language problem compounded with the lack of focus and control, however she sees that both groups of students want to be successful “...they both want to learn, they both want to be praised, they both want to feel good about themselves and about their work.”

Strategies used with ELL students with ADHD

Mrs. Mora advocates for ELL students with ADHD, and suggests strategies to the teachers, so teachers do not feel frustrated when working with the ELL students with ADHD. She explained it as “…I advocate, that is basically my role, because sometimes when you have an ELL students with ADHD, teachers (are) beginning to question their teaching style, why can’t I work with this kid, this kid is driving me crazy, I got to move him out of here. So you have to be able to have a working relationship with that person (the teacher) I try to make them see that we are working on this together...I come and work with this kid in the classroom, I take this kid out, so that she (the teacher) sees that I have built a history with that child, and then bring the child into the classroom slowly. I also tell them (the teachers) I think we could work in this area, have you try [sic] this?”

Perceptions of Strategies

Mrs. Mora explained that interventions are the same for ELL and non-ELL students, she explained that “…whatever strategies you used with non-ELL you will try with ELL students
with ADHD…” Mrs. Mora believes that interventions fail because of teachers; she said that “… if the teacher is not willing to work with that child, no strategies will work… so many times when I sit down to talk to the kid, to find out what is going on, it is a language barrier, they don’t understand, their self-esteem have [sic] been squished, mashed, destroyed, when they walk into that classroom. People sometimes ignore them because they think they cannot communicate…” Mrs. Mora considers working as a team with parents, student, and teachers, and using the resources available are the key to help ELL/Students with ADHD succeed in school.

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Mora considers that Vygotsky’s postulates apply to ELL students with ADHD and help them become a better and “…more productive child and adult.” She also considers that all behavioral strategies support Vygotsky’s theory. Mrs. Mora explained that “… because of their cultural baggage, you cannot separate the child from his culture…if you don’t implement changes that work the child will not be able to acquire the necessary skills to express his abilities, and then you will lose an individual [sic]…you could piggyback on the theory’s postulates, and then you could be successful on what you try to do…”

Mrs. Pérez

Demographic profile.

Mrs. Pérez is an ESOL school counselor in the age range of 41 to 50 years old; she holds a Masters Degree in School counseling and has been an ESOL school counselor for six years. She was a general education teacher and ESOL teacher in elementary school, and a Spanish teacher in middle school and adult education, prior to becoming a school counselor.
School and office setting

Mrs. Ptrez's school is located in the central area of the targeted school district, its enrolment is 604 students of which 454 are Hispanic, 278 are ELL, and 412 Hispanic students are in free or reduced cost lunch programs.

The school is nestled in a middle class neighborhood where single family homes hold a property value of around $150,000 and below. The school has a building with neutral colors; the ESOL Counselor was waiting for the researcher at the parking lot and directed her to the counselor's office. The office is located in the media center; it is a small office but accommodates a desk two chairs and a small table painted with ocean motives. Family pictures and some Latin-American objects decorated the office. Although there were students in the media center, the office was very quiet and the interview took place with no interruptions. At the end of the interview, the counselor expressed that she felt “self-conscious” and that she attributed it to the recording of the interview.

Perceptions of ELL students with ADHD.

Mrs. Ptrez believes that language is a hurdle for the ELL students with ADHD that makes them more disruptive. She thinks their lack of communication and understanding of classroom dynamics and content might be the cause. Mrs. Ptrez explains the “acting out” of the ELL student with ADHD as a call for help and considers it as a “…natural reaction…” of a student that does not understand “…what is going on in class”. She also considers that these students show low self-esteem, since they are usually in trouble with teachers, hence there is a need for the ESOL counselor to work with them to improve their self-image. Mrs. Ptrez said “…they (ESOL school counselors) need to work a lot on self-esteem, make them (ELL students with ADHD) aware that they’re good, they’re great, they’re fabulous no matter what…” Mrs.
PÉREZ also sees the importance of parents to understand what ADHD encompasses and how to help their children.

**Strategies used with ELL students with ADHD**

Mrs. Pérez monitors that the strategies, suggested in students’ 504 plans, are followed by teachers. She said “...as a counselor I just make sure that the educators follow the strategies that we have in the 504, and I go and check on them, because I want the 504 to meet their (students’) needs...”

**Perceptions of Strategies**

Mrs. Pérez was very emphatic in her consideration that behavioral strategies are not effective because teachers’ lack of consistency. She expressed that teachers “… do not follow protocol... they try for a week or two, adults get tired, they want a quick fix, and they tell us this is not working, and they stop, they quit.” She expressed the need for teachers to be accountable for the implementation of strategies, because “… (it) is in the best interest of the children...Good things don’t happen overnight”. She also expressed that all strategies will be very effective if the implementation is a group effort involving the faculty, school counselor, parents, and the student; and to have the understanding that interventions will take time and modifications to adapt them to student’s needs, before their effectiveness is shown.

**Strategies supporting Vygotsky’s sociocultural theory.**

Mrs. Pérez considers that Vygotsky’s sociocultural theory applies to ELL students with ADHD, she explains that “…when they (ELL students with ADHD) express themselves in their own language, there is a higher level of thinking, I think their behavior gets a little lesser active [sic].” She also agrees with the ZPD and scaffolding postulates saying that “…with a peer
helping them, any task can be better.”, and that “…modeling and participating, will help any child, even those without ADHD”.

Mrs. Pérez considers that behavior modification and psychosocial strategies support Vygotsky’s theory, but did not believe that FBA and medication support sociocultural theory. Her opinion is “behavior modification does help. The child is monitoring the behavior himself, and the child does see the area of improvement, and he takes control on his own”, about psychosocial interventions she considers that “It gives them a lot of strategies to help themselves.” However on FBA and medication she expressed “Comparing them to the theory…I don’t think they apply”.

**Within-case ESOL School Counselors Summary**

In order to normalize the opinions of the ESOL school counselors, six main topics were chosen to compare and contrast data obtained from the counselors’ interviews. These six topics were: demographic profile, school and office setting, perceptions of ELL students with ADHD, strategies used with ELL students with ADHD, perceptions of strategies, and strategies supporting Vygotsky’s sociocultural theory.

The demographic profile shows four ESOL school counselors in the age category of 41 to 50 years and one in the category of 51 to 60 years; four school counselors hold a Masters Degree, which is the minimum degree required by Florida State to work as a school counselor, and one school counselor is pursuing her PhD. Combining the years of teacher experience and counselor experience, four of the ESOL school counselors have an average of eight years experience, and one has 25 years of experience (see table 2).
<table>
<thead>
<tr>
<th>Construct</th>
<th>Mrs. Chacón</th>
<th>Mrs. Castro</th>
<th>Mrs. Zúñiga</th>
<th>Mrs. Mora</th>
<th>Mrs. Pérez</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic Profile</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age group</td>
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<td>41-50</td>
<td>41-50</td>
<td>51-60</td>
<td>41-50</td>
</tr>
<tr>
<td>Education level</td>
<td>PhD student</td>
<td>Masters</td>
<td>Masters</td>
<td>Masters</td>
<td>Masters</td>
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<tr>
<td>Experience as Educator (Teacher and School Counselor)</td>
<td>12 years</td>
<td>7 years</td>
<td>7 years</td>
<td>25 years</td>
<td>9 years</td>
</tr>
<tr>
<td><strong>School Setting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District area</td>
<td>South</td>
<td>North</td>
<td>West</td>
<td>Central</td>
<td>Central</td>
</tr>
<tr>
<td>Observed SES in the neighborhood</td>
<td>Upper-middle class</td>
<td>Middle class</td>
<td>Middle class</td>
<td>Upper-middle class</td>
<td>Middle class</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>723</td>
<td>632</td>
<td>798</td>
<td>904</td>
<td>604</td>
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<tr>
<td>Hispanics</td>
<td>194</td>
<td>287</td>
<td>390</td>
<td>393</td>
<td>454</td>
</tr>
<tr>
<td>Hispanic ELLs</td>
<td>152</td>
<td>191</td>
<td>250</td>
<td>232</td>
<td>278</td>
</tr>
<tr>
<td>Hispanics on free or reduced cost lunch programs</td>
<td>113</td>
<td>260</td>
<td>327</td>
<td>297</td>
<td>412</td>
</tr>
<tr>
<td><strong>Counselors’ Office Setting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximated office size</td>
<td>30X25 ft.</td>
<td>Interview</td>
<td>15X15 ft.</td>
<td>12X10 ft.</td>
<td>15X8 ft.</td>
</tr>
<tr>
<td>Nature of office’s decorations</td>
<td>Students’ drawings on bulletin board</td>
<td>Posters of famous Hispanic flags and people and Character</td>
<td>Latin-American American</td>
<td>Latin-American objects, and family</td>
<td>pictures</td>
</tr>
</tbody>
</table>

Table 2
ESOL School Counselors Comparison of Demographic Profile, School and Office Setting
School and office setting data shows three schools located in middle class neighborhoods where property value is between $60,000 to $250,000 and two in upper-middle class neighborhoods with property values within $300,000 to $700,000 range. The total enrollment of schools varies between 604 and 904 students, where Hispanic population is between 194 students (27%) and 454 students (75%), ELL population is between 152 students (21%) and 278 students (46%), and Hispanic population participating in free or reduced cost lunch programs is between 113 (58%) and 412 (91%) students; the percentages are based on the total enrollment and Hispanic population of the particular schools representing the smallest and biggest schools visited (see table 2).

ESOL school counselors’ offices varied in sizes, and their decorations included Latin American artifacts and students’ work; which agrees with Christopher Baldry (1997) that consider that office space and decoration, subtly communicate the kind of social activity acceptable in that space. Only one ESOL school counselor shared the office with the General school counselor (see table 2).

Four main themes were identified under the construct regarding ESOL school counselors’ Perceptions of ELL students with ADHD (see table 3). ESOL school counselors believe that: 1) students’ and parents’ limited English language impedes communication and educational support, since ELL students and their parents are new to the country, and usually, are not
proficient in the English language. ELL students and their parents cannot communicate their ideas, needs, or doubts, at school. At home, parents are not able to understand, support, and explain to their children the school’s requirements on behavior and academics. 2) Cultural differences, new expectations, and level of acculturation play a role in ELL students with ADHD behavior at school, ELL students are experiencing cultural shock, and they will behave and continue with the patterns that they know until the process of understanding new rules, expectations, language, etc., takes place. 3) Insufficient academic, financial, and medical resources accessible to ELL students with ADHD restrict students’ aid; income level and migratory status often stands in the way of getting the required help for ELL students with ADHD. 4) Characteristics and severity of ADHD disorder compounds with the needs of ELL students, hence, the risk of academic and behavior failure of ELL students with ADHD increases, ESOL school counselors believe that ADHD compounds the multiple challenges that ELL students must overcome.

Table 3
ESOL School Counselors’ Perceptions and Strategies.

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ perceptions, and strategies</th>
<th>ESOL school counselors’ comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of ELL students</td>
<td>Students’ and parents’ limited English language</td>
<td>“There is a great need, specially [sic] the communication between parents and teachers. The language barrier sometimes keep that communication from happening,... depending on what country parents are from, they give all responsibility to the teachers and they feel that they don’t have to ask any questions...depending on what kind of social status they have that is how involve they get [sic], so with the population that come from a poor background you’re going to see less parent involvement,</td>
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<tr>
<td>with ADHD</td>
<td>impedes communication and educational support.</td>
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</table>
### Table 3 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ perceptions, and strategies</th>
<th>ESOL school counselors’ comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>but that doesn’t mean necessarily that they don’t want to know about their children, they’re actually thinking that is more their teacher responsibility because the teacher went to school. To get trained to do that and that is their job.”</td>
<td>Cultural differences, new expectations, and level of acculturation play a role in ELL students with ADHD behavior at school. “…they have expectation that they were not used to before, and it’s definitely harder trying to learn the language at the same time you’re trying to fulfill the other requirements”</td>
</tr>
<tr>
<td>Insufficient academic, financial, and medical resources accessible to ELL student with ADHD restrict students’ aid.</td>
<td>“… they’re lacking basic medical care, insurance, and all that stuff that all the kids have for granted in this country [sic]…”</td>
<td>“One of the biggest problems that we have are resources and, when I am talking about resources I am not talking only about books, I am talking about clinics, is there a doctor that I can talk to about this particular kid? Are parents working and providing the medication for this particular kid? Are the parents together? Do they need help with free therapy, or medication? So, if you have no resources to work with, it makes your work so much more difficult.”</td>
</tr>
<tr>
<td>Characteristics and severity of ADHD Disorder compounds with the needs of ELL students. Hence,</td>
<td>“ELL or ESOL students, having an ADHD problem adds to their situation…the English speaker he knows the language, he has that Attention Deficit Disorder, even though he is moving around, he is getting some kind of</td>
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</tbody>
</table>
Table 3 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
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<th>ESOL school counselors’ comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>the risk of academic and behavior failure of ELL students with ADHD increases.</td>
<td>information that he can process that he can understand. With the one that have no English, they’re getting information that they’re not processing because it doesn’t make any sense...”</td>
<td></td>
</tr>
<tr>
<td>Strategies used with ELL students with ADHD</td>
<td>Psychosocial interventions: Expectations. Communication with student, parents and teachers. Classroom modifications Cultural sensitivity. 504 plan</td>
<td>“…I go over the expectations with them, and I usually try to learn more about how was he doing at school, back home... talk to his family, and see if the child is that active in the home environment, and then provide them with modifications...talking to the classroom teacher to make sure that they don’t get all this big package that can be discouraging to an Students with ADHD that is also learning the language...” “...as a counselor I just make sure that the educators follow the strategies that we have in the 504, and I go and check on them, because I want the 504 to meet their (students) needs...”</td>
</tr>
<tr>
<td>Behavior modification: Behavioral plans.</td>
<td>“…for the Students with ADHD I would treat them similarly, but I would focus more on the actual behavior, and the modification of that behavior...” “...I put them in a behavior plan...”</td>
<td></td>
</tr>
<tr>
<td>Perceptions of strategies used to manage behavior of ELL students with ADHD the strategies currently used are the same for ELL students with ADHD and non-ELL students with ADHD</td>
<td>There is a need of research based strategies specifically for ELL students with ADHD. “Good behavioral strategies to me, will be research based interventions, but of course there is not that many out there that is research backed, at least not with ELL students, and that creates a problem because the strategies that are research backed up are for the main culture, so that is really a bias, because whatever you are using is not necessary what they need, and that is what I see as a big problem with the strategies that we are using,</td>
<td></td>
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<tr>
<td>Construct</td>
<td>ESOL school counselors’ perceptions, and strategies</td>
<td>ESOL school counselors’ comments</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>classroom</td>
<td>ADHD.</td>
<td>that they have not being proven effective with our population.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“...whatever strategies you used with non-ELL you will try with ELL students with ADHD...”</td>
</tr>
<tr>
<td>Strategies for ELL students with ADHD need to take cultural background into consideration in order to be effective.</td>
<td>“...it is important to consider the cultural background...professionals have to understand that sometime the ELL students with ADHD are acting out because some behaviors are acceptable in their country, for example in the playground. In the playground they could be rougher than the kids here, over here you said don’t put your hands on other people, but in their country that is how they’re playing that is being a kid, sometimes it is being a male.”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>“...a student can be overly active, because of wanting to discover the new environment, wanting to know what is going on in the new area, and in the ADHD the hyperactivity is going to show even to a greater point...”</td>
</tr>
<tr>
<td>Parent-teacher communication and team work between parents, teachers, student and staff, is a key component of any efficient strategy.</td>
<td>“Communication with parents, I think that is a must.”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>“…In cases of ADHD it should be a daily report to parents.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“…it depends on your relationship with the child, the family, the teacher, and of course the resources available to you, so you can work as a team.”</td>
</tr>
<tr>
<td>Teachers’ consistency, monitoring, and time frame during implementation of</td>
<td>“I would like to spend more time with them (students)...consistency between the teacher and the behavioral plan and the student, that is another key, and</td>
<td></td>
</tr>
</tbody>
</table>
Under the construct of Strategies used with ELL students with ADHD, there was a consensus among the ESOL school counselors in the use of psychosocial interventions with ELL students with ADHD. As the ESOL school counselors mentioned, explanation of expectations, communication with students, parents and teachers, curriculum modification, cultural sensitivity, advocacy, and 504 plans were the interventions used with ELL students with ADHD. These strategies are encompassed within the interventions that make the category of psychosocial interventions since they are geared to change the students’ behavior toward a more acceptable, adaptable behavior that help students succeed in their current environment (Evans, Schultz, and Sadler, 2008; Nathan & Gorman, 2007). Behavior modification was mention directly by two ESOL school counselors, and indirectly by one school counselor when the 504 plan was cited. Neither Functional Behavioral Assessment, nor medication were mentioned as strategies that ESOL school counselors used with ELL students with ADHD in the school (see table 3).

On the construct of Perceptions of Strategies used to manage behavior of ELL students with ADHD in the classroom, four themes emerged among ESOL school counselors (see table 3).
3). School counselors agreed that: 1) there is a need for research based strategies specifically for ELL students with ADHD, since strategies currently used are the same for ELL students with ADHD and non-ELL students with ADHD. 2) Strategies for ELL students with ADHD need to take cultural background into consideration in order to be effective. ESOL school counselors deem some behaviors shown by ELL students with ADHD as culture driven. 3) Parent-teacher communication and team work between parents, teachers, student and staff, is a key component of any efficient strategy. 4) Teachers' consistency, monitoring, and time frame during implementation of strategies are crucial for successful outcomes. ESOL school counselors were aware of the ELL students with ADHD needs; they expressed their concern about the school system and some faculty members disregarding these needs, but still expecting ELL students with ADHD to behave and achieve as does the non-ELL population.

The analysis of the data related to Vygotsky’s theory postulates and their application to ELL students with ADHD, showed a unanimous affirmative respond from ESOL school counselors (see table 4). The ESOL school counselors agreed with Vygotsky’s theory postulate that proposes that culture cannot be separated from human behavior, they considered that ELL students with ADHD exhibit behaviors that are accepted and proper within their culture of origin, and ESOL school counselors also believe that ELL students with ADHD can function at a higher level of thinking when expressing their ideas in their native language. About Vygotsky’s theory postulates of ZPD and scaffolding, ESOL school counselors considered that those postulates apply to all persons going through the learning process.

A small difference of opinion was observed when asked about strategies supporting Vygotsky’s theory, where two of the ESOL school counselors did not agree on Functional Behavior Assessment supporting sociocultural theory, and one ESOL school counselor agreed on
medication supporting Vygotsky’s theory. However, all ESOL school counselors agreed on the opinion that behavior modification and psychosocial interventions supported Vygotsky’s sociocultural theory. Participants explained that psychosocial interventions and behavior modification strategies apply the principles of ZPD and scaffolding postulates (see table 4).

Table 4
ESOL School Counselors’ Opinion of Vygotsky’s Theory Support

<table>
<thead>
<tr>
<th>Construct</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky’s theory postulates apply to ELL students with ADHD.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture cannot be separated from human behavior</td>
<td>5</td>
<td>0</td>
<td>“…what is appropriate for that culture? Is this behavior something expected...or... reinforced?”</td>
</tr>
<tr>
<td>Zone of Proximal Development</td>
<td>5</td>
<td>0</td>
<td>“…we can help them until they’re independent...”</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>5</td>
<td>0</td>
<td>Scaffolding “…applies to any human being who is learning...”</td>
</tr>
<tr>
<td>Strategies Supporting Vygotsky’s Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Behavioral Assessment</td>
<td>3</td>
<td>2</td>
<td>“FBA, I guess yes because you’re analyzing the behavior that the student is showing within an environment and you’re seen how the behavior is being affected by the surroundings.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“FBA could be something that is biased too,”</td>
</tr>
</tbody>
</table>
Table 4 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Modification</td>
<td>5</td>
<td>0</td>
<td>“The behavior modification does help. The child is monitoring the behavior himself and the child does see the area of improvement, and he takes control on his own.”</td>
</tr>
<tr>
<td>Psychosocial Interventions</td>
<td>5</td>
<td>0</td>
<td>“When the kids are learning how to behave in the classroom you use the scaffolding when you are modeling, prompting, you are encouraging and giving them feedback.”</td>
</tr>
<tr>
<td>Medication</td>
<td>1</td>
<td>4</td>
<td>“Medication, I don’t think so, because it is controlling. It is medical it’s actually health wise, not cultural wise.”</td>
</tr>
</tbody>
</table>
Through the comparison of the emerging themes that were identified during data analysis of the ESOL school counselors’ perceptions of ELL students with ADHD, and the strategies used by the ESOL school counselors with ELL students with ADHD, a concurrence was noticed between the emerged theme and the strategy employed to control the students’ behaviors. Hence, the perception of students’ and parents’ limited English language that impedes communication and educational support, concurred with the use of communication with students, parents and teachers strategy used by Mrs. Chacón and Mrs. Zúñiga. The perception that cultural differences, new expectations, and level of acculturation play a role in ELL students with ADHD behavior at school, concurred with the explanation of expectations, cultural sensitivity, and advocacy strategies used by Mrs. Chacón, Mrs. Castro, and Mrs. Mora. The perception that insufficient academic, financial, and medical resources accessible to ELL students with ADHD restrict students’ aid; and that income level and migratory status often stands in the way of getting the required help for ELL/Students with ADHD, concurred with curriculum modification, and 504 plans used by Mrs. Chacón, Mrs. Mora, and Mrs. Pérez. Finally, the perception of characteristics and severity of ADHD syndrome compounds with the needs of ELL students, concurred with Behavior modification strategy used by Mrs. Castro, and Mrs. Zúñiga (see table 5).
Table 5
ESOL School Counselors’ Perceptions of ELL students with ADHD, and Strategies Used

<table>
<thead>
<tr>
<th>Perception of ELL students with ADHD</th>
<th>Strategies used to control behavior</th>
<th>ESOL school counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ and parents’ limited English language impedes communication and educational support.</td>
<td>Communication with parents, students and teachers.</td>
<td>Mrs. Chacón Mrs. Zúñiga</td>
</tr>
<tr>
<td>Cultural differences, new expectations, and level of acculturation play a role in ELL students with ADHD behavior at school</td>
<td>Explanation of expectations, cultural sensitivity, and advocacy strategies</td>
<td>Mrs. Chacón Mrs. Castro Mrs. Mora</td>
</tr>
<tr>
<td>Insufficient academic, financial, and medical resources accessible to ELL students with ADHD restrict students’ aid; and income level and migratory status often stands in the way of getting the required help for ELL/Students with ADHD</td>
<td>Curriculum modification, and 504 plans</td>
<td>Mrs. Chacón Mrs. Mora Mrs. Pérez</td>
</tr>
<tr>
<td>Characteristics and severity of ADHD disorder compounds with the needs of ELL students</td>
<td>Behavior modification</td>
<td>Mrs. Castro Mrs. Zúñiga</td>
</tr>
</tbody>
</table>
General School Counselors

Five female general school counselors were interviewed in their offices (male general school counselors were not within the high Hispanic population schools chosen for this study). Administrative rule 6A-4.0181 of the Florida Department of Education that requires school counselors to have a Masters Degree in School Counseling, and professional certification also applies to General school counselors (Florida Department of Education, 2008).

Pseudonyms were given to general school counselors to keep the participants’ confidentiality; these fictitious names are Mrs. Brown, Mrs. Baker, Mrs. Davis, Mrs. Smith, and Mrs. Harris. The same procedure used with ESOL school counselors was followed to analyze the data of general school counselors.

Among the general school counselors interviewed, two of the school counselors were bilingual, born in United States, and they were working at the schools with larger ELL student population in the targeted school district.

In order to keep the consistency of the data analysis, the same socioeconomic classification used in the school and office setting topic of the ESOL school counselors, was used with the General school counselors. Therefore, $60,000 to $250,000 property value constitute middle class, and $300,000 to $700,000 property value constitute upper-middle class; this classification along with the Hispanic population participating in free or reduce lunch programs better depicts the ELL population served by the General school counselor.

Mrs. Brown

Demographic profile.

Mrs. Brown is a general school counselor with a Masters Degree and she is in the age category of above 60 years old. Her experience in education comprises seventeen years as an
elementary classroom teacher, ESE teacher and administrator before becoming a school
counselor, a position which she has hold for eleven years.

School and office setting

Mrs. Brown works in a south area school with 498 students, and a Hispanic population of
63 students; 48 of them are ELL, and 25 Hispanic students participate in free or reduced cost
lunch programs. Because of the low Hispanic population this school does not qualify for an
ESOL school counselor, therefore, Mrs. Brown counsels the ELL students in the school. The
school is a small and old building in comparison with other schools; it is located in a mid-upper
class neighborhood where most of the homes are single family, in gated communities with a
property valued in the $500,000 and above. To enter into the school the researcher needed to
sign in at the front office and the secretary called the school counselor. Mrs. Brown’s office was
located in what used to be a small classroom, therefore, for an office it is big in size, but has the
advantage of being spacious enough for group counseling. The office was decorated with
character education posters and messages of team effort, perseverance, and goals; no
multicultural decorations or messages in Spanish were noticed. During the interview the
counselor was relaxed, and there were no interruptions.

Perceptions of ELL students with ADHD.

Mrs. Brown considers that ELL students with ADHD need small group settings, more
help in the regular classroom, and more parental involvement; she sees ELL students with
ADHD as students that need to “…acclimate to the American way of life versus their culture
from their countries that they were used to….(She also considers that) the Hispanic culture where
the mothers do a lot more for the boys, and they are not as independent, when they first come,
because mothers have the tendency to do it all for them; where we have to get them to be more
responsible for getting their things to and from school. I think that if we make that home-school connection and help them acclimate to the American culture that it will be a big help for them.”

Mrs. Brown believes that a big problem for ADHD children in general is the connotation of “bad kid”, and that ADHD interferes with their ability to learn. With the ELL students with ADHD in particular she considers that ADHD is more problematic because it is compounded with the language barrier.

**Strategies used with ELL students with ADHD**

Mrs. Brown uses several psychosocial interventions with ELL students with ADHD. Her comments on the strategies that she uses were “...I provide one of the most important aspects and that is structure, small groups, and individualized attention.”

**Perceptions of Strategies**

Mrs. Brown considers that structure, routine, parental support, and teacher’s consistency are crucial to the success of any strategy implemented with ELL students with ADHD. She prefers Behavioral Modification and Psychosocial Interventions and considers them very effective. Although she feels that Functional Behavioral Assessment is somewhat effective and medication is effective, she considers that FBA takes too much paper work to be practical, and medication should be the last alternative. Since strategies used are the same for ELL and non-ELL students, she recommends modifications to strategies in order to adapt them to ELL students’ needs “...a lot of them (strategies) have the same structure, but I think you have to make modifications to any ELL students; they need more visual clues, they need to be more simple and understandable, they (students) have to know what it (the strategy) is, I mean you need to model the behaviors for them, because sometimes they don’t understand if you try to explain, you can’t talk them to death [sic] you have to show them to death [sic]”.
Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Brown considers that Vygotsky’s theory first postulate does not apply to ELL students with ADHD, she explains that ELL students change to adapt to the new culture. She said, “...depending on how long they were exposed to that particular culture (culture of origin), our ELL kids are coming to a different culture and they try to transition... coming from one culture into a new culture where they have adjusted to the new culture, and made changes to be successful within that new culture, so I can’t say they can’t be separated, because I think they can be...” However, she considers that the ZPD and scaffolding postulates definitely applies to ELL students with ADHD and ELL students in general; she said “...I see their level of achievement increase dramatically with the amount of help that they get from adults or peers...”

She believes that all strategies support Vygotsky’s theory because data can be collected from the implementation of the strategies, and this data can prove or disprove a theory.

Mrs. Baker

Demographic profile.

Mrs. Baker is a general school counselor with a Masters Degree and fourteen years experience as a counselor; she is in the age category of 51 to 60 years old. Before becoming a school counselor Mrs. Baker was a high school teacher and a prevention programs teacher for the same school district where she now works as a school counselor.

School and office setting

Mrs. Baker’s school is located in the north area of the targeted school district; the school has an enrollment of 316 students, 50 Hispanic, 27 ELL, and 32 Hispanic students who participate in free or reduced cost lunch programs. A middle class neighborhood with apartment complexes in a value range of $100,000 and some single family homes with a value of $250,000
surrounds the recently built school. Mrs. Baker's office is located next to fifth grade classrooms, the office is a very nice, spacious, and beautifully decorated office that resembles more of a living room of a home than an office; a couch with a coffee table and two end tables with table lamps were at the entrance of the office; at the right hand side there was a small desk with a file cabinet, and diagonal to the couch was an oval table with six chairs and a tall bookcase; landscape paintings decorated the walls and hide the absence of windows. It was noticed that decorations and the office, itself, was cozy although they did not allude to school, multiculturalism or children.

The interview was very pleasant; it went along very well, very smoothly, there were no interruptions. However, the counselor answered the questions from a classroom teacher's point of view; she was referring to the interventions that she used in her classroom as opposed to the interventions that she would actually tell the teachers to use in their classroom to help the ELL students with ADHD. She explained that “... I do a lot of visual clues with kids, to try to get them to understand what I was trying to teach them ...”

Perceptions of ELL students with ADHD.

Mrs. Baker considers that language is a big problem for the ELL student and even more for the children who are ELL student with ADHD. She uses the help of language facilitators to communicate with ELL/Students with ADHD and parents, and uses visual cues in her guidance lessons, but other than that, she treats all of her students the same and has the same expectations for all; in her words “...I'm big on expectations, consistency, and then in the classroom I'm very good at being visual, I take extra time to point, to do visual signs, give clues to help students especially the ones that I think need focus, but again, aside of this [sic] I treat them the same, ok,
including the non-Hispanic kids, the non-ELL students, who, some of them [sic] might be ADHD…”

**Strategies used with ELL students with ADHD**

Mrs. Baker uses resources like the ESOL teacher and language facilitator to communicate with ELL students with ADHD and parents. She utilizes visual clues in the classroom to help students understand her topics; but she has the same expectations and treat the ELL students with ADHD the same as any other non-ELL students with ADHD. She explained it as “… I work closely with the ESOL teacher, if there is any ELL students, she will be the first person I’ll go to if they are having a difficult time, if they don’t understand … I will go to her to see if she can give me some inside [sic], otherwise what I will do is to work with our language facilitator, if I am having a problem with a particular child, and I need to communicate with a parent, I will use her to communicate with the parent, and again I’m big on expectations, consistency, and then in the classroom I’m very good at being visual, I take extra time to point, to do visual signs, give clues to help students…, especially the ones that I think need focus, but again, aside of this [sic] I treat them the same, ok, including the non-Hispanic kids, the non-ELL students, who some of them might be ADHD.”

**Perceptions of Strategies**

Mrs. Baker considers Behavioral Modification, Psychosocial Interventions and Medication as very effective strategies for ELL students with ADHD; along with structure, clear expectations, visual cues, and the use of Functional Behavior Assessment. Mrs. Baker said that she has seen positive results with these interventions. Her comments were “I have seen them (strategies) work, kids respond to them (strategies)... I think they’re pretty effective.” “…my understanding is they (ELL students with ADHD) need structure, they need expectations, they
need visual clues to go along with the verbal, I will pair them [sic] if there is someone in the room that speaks Spanish but is fluent in English…”

**Strategies supporting Vygotsky’s sociocultural theory.**

Mrs. Baker agrees that the three postulates of Vygotsky’s sociocultural theory apply to ELL students with ADHD. However, she considers that there must be a degree of flexibility in the postulates that explain that culture and behavior cannot be separated, because ELL students are coming to a new culture and need to be acculturated at the same time that they keep their original culture. She expressed “…I think it is really funny when it (sociocultural theory) says that culture and human behavior cannot be separated, because these kids are coming to a new culture, so they got to keep their own and got to be assimilated into the new culture, so there have to be some of the flexibility[sic]. So I would agree that culture and human behavior can’t be separated but it has to blend too.” Mrs. Baker considers that with the exception of medication, all behavioral strategies support Vygotsky’s theory, especially when she uses peer translation, her prompts, and cues to help students understand information during guidance sessions. “…I would say definitely (strategies support sociocultural theory), the whole scaffolding thing, the ZPD, the whole postulate on dealing between language and culture, yeah, definitely [sic]… oh definitely my prompts, because you are talking about the level of achievement with adult help… Scaffolding is right on target with that.” “Medication is a different issue, I don’t think medication would, I don’t think medication do [sic] (support sociocultural theory)”

**Mrs. Davis**

**Demographic profile.**

Mrs. Davis is a general school counselor that holds a Masters Degree and a National Board Certification in school counseling, she is in the age category of 51 to 60 years old; her
teaching experience encompasses twenty years as an elementary school teacher and eight years as a general school counselor.

School and office setting

Mrs. Davis’ school is located in the west area of the targeted District. This school has an enrollment of 692 students, 214 are Hispanic, 111 are ELL, and 96 Hispanic students are participating in free or reduced cost lunch programs. The school is located in an exclusive upper middle class neighborhood consisting of luxurious single family homes with big horse stables, private hangars and runways with property value of $700,000 and above. The school is a one story building with a courtyard in the middle and classrooms facing the courtyard. The researcher needed to report to the front office, and sign in as a visitor; the secretary escorted the researcher to the counselor’s office that was located at the back of the administrative building. The office was small with room only for the counselor’s desk and two chairs, a file cabinet and a small bookcase. Although the guidance office was in a high traffic area, and there were some interruptions during the interview, the school counselor was focused and collected, and was very consistent throughout the interview.

Perceptions of ELL students with ADHD.

Mrs. Davis considers that ELL students with ADHD have the same problems as the ELL students but are aggravated by the ADHD condition. They need to understand the academic and behavioral expectations of the new school, but it is difficult to explain these expectations to students and parents that have a language barrier, and when there is no adult translator in the school. Mrs. Davis considers this communication problem as an important difference between the Hispanics non-ELL and ELL population, since the non-ELL student can communicate in English, and most of their parents can also understand English, she said “I’ve seen a real
difference in parents that speak and understand English, and parents that do not speak or understand English, so that, to me, is a big difference; that a parent that speaks and understands English understands the expectations, and the parents that do not, don’t understand the expectations.” Mrs. Davis has noticed that ELL and ELL students with ADHD talk amongst themselves while the teacher is teaching, and she attributes this behavior to different expectations between the school in their native country, and the new school, here, in the United States.

“...there is the need to understand what’s being said, to understand expectations, to understand how things are done differently, to understand what is expected, you know, what is expected to bring to school, what the teachers expect them to do, how the teachers expect them to behave, because I do think there are some different expectations for the schools from where they came from and the schools that are here [sic]... the children talk among themselves when the teacher is talking, they don’t think that is anything wrong with it, so then the teacher has to stop and correct them, so I see different expectations from another country and the expectations here....”

Strategies used with ELL students with ADHD

Mrs. Davis uses behavior modification and psychosocial interventions; she explained them as “...I do a behavior plan; we make sure everybody understands it, we make sure the reward is what the child wants. I also do guidance groups, to help the children with academic skills, organization, handling their stress, helping them with the behavior skills, or making friends, that kind of things; so I do guidance groups with the children, and they are actually mix in with the other children, I just don’t have ELL students with ADHD, they’re mixed with other students, I have heterogeneous groups.”
Perceptions of Strategies

Mrs. Davis considers herself familiar with FBA, Behavior Modification, Psychosocial Interventions and Medication, and she believes that strategies work as long as teachers and parents follow through with the suggested strategy and are consistent. However, she explained that she has heard teachers say “...the child is old enough that they should be able to do these things...” or teachers would not follow the behavioral plan. She considers that if there is training for parents and teachers to understand that “…you can’t treat all children the same, children are different...”, then the effectiveness of behavioral interventions will improve.

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Davis considers that Vygotsky’s sociocultural theory applies to ELL students with ADHD, she firmly believes that “…It is the child’s earliest experiences, the culture they’re in, the language that they’re hearing, how the language is used, how they communicate, that’s the basics [sic] of how they learn. Later on you build on it, so absolutely, I don’t think that culture and human development can be separated, it (culture) is a very, very important part (of human development)...” She also considers that ZPD and scaffolding are very important and stressed the value of the human interaction “…you can’t take away the value and the importance of the human touch. A computer is not going to do what a human being does...”

Mrs. Davis considers that all strategies, except medication, support Vygotsky’s theory because they use the scaffolding, and the ZPD; especially in guidance groups where adult and peer’s help is used, along with encouragement, modeling, and joint participation, she expressed that “…I think it supports the theory because what we are doing is trying to figure out when the child is having difficulty, and then what you are going to do is give them the scaffolding needed, or the adult or peer help to improve their behavior.”
Mrs. Smith

Demographic profile.

Mrs. Smith is a general school counselor that holds a National Board Certification and a Masters Degree in school counseling; her age category is above 60 years old, and has twenty nine years of experience as a school counselor. Although Mrs. Smith is a general school counselor, she is bilingual, and she considers that since the school has a high Hispanic population, being bilingual helps her to communicate better with students and parents, “...I am fortunate that I speak Spanish, so I can easily communicate with parents and students, and translate to teachers.”

School and office setting

Mrs. Smith works in a central area school that has an enrolment of 565 students, 376 students are Hispanics, 254 are ELL, and 342 Hispanic students are participating in free or reduced cost lunch programs. The school is a new two story building with many murals and multicultural motifs and it is in a middle class neighborhood with property value ranging from $65,000 to $100,000. Mrs. Smith’s office is located on the second floor; the office was medium size with a desk, computer station, a table with four chairs, cabinets that stretched along one entire wall. It was decorated with character education posters and students’ work. There were no interruptions during the interview and Mrs. Smith looked relax during the interview. This interview was rescheduled five times before it was finally conducted.

Perceptions of ELL students with ADHD.

Mrs. Smith considers ELL students with ADHD as the neediest group of students, because of the trauma of moving and confronting new situations, and the lack of understanding from school’s faculty and staff, “...administration and the teachers, do not understand the need
of those students in the way of a trauma, for moving from one country and coming here, and the 
way of integrating to the culture, which is very difficult, to the need of understanding the 
language, the food, everything, everything.”

Mrs. Smith discussed the importance of being cautious when diagnosing an ELL student 
with ADHD, since she considers that these students show behaviors that can be culturally 
accepted in their country and seen as ADHD traits in United States, behaviors like “…being 
running loose [sic], or being very expressive, they are using their arms to speak, the fact that 
children are used to touch other people to play, to be very playful, to be pushing and shoving in 
the way of a friendship…” At the same time she commented that “…hyperactivity is not 
recognized as a problem among Hispanic population…hyperactivity for them is a child that does 
not behave, is a child that is out of control for one reason or another one, not because they have a 
chemical deficiency, not because they have a problem per se.”

Strategies used with ELL students with ADHD

Mrs. Smith uses psychosocial interventions to aid ELL students with ADHD. She said 
“…I meet with the student, do groups, try to immerse them in the culture, try to speak with their 
teachers, make them understand the fine points of the culture, within the cultures, because all the 
kids come from different countries, their parents have different expectations, some of them, they 
have no formal education [sic], and other ones do, therefore the teacher needs to realize the needs 
of the child in order to serve the child…”

Perceptions of Strategies

Mrs. Smith considers strategies as guides to help students understand the differences in 
educational systems, and expectations between their native countries and the United States. She 
believes that this is a process that takes time, patience and work from teachers who need to
recognize the needs of ELL students with ADHD in order to serve them. However, she mentioned that “…the behavioral strategies that the schools are using are the same for students with ADHD and ELL students, we have what is called 504 modifications plan, and they go across the board, the state [sic], it makes no difference if the child is ELL or not, it is the same plan and the same modifications…” Mrs. Smith was convinced that strategies are not effective because teachers do not take the time to implement them; she said that “…They (strategies) are not effective at all. The teachers do not take the time to really implement a behavioral strategy for the individual; the teacher is so concerned with the classroom as a whole, versus implementing the strategies for this child, for individuals.” Mrs. Smith deems it important to pay attention to the ELL population in general, since this population is growing at a very fast pace and their needs must be addressed, her opinion is that “…The ELL school’s populations is growing by leaps and bounds, we need to consider that, even in my school the Hispanic population, the ELL population is higher than non Spanish speaking students, and that leads me to believe that within a year the ELL population is going to be higher. Therefore, we need to start putting our eyes on that population, being able to serve them in a way they will be able to graduate, because as it is right now, they are not being graduating [sic].”

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Smith considers that all postulates of Vygotsky’s theory apply to ELL students with ADHD, since they receive their primary education in their own culture and the formal (academic) education is built on top of their cultural foundation; her comments on the postulates were “…the child learn from their environment [sic], the culture what he sees, what he says, that is the way that he gets the primary education [sic], the formal education, in the way of school, comes after. But the beliefs that are encompassed within the culture is what the child is going to
be in the future...”, “...he (the ELL students with ADHD) will achieve more with the help of a tutor, peer, or a parent...”, “...(the ELL students with ADHD) come to a different place, new culture, new environment, and when he or she sees the behavior being modeled, being taught, being put in action, the child will now be able to learn.” Mrs. Smith also believes that Functional Behavioral Assessment, Behavior Modification, and Psychosocial Interventions support Vygotsky’s theory, but Medication does not, Mrs. Smith said “…you can put on action the ZPD plan toward behavior modification, you see what that child is doing and you can help him to change the behavior little by little.”; “…I don’t think it (medication) supports the theory. I know that medication is necessary in some cases, but I would rather use the other interventions and be medication the last resort [sic].”

Mrs. Harris

Demographic profile.

Mrs. Harris is a bilingual general school counselor who holds a Masters Degree in School Counseling and is currently pursuing her Ph.D., she is in the age category of 41 to 50 years old. Before becoming a school counselor, Mrs. Harris was an elementary school teacher and she has been a counselor for six years.

School and office setting

Mrs. Harris works at a school that is located in the central area of the targeted District, its enrollment is of 826 students, 502 are Hispanics, 219 are ELL, and 396 Hispanic students participate in free or reduced cost lunch programs. The school is located in a middle class community where apartment buildings with a value around $80,000 and single family homes with a value of around $100,000 surround the school. Mrs. Harris’ office was located in the administrative wing of the school, a few feet away from the school’s entrance. Mrs. Harris’
office was small in size but comfortable. It accommodated a desk, two chairs, a bookcase, and two file cabinets; it was decorated with family pictures, silk flower arrangements, and few figurines; no decorations alluding to students or elementary school were noticed. Mrs. Harris was very open to answer the questions and there were no interruptions during the interview.

Perceptions of ELL students with ADHD.

Mrs. Harris considers that ELL students with ADHD have “...the same problems as the mainstream kids, with the added difficulties of not having the support system, coming from a different country, so they’re stressed,...not knowing the language...not being able to communicate...”, she considers that “…the acculturation process is more fresh [sic].”. She, also, considers that the ELL students with ADHD are very perceptive and self-conscious about the way other students look at them, and that ELL students with ADHD are aware that “…they don’t fit in.” Mrs. Harris commented that the ELL students with ADHD, due to their disorder, language barrier, and cultural background, is more defiant, moving around more, and less attentive, than their counterparts, Hispanics and ELL non-students with ADHD; her opinion is “… ADHD (students) they will be moving around more, they will be more defiant than the regular ELL students, the regular one, they want to try to conform more, and do what they are supposed to, following directions, kind to [sic] get the hang of the school, but the ADHD kid [sic] can’t help it, you know, even if it is in small group, whatever they still have difficulty [sic], you know, fidgety all the time, looking at stuff, and the lack of attention is greater.”

Strategies used with ELL students with ADHD

Mrs. Harris explained the psychosocial interventions that she uses with ELL students with ADHD as “…I do individual counseling with them, I do group counseling ...inform the
parents, hook them up with agencies that can help them, and give the information to the teachers also, try to help them do modifications, and different things within the classroom…”

Perceptions of Strategies

Mrs. Harris considers that small groups, more individualized attention, less written assignments and more visual aids are needed in order to assist ELL students with ADHD. She also called attention to the need to increase teachers’ empathy toward those students, since she has experienced teachers comments like “…they are coming from another country and they probably have never been to school…”, and second, the need for teachers to implement strategies and modifications, she mentioned “…with the ELL students with ADHD the teachers would have to do more modifications…and help them more…try to get the teachers to work (implementing modifications), and it is hard for them, because they have so many other kids, and they are already doing modifications, so I understand where they are coming from too, but I think the teachers attitude will be like the biggest one [sic]…”

Strategies supporting Vygotsky’s sociocultural theory.

Mrs. Harris considers that all postulates of Vygotsky’s theory apply to ELL students with ADHD; she said that “…the child brings their culture into their classroom, and how they behave and what is expected of him…and if they can’t communicate, especially if they have ADHD, it might exacerbate a little bit more the problem.” She considers that Zone of Proximal Development and scaffolding apply to ELL students with ADHD, since the adult and peer assistance can help ELL students with ADHD with their language acquisition, and monitor their attention. She explained “…if they have ADHD and are ELL, and have an adult helping or somebody helping them, and then trained them, keep track of their lack of attention…I think,
you know, that’ll help them... scaffolding will help them with the attention and with the language. The prompts, the modeling, joining in groups, encouragement, help everybody.”

Mrs. Harris agrees that all strategies support Vygotsky’s theory since strategies need to take into consideration the cultural background of the student, even when medication is being administrated, the cultural background of the student and parents need to be taken into consideration for a better diagnosis and treatment plan. In her opinion “…I think that what you expect from behavior in a child, there is culture there, you know, if you go to different cultures they expect different things, so, especially if you are dealing with immigrant children, I think yeah, the culture factor is in there, we value what our culture values, so is kind of hard to separated [sic]... you try to make the behavior into what you want, and what your culture accepted... Even with the medication, culture and human behavior cannot be separated; you cannot medicate them into your expectations.”

**Within-case General School Counselors Summary**

The method utilized with the ESOL school counselors to normalize the opinions expressed in the interviews, was also followed with general school counselors. Thus, demographic profile, school and office setting, perceptions of ELL students with ADHD, strategies used with ELL students with ADHD, perceptions of strategies, and strategies supporting Vygotsky’s sociocultural theory, were the six topics used to analyze interview data.

General school counselors’ demographic profile shows one general school counselor in the age category of 41 to 50 years, two in the category of 51 to 60 years, and two in the category of 60 years and above; two school counselors hold Masters Degrees, two hold Masters Degrees plus National Board Certification, and one school counselor is pursuing her Ph.D. Combining the teacher experience and counselor experience, two of the general school counselors have an
average of 10 years of experience, and three general counselors have an average of 28 years and three months of experience (see table 6).

School and office setting data shows three schools located in middle class neighborhoods, one in an upper-middle class neighborhood, and one in an exclusive upper middle class neighborhood. Consistent with the SES classification used with the ESOL school counselors, county court listings were used to designate the middle class, upper middle class, and exclusive upper middle class of the schools' neighborhoods. The total enrollment of the schools varies between 316 and 826 students, and the Hispanic population between 50 students (17%) and 502 students (61%), ELL population is between 27 students (9%) and 254 students (45%), and the Hispanic population participating in free or reduced cost lunch programs between 25 (40%) and 342 (91%) students. The percentages are based on the total enrollment and Hispanic population of the particular schools representing the smallest and biggest schools visited (see table 6).

General school counselors' offices varied in sizes, and their decorations included Character Education posters, motivational messages, personal family pictures, and students' work (see table 6). About the offices decorations, two particularities were noticed; first, two offices were decorated with objects not alluding to elementary school or students; however, the offices emanate a nice and inviting atmosphere. Second, none of the offices displayed any multicultural decoration.
### Table 6
General School Counselors Comparison of Demographic Profile, School and Office Setting

<table>
<thead>
<tr>
<th>Construct</th>
<th>Mrs. Brown</th>
<th>Mrs. Baker</th>
<th>Mrs. Davis</th>
<th>Mrs. Smith</th>
<th>Mrs. Harris</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic Profile</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age group</td>
<td>60-above</td>
<td>51-60</td>
<td>51-60</td>
<td>60-above</td>
<td>41-50</td>
</tr>
<tr>
<td>Education level</td>
<td>Masters</td>
<td>Masters</td>
<td>Masters and</td>
<td>Masters and</td>
<td>PhD student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>National</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Board</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certified</td>
<td>Certified</td>
<td></td>
</tr>
<tr>
<td>Experience as Educator (Teacher and School Counselor)</td>
<td>28 years</td>
<td>14 years</td>
<td>28 years</td>
<td>29 years</td>
<td>6 years</td>
</tr>
<tr>
<td><strong>School Setting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District area</td>
<td>South</td>
<td>North</td>
<td>West</td>
<td>Central</td>
<td>Central</td>
</tr>
<tr>
<td>Observed SES in the neighborhood</td>
<td>Upper-middle class</td>
<td>Middle class</td>
<td>Upper-middle class</td>
<td>Middle class</td>
<td>Middle class</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>498</td>
<td>316</td>
<td>692</td>
<td>565</td>
<td>826</td>
</tr>
<tr>
<td>Hispanics</td>
<td>63</td>
<td>50</td>
<td>214</td>
<td>376</td>
<td>502</td>
</tr>
<tr>
<td>ELLs</td>
<td>48</td>
<td>27</td>
<td>111</td>
<td>254</td>
<td>219</td>
</tr>
<tr>
<td>Hispanics in free or reduced cost lunch programs</td>
<td>25</td>
<td>32</td>
<td>96</td>
<td>342</td>
<td>396</td>
</tr>
<tr>
<td><strong>Counselors’ Office Setting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximated office size</td>
<td>30X25 ft.</td>
<td>30X15 ft.</td>
<td>10X10 ft.</td>
<td>15X15 ft.</td>
<td>10X15 ft.</td>
</tr>
<tr>
<td>Nature of office’s decorations</td>
<td>Character education resembles a house living room.</td>
<td>Office</td>
<td>One</td>
<td>Character</td>
<td>Family pictures, silk flowers, and figurines</td>
</tr>
<tr>
<td></td>
<td>Character education poster and students’</td>
<td></td>
<td></td>
<td>Education posters and students’</td>
<td></td>
</tr>
<tr>
<td>Construct</td>
<td>Mrs. Brown</td>
<td>Mrs. Baker</td>
<td>Mrs. Davis</td>
<td>Mrs. Smith</td>
<td>Mrs. Harris</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>perseverance</td>
<td>Decorations</td>
<td>family</td>
<td>work</td>
<td>Decorations</td>
<td>were not</td>
</tr>
<tr>
<td>team effort,</td>
<td>were not</td>
<td>pictures</td>
<td></td>
<td></td>
<td>allusive to</td>
</tr>
<tr>
<td>and goals.</td>
<td>related to</td>
<td></td>
<td></td>
<td></td>
<td>school, or</td>
</tr>
<tr>
<td></td>
<td>school, or</td>
<td></td>
<td></td>
<td></td>
<td>students</td>
</tr>
<tr>
<td></td>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td>school.</td>
</tr>
</tbody>
</table>
General school counselors have four main beliefs on the construct of Perceptions of ELL students with ADHD (see table 7). These beliefs are: 1) limited English language hinders communication between student, teacher and parent, at the same time that it impedes clear understanding of school’s expectations. General school counselors explained the negative effects that a language barrier could show on parental support and student compliance of school expectations. 2) There is a need for more parental involvement. However, mother’s overprotection can delay the ELL students with ADHD acculturation. General school counselors consider it important to increase parent-school communication, and to have students and families assimilated into the American culture, as soon as possible. 3) ADHD disorder exacerbates student’s difficulties and gives them a connotation of “bad kids”, which decreases even more their possibility of learning. According to general school counselors ADHD characteristics increase students’ frequency to get into trouble, hence a negative reputation attaches to the student, lowering their self-esteem and consequently affecting their behavior and academic performance. 4) ELL students with ADHD are treated the same as any other non-ELL students with ADHD. However, teachers need to understand ELL students with ADHD, and be more empathetic and understanding of their cultural differences. Although school counselors explained that they do not make differences in the way that ELL students with ADHD are treated, they also considered that cultural differences need to be understood, so students can have a better chance to succeed academically and behaviorally.

On the construct of strategies used with ELL students with ADHD, all general school counselors coincide in the use of psychosocial interventions to help ELL students with ADHD. Among the psychosocial interventions mentioned by general school counselors were small groups, individual counseling, communication with parents, teachers and students, explanation of
expectations, classroom modifications, and referrals to outside school agencies. Only one general school counselor mentioned the use of behavior modification. None of the general school counselors mentioned the use of FBA or medication as strategies used to aid ELL students with ADHD (see table 7).

Two main themes were identified on the construct of perceptions of strategies used to manage behavior of ELL students with ADHD in the classroom (see table 7). First, there was an agreement among general school counselors that strategies used are the same for ELL students with ADHD and non-ELL students; therefore they should be modified in order to be successful when working with ELL students with ADHD. Visual cues, peer-help, modeling of behaviors, and simplification of materials are some of the modifications that are currently used in order to assist ELL students with ADHD, however, an absence of researched based standard modifications, which could be implemented with ELL students with ADHD, is acknowledged. Second, teacher and parents consistency in the implementation of strategies is a key factor for a successful result. General school counselors emphasized the importance of consistency in the implementation of behavioral strategies, particularly from teachers; they believe that teachers do not dedicate the necessary time, and are not consistent with the requirements of behavioral plans, and other strategies, that could improve students’ behavior.
### Table 7

**General School Counselors’ Perceptions and Strategies**

<table>
<thead>
<tr>
<th>Construct</th>
<th>General school counselors’ perceptions and strategies</th>
<th>General school counselors’ comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceptions</strong></td>
<td>Limited English language hinders communication between student, teacher and parent, at the same time that impedes the clear understanding of school’s expectations.</td>
<td>“…I don’t speak Spanish; we don’t have a translator for the classroom, except students sitting beside them…” “… there is the language barrier, there is the need to understand what’s been said, to understand expectations, to understand how things are done differently…because I do think there are some different expectations for the schools from where they came from and the schools that are here.” “…parents that speaks and understands English understand the expectations, the parents that do not, don’t understand the expectations.” “…the children talk among them when the teacher is talking, they don’t think that is anything wrong with it, so then the teacher has to stop and correct them, so I see different expectations from another country and the expectations here.”</td>
</tr>
<tr>
<td><strong>of ELL students with ADHD</strong></td>
<td>There is a need for more parental involvement. However, mother’s overprotection can delay the ELL students with ADHD acculturation.</td>
<td>“…we need more home-to-school support to get that off to a good start…” “…the Hispanic culture where the mothers do a lot more for the boys and they are not as independent when they first come, because mothers have the tendency to do it all for them where we have to get them to be more responsible for getting their things to and from school.”</td>
</tr>
<tr>
<td>Construct</td>
<td>General school counselors’ perceptions and strategies</td>
<td>General school counselors’ comments</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ADHD disorder</td>
<td>“…so their needs are, as an ADHD kid, are greater as just a regular Hispanic ELL student.”</td>
<td></td>
</tr>
<tr>
<td>exacerbates student’s difficulties</td>
<td>“…helping the children understand that they are great, and they’re not bad, they just have some difficulty making choices, and helping them to understand good choices and working on good choices…”</td>
<td></td>
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<tr>
<td>and gives them a connotation of “bad kids”, which decreases even more their possibility of learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL students with ADHD</td>
<td>“…I treat them the same, ok, including the non-Hispanic kids, the non-ELL students, who some of them might be ADHD…”</td>
<td>“…the period of assimilation is very hard for the students, and they need a little more support.”</td>
</tr>
<tr>
<td>are treated the same as any other student non-ELL with ADHD. However, teachers need to understand ELL students with ADHD and be more empathetic and understanding of their cultural differences.</td>
<td></td>
<td>“An ELL child has some customs of been very expressive, they are using their arms to speak…and are used to touch other people to play, to be very playful, to be pushing and shoving in the way of friendship, and that is seen here as hyperactivity versus as a cultural thing.”</td>
</tr>
<tr>
<td>Strategies used with ELL students with ADHD</td>
<td>Psychosocial interventions: “…I provide … structure, small groups, and individualized attention.”</td>
<td>“…I also do guidance groups, to help the children with academic skills, organization, handling their stress, helping them with the behavior skills, or making friends, that kind of things…”</td>
</tr>
<tr>
<td></td>
<td>“… I also do guidance groups, to help the children with academic skills, organization, handling their stress, helping them with the behavior skills, or making friends, that kind of things…”</td>
<td>“…I meet with the student, do groups, try to immerse them in the (American) culture, try to speak with their teachers, make them understand the fine points of the (student’s) culture, within the cultures, because all the kids come from different countries… the teacher needs to</td>
</tr>
</tbody>
</table>
Table 7 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>General school counselors’ perceptions and strategies</th>
<th>General school counselors’ comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>realize the needs of the child in order to serve the child...”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“...I’m big on expectations, consistency, and then in the classroom I’m very good at being visual, I take extra time to point, to do visual signs, give clues to help students...especially the ones that I think need focus, but again, aside of this I treat them the same, ok, including the non–Hispanic kids, the non-ELL students, who some of them might be ADHD.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“...I do individual counseling with them, I do group counseling ...inform the parents, hook them up with agencies that can help them, and give the information to the teachers also, try to help them do modifications, and different things within the classroom...”</td>
<td></td>
</tr>
<tr>
<td>Behavior modification:</td>
<td>“...I do a behavior plan; we make sure everybody understands it, we make sure the reward is what the child wants...”</td>
<td></td>
</tr>
<tr>
<td>Behavioral plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceptions of Strategies used to manage behavior of ELL students with ADHD and non-ELL students; therefore they should be modified in order to be successful when working with ELL students with ADHD in the classroom</td>
<td>Strategies used are the same for ELL students</td>
<td>“…they need more visual clues, they need to be more simple, and understandable they have to know what it is, I mean you need to model the behaviors for them, because sometimes they don’t understand if you try to explain, you can’t talk them to dead you have to show them to dead, ... a kid that is not an ELL student you can talk...”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I don’t do much difference, the only thing I do different is the visual, to help with the language and the pairing up with another student or ask another student to please translate...”</td>
</tr>
<tr>
<td>Construct</td>
<td>General school counselors' perceptions and strategies</td>
<td>General school counselors’ comments</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Teacher and parents</strong>&lt;br&gt;consistency in the implementation of strategies is a key factor for a successful result.</td>
<td>“Well the behavioral strategies that the schools are using are the same for Students with ADHD and ELL students, we have what is called 504 modifications plan, they go across the board the state, and it makes no difference if the child is ELL or not it is the same plan and the same modifications.”</td>
<td>“It is difficult for a regular classroom teacher to be consistent with the strategies because of the sheer numbers, the body of students that they deal with...you have an opportunity to view and monitor and be more consistent with those behavioral plans in a small group setting, in a shelter setting.”&lt;br&gt;“...strategies work pretty well, if you have a teacher that follow them, or a parent, if the teacher follows through and the parents follows through, I have seen a lot of success, unfortunately we have issues when the teachers said, well the child is old enough that they should be able to do these things, and if the child doesn’t show the teacher the behavioral plan the teacher will not ask the child for it. So I think it’s as good as the cooperation of the teachers and the parents.”&lt;br&gt;“Strategies are not effective at all, teachers do not take the time to really implement a behavioral strategy for the individual, and the teacher is so concern with the classroom as a whole versus implementing the strategies for this child.”</td>
</tr>
</tbody>
</table>
With the exception of one general school counselor that considers that culture can be separated from human behavior, they all agreed that Vygotsky’s theory postulates apply to ELL students with ADHD (see table 8). General school counselors believe that the experiences that ELL students have in their own culture constitutes the basic knowledge which they bring into the classroom. With the utilization of ZPD and scaffolding, the ELL students build the new knowledge over the foundation that they already have.

On strategies supporting Vygotsky’s theory, two of the general school counselors did not agree on Medication supporting sociocultural theory, yet all school counselors believed that Functional Behavior Assessment, Behavior Modification and Psychosocial Interventions support the theory. General school counselors considered that ZPD and scaffolding are part of the psychosocial interventions, and the behavioral modification strategies, and they agreed on the importance of modeling, joint participation, and adult or peer help to enhance the ELL students with ADHD learning process (see table 8).

Table 8
General School Counselors’ Opinion of Vygotsky’s Theory Support

<table>
<thead>
<tr>
<th>Construct</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky’s theory postulates to apply to ELL students with ADHD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture cannot be separated from human behavior.</td>
<td>4</td>
<td>1</td>
<td>“...depending on how long they were exposed to that particular culture, our ELL kids coming to a different culture and they try to transition... made changes to be successful within the new culture, so I can’t say they can’t be separated, because I think they can be (culture and human behavior).”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“...definitely, through your language, through your culture you develop the basics, the basics of your knowledge, that’s where</td>
</tr>
</tbody>
</table>

107
Table 8 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td></td>
<td></td>
<td>you build on it, the culture is the child’s earliest experiences...is a very, very important part...“...the child learn from their environment[sic], the culture, what he sees, what he says, that is the way that he gets his primary education, the formal education, in the way of school, comes after, but the beliefs that are encompass within the culture is what the child is going to be in the future.”</td>
</tr>
<tr>
<td>Zone of Proximal Development</td>
<td>5</td>
<td>0</td>
<td>“...I have seen it in my own experience...when they are struggling and there is a problem, the more support that you have, the better that you’ll achieve.</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>5</td>
<td>0</td>
<td>“It is very necessary more so with the ELL students with ADHD...they come to a new culture, new environment and when he sees the behavior being model, being taught, being put in action, the child will be able to learn.”</td>
</tr>
<tr>
<td>Strategies Supporting Vygotsky’s Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Behavioral Assessment</td>
<td>5</td>
<td>0</td>
<td>“It supports the theory because what we are doing is try to figure out when the child is having difficulty, and then what you are going to do is give them the scaffolding needed or the adult or peer-help to improve their behavior.”</td>
</tr>
<tr>
<td>Behavior Modification</td>
<td>5</td>
<td>0</td>
<td>“You can put on action the ZPD toward behavioral modification plan, you see what the child is doing and you can help him change the behavior little by little.”</td>
</tr>
<tr>
<td>Psychosocial Interventions</td>
<td>5</td>
<td>0</td>
<td>“I definitely think so; you’re modeling, teaching new skills and modeling them.”</td>
</tr>
<tr>
<td>Medication</td>
<td>2</td>
<td>3</td>
<td>“I don’t think medication would support his theory, because it might be seen as an easy fix.”</td>
</tr>
</tbody>
</table>
Table 8 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes, because it can be measured, you can see specific results from it.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“…culture and human behavior cannot be separated; you cannot medicate</td>
<td></td>
<td></td>
<td>them into your expectations, so I would say yes.”</td>
</tr>
</tbody>
</table>

A correspondence of general school counselors’ perceptions of ELL students with ADHD, and strategies used to help ELL students with ADHD to control their behavior came into view during data analysis. The concepts that limited English language hinders communication between student, teacher and parent, at the same time that impedes the clear understanding of school’s expectations, and the concept of a need for more parental involvement, although, mother’s overprotection can delay the ELL students with ADHD acculturation, corresponded to the strategies of communication with parents, teachers and students, utilization of resources to facilitate communication with parents and students, explanation of expectations in the school, individual attention, and behavior modification. These strategies were used by all general school counselors. The concept that ADHD disorder exacerbates student’s difficulties and gives them a connotation of “bad kids”, which decreases even more their possibility of learning, corresponded to the strategies of individual and group counseling, behavior modification, and referral to community agencies utilized by Mrs. Brown, Mrs. Davis, Mrs. Harris and Mrs. Smith. The concept that ELL students with ADHD are treated the same as any other student non-ELL students with ADHD, and the need for teachers to understand and be empathetic of the cultural differences of ELL students with ADHD, corresponded to the strategies of academic modifications, and sensitization of teachers and staff used by Mrs. Brown, Mrs. Smith, and Mrs. Harris (see table 9).
Table 9
General School Counselors’ Perceptions of ELL/Students with ADHD, and Strategies Used

<table>
<thead>
<tr>
<th>Perception of ELL students with ADHD</th>
<th>Strategies used to control behavior</th>
<th>General school counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited English language hinders communication between student, teacher and parent, at the same time that impedes the clear understanding of school’s expectations. Need for more parental involvement, although, mother’s overprotection can delay the ELL students with ADHD acculturation</td>
<td>Communication with parents, teachers and students, utilization of resources to facilitate communication with parents and students, explanation of expectations in the school, individual attention, and behavior modification</td>
<td>Mrs. Brown, Mrs. Baker, Mrs. Davis, Mrs. Harris, Mrs. Smith</td>
</tr>
<tr>
<td>ADHD disorder exacerbates student’s difficulties and gives them a connotation of “bad kids”, which decreases even more their possibility of learning</td>
<td>Individual, group counseling, behavior modification, and referral to community agencies</td>
<td>Mrs. Brown, Mrs. Davis, Mrs. Smith, Mrs. Harris</td>
</tr>
<tr>
<td>ELL students with ADHD are treated the same as any other student non-ELL with ADHD. Need for teachers to understand, and be empathetic of the cultural differences of ELL students with ADHD</td>
<td>Academic modifications, and sensitization of teachers and staff</td>
<td>Mrs. Brown, Mrs. Harris, Mrs. Smith</td>
</tr>
</tbody>
</table>
Across-case Analysis Summary

In order to keep data analysis consistent, the six topics used to normalize the opinions in the within-case analysis were utilized in the across-case analysis; demographic profile, school and office setting, perceptions of ELL students with ADHD, strategies used with ELL students with ADHD, perceptions of strategies, and strategies supporting Vygotsky's sociocultural theory, organized the across-case data of ESOL school counselors and general school counselors.

The demographic profile shows general school counselors as a more mature group overall, in age, educational level, and years of teaching experience. Only one general school counselor was in the age category of 41 to 50 years, two in the category of 51 to 60 years, and two in the category of 60 years and above; as opposed to four ESOL school counselors in the age category of 41 to 50 years, and one in the category of 51 to 60 years. Two general school counselors hold Masters Degrees, two hold Masters Degrees plus National Board Certification, and one general school counselor is pursuing her Ph.D., in comparison to four ESOL school counselors that hold Masters Degrees and one ESOL school counselor pursuing her Ph.D.

Combining the teacher experience and counselor experience, two of the general school counselors have an average of 10 years of experience, and three general counselors have an average of 28 years and three months of experience; in the ESOL school counselors' group, four of the ESOL school counselors have an average of eight years experience, and one has 25 years of experience (see table 10).

School and office settings demonstrated a diverse range of office sizes among ESOL and general school counselors. As far as decorations, it was noticed that ESOL school counselors had multicultural decorations, as opposed to general school counselors that concentrated more on character education motives and did not display any multicultural artifacts (see table 10).
Table 10
Across-Case Comparison of Demographic Data

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Age group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>51-60</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>60-above</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Education level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Masters and National Board Certified</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>PhD studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Average of Experience as Educator</strong></td>
<td>12 years</td>
<td>21 years</td>
</tr>
<tr>
<td><strong>Approximated office size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30X25 ft.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>30X15 ft.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15X15 ft.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15X10 ft.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15X8 ft.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12X10 ft.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10X10 ft.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Nature of office’s decorations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education posters</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Motivational messages</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Students’ work</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 10 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural decorations</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Personal decorations not-related to</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 11 shows an across-case comparison of demographic data of the ten schools where the ESOL and general school counselors work. The neighborhoods’ socio-economic status, observed by the researcher, was middle to upper middle class in nine of the ten schools where ESOL and generals school counselors work, only one school within the general school counselors group, was surrounded by an exclusive upper-middle class neighborhood. According to Aikens and Barbarin (2008) “…school and neighborhood conditions contributed more than family characteristics to SES differences in learning rates in reading” (p.1)

It was noticed that ESOL schools had more students in all four areas of the across-case comparison of school data. The difference in total enrollment of ESOL schools and general schools was 764 students, the Hispanic population enrollment differed by 513 students, ELL population difference was 444 students, and Hispanics participating in free or reduced cost lunch programs differed by 518 students.
Table 11

Across-Case Comparison of schools data

<table>
<thead>
<tr>
<th>School Settings</th>
<th>ESOL</th>
<th>Total</th>
<th>General</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Chacón</td>
<td>Mrs. Castro</td>
<td>Mrs. Zúñiga</td>
<td>Mrs. Mora</td>
<td>Mrs. Pérez</td>
</tr>
<tr>
<td>Mrs. PCrez</td>
<td>Mrs. Brown</td>
<td>Mrs. Baker</td>
<td>Mrs. Davis</td>
<td>Mrs. Smith</td>
</tr>
<tr>
<td>District Area</td>
<td>South</td>
<td>North</td>
<td>West</td>
<td>Central</td>
</tr>
<tr>
<td>Observed SES in neighborhood</td>
<td>Upper-middle</td>
<td>Middle</td>
<td>Middle</td>
<td>Upper-middle</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>723</td>
<td>632</td>
<td>798</td>
<td>904</td>
</tr>
<tr>
<td>Hispanic population</td>
<td>194</td>
<td>287</td>
<td>390</td>
<td>393</td>
</tr>
<tr>
<td>ELL population</td>
<td>152</td>
<td>191</td>
<td>250</td>
<td>232</td>
</tr>
<tr>
<td>Hispanics in free/reduced lunch programs</td>
<td>113</td>
<td>260</td>
<td>327</td>
<td>297</td>
</tr>
</tbody>
</table>
On table 12, under the construct of Perceptions of the ELL students with ADHD, ESOL and general school counselors concurred with the opinion that ELL students with ADHD have more difficulties than regular ELL and ADHD non-ELL students, due to characteristics of the ADHD disorder acting on top of typical situations that ELL students experience. Both groups of school counselors coincided on the view that the limited English language of ELL students with ADHD and their parents’ acted as a constraint to communication with the school, consequently, encumbering the understanding of the school’s expectations and educational support. According to ESOL and general school counselors, cultural differences need to be taken into consideration when teaching ELL students with ADHD. Although both groups of school counselors coincided in many perceptions, three differences were noticed. (1) General school counselors had a concept of Hispanic mothers being overprotective and obstructing their sons’, (2) General school counselors expressed that there is no difference in the way that ELL students with ADHD are treated, (3) ESOL school counselors considered scarcity of resources available to ELL students with ADHD as a considerable barrier to their academic and behavioral achievement (see table 12).

Regarding the construct of Strategies Used with ELL students with ADHD, both groups of school counselors used psychosocial interventions and behavior modification to control behaviors of ELL students with ADHD. The psychosocial interventions mentioned by ESOL school counselors were, explanation of expectations, communication with students, parents and teachers, curriculum modification, cultural sensitivity, advocacy, and 504 plans. General school counselors’ psychosocial interventions were, small groups, individual counseling, communication with parents, teachers and students, explanation of expectations, classroom modifications, and referrals to outside school agencies. On the behavior modification category,
ESOL and general school counselors mentioned the use of behavioral plans with ELL students with ADHD. While, both groups of school counselors considered themselves familiar with FBA and medication, neither general school counselors, nor ESOL school counselors mentioned the use of FBA or medication among their choice of strategies to control ELL students with ADHD behavior.

On the construct of the perceptions of strategies used to manage behavior of ELL students with ADHD in the Classroom, both, general and ESOL school counselors agreed on the importance for teachers to be consistent in the implementation of strategies. Four ESOL and four General school counselors consider that teachers do not take the time, or make the commitment, to work with students. Both groups of school counselors had the impression that teachers want a “quick fix” for a complex problem. General and ESOL school counselors commented on the fact that there are no differences on interventions employed with ELL students with ADHD and ADHD non-ELL students; and explained that the 504 plan follows the same protocol for all students that qualify under this law. Both groups of school counselors deem it necessary to make modifications to actual interventions in order to address the needs of ELL students with ADHD, and ESOL counselors called attention to the need for research on interventions that take cultural background into consideration, and could be more effective with ELL students with ADHD. ESOL and general school counselors believe in the high importance of team work and communication between school and parents in order for strategies to be successful (see table 12).
<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ perceptions</th>
<th>General school counselors’ perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of ELL students with ADHD</td>
<td>Students’ and parents’ limited English language impedes communication and educational support.</td>
<td>Limited English language hinders communication between student, teacher and parent, at the same time that impedes the clear understanding of school’s expectations.</td>
</tr>
<tr>
<td></td>
<td>Insufficient academic, financial, and medical resources accessible to ELL students with ADHD restrict students’ aid.</td>
<td>There is a need for more parental involvement. However, mother’s overprotection can delay the ELL students with ADHD acculturation.</td>
</tr>
<tr>
<td></td>
<td>Characteristics and severity of ADHD disorder compounds with the needs of ELL students. Hence, the risk of academic and behavior failure of ELL students with ADHD increases.</td>
<td>ADHD syndrome exacerbates student’s difficulties and gives them a connotation of “bad kids”, which decreases even more their possibility of learning.</td>
</tr>
<tr>
<td></td>
<td>Cultural differences, new expectations, and level of acculturation play a role in ELL students with ADHD behavior at school.</td>
<td>ELL students with ADHD are treated the same as any other student non-ELL with ADHD. However, teachers need to understand ELL students with ADHD and be more empathetic and understanding of their cultural differences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies used with ELL students with ADHD</th>
<th>Psychosocial interventions:</th>
<th>Psychosocial interventions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication with parents, teachers, and students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct</td>
<td>ESOL school counselors’ perceptions</td>
<td>General school counselors’ perceptions</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Classroom modifications.</td>
<td>Classroom modifications.</td>
<td></td>
</tr>
<tr>
<td>Cultural sensitivity.</td>
<td>Small groups</td>
<td></td>
</tr>
<tr>
<td>Advocacy.</td>
<td>Individual counseling</td>
<td></td>
</tr>
<tr>
<td>504 plan</td>
<td>Referrals to outside school agencies</td>
<td></td>
</tr>
</tbody>
</table>

"...I go over the expectations with them, and I usually try to learn more about how was he doing at school, back home... talk to his family, and see if the child is that active in the home environment, and then provide them with modifications...talking to the classroom teacher to make sure that they don’t get all this big package that can be discouraging to an Students with ADHD that is also learning the language..."

"...I advocate, that is basically my role, because sometimes when you have an ELL student with ADHD, teachers begging to question their teaching style, why can’t I work with this kid, this kid is driving me crazy, I got to move him out of here. So you have to be able to have a working relationship with that person (the teacher) I try to make them see that we are working on this together...I come and work with this kid in the classroom, I take this kid out, so that she (the teacher) sees that I have build a history with that child, and then bring the child into the classroom...

"... I’m big on expectations, consistency, and then in the classroom I’m very good at being visual, I take extra time to point, to do visual signs, give clues to help students...especially the ones that I think need focus, but again, aside of this I treat them the same, ok, including the non-Hispanic kids, the non-ELL students, who some of them might be ADHD.”

"...I provide ... structure, small groups, and individualized attention.”

"... I also do guidance groups, to help the children with academic skills, organization, handling their stress, helping them with the behavior skills, or making friends, that kind of things...”

"...I meet with the student, do groups, try to immerse them in the (American) culture, try to speak with their teachers, make them understand the fine points of the (student’s) culture, within the cultures, because all the kids come from different countries... the teacher needs to realize the needs of the child in order to serve the..."
<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ perceptions</th>
<th>General school counselors’ perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Modification</td>
<td>“...for the Students with ADHD I would treat them similarly, but I would focus more on the actual behavior, and the modification of that behavior…”</td>
<td>“...I do a behavior plan; we make sure everybody understands it, we make sure the reward is what the child wants…”</td>
</tr>
<tr>
<td>Perceptions of strategies used to manage behavior of ELL students with ADHD in the classroom</td>
<td>Teachers’ consistency, monitoring, and time frame during implementation of strategies are crucial for successful outcomes.</td>
<td>Teacher and parents consistency in the implementation of strategies is a key factor for a successful result.</td>
</tr>
<tr>
<td>Strategies currently used are the same for ELL students with ADHD and non-ELL students with ADHD.</td>
<td>Strategies used are the same for ELL students with ADHD and non-ELL students; therefore they should be modified in order to be successful when working with ELL students with ADHD.</td>
<td>There is a need of research based strategies specifically for ELL students with ADHD.</td>
</tr>
</tbody>
</table>
Table 12 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ perceptions</th>
<th>General school counselors’ perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for ELL students with ADHD</td>
<td>need to take cultural background into consideration in order to be effective.</td>
<td>Parent-teacher communication and team work between parents, teachers, student and staff, is a key component of any efficient strategy.</td>
</tr>
</tbody>
</table>

General and ESOL school counselors all agreed that Vygotsky’s theory postulates of Zone of Proximal Development and Scaffolding apply to ELL students with ADHD. General school counselors commented that ZPD and scaffolding are beneficial especially for the ELL students with ADHD that are adapting to a new environment and culture; they considered that modeling the expected behavior will help them learn it better. ESOL school counselors considered that ZPD and Scaffolding apply to every person engaged in the learning process.

Nine out of ten participating school counselors considered that culture cannot be separated from human behavior, since the students learned the behaviors that are appropriate within their culture, and these behaviors affects their way of learning. While four general school counselors agreed with the first postulate of Vygotsky’s theory, one general school counselor considered that a severance with the culture of origin is necessary to advance, and be assimilated into the American culture. In contrast, all ESOL school counselors agreed that culture and human behavior cannot be separated, and ESOL school counselors consider it important to maintain and integrate cultural background with the new American culture, so students are able to balance and understand the role of their cultural identity in the new surroundings.
Table 13 shows the ESOL and general school counselors' opinions on Vygotsky's theory postulates.

Table 13
Across-Case Comparison of School Counselors' Opinions of Vygotsky's Theory Postulates

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL School Counselors</th>
<th>General School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vygotsky's theory postulates apply to ELL students with ADHD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture cannot be separated from human behavior.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Zone of Proximal Development.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Scaffolding.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Strategies Supporting Vygotsky's Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Behavioral Assessment</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Behavior Modification.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Psychosocial Interventions</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Medication</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Regarding strategies supporting Vygotsky’s theory, all school counselors believed that Behavior Modification and Psychosocial Interventions support the theory, and these were the two strategies that ESOL and general school counselors reported to use with ELL students with ADHD at their schools. ESOL and general school counselors considered that Behavior Modification and Psychosocial Interventions can be used with all students, and these strategies, when used with ELL students with ADHD, encompasses Vygotsky’s postulates. They explained it as “…the Zone of Proximal Development has something to do with it (behavior modification), because some students need help so they can achieve, and when you are using behavior modification you are providing the student the extra support so they can achieve, also the modeling is part of behavior modification.”, about psychosocial interventions they said “…The psychosocial interventions…you know behavior groups, the small group guidance, teaching them social skills, I would say I use them with all of them (students in general)...you are modeling, teaching new skills, and modeling them.”

However, differences of opinion were observed on Functional Behavioral Assessment (FBA), and medication; two ESOL school counselors disagreed that FBA supported Vygotsky’s theory, and three school counselors (one ESOL, and two general) agreed on medication supporting Vygotsky’s theory, as opposed to seven school counselors in disagreement. However, there is a general consent among ESOL and general school counselor that medication should be used as a last resort (see table 14).
### Table 14
Across-case comparison of school counselors’ opinions of Vygotsky’s theory support

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ opinions</th>
<th>General school counselors opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky’s postulates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture</td>
<td>“…what is appropriate for that culture? Is and this behavior something expected…or… human reinforced?”</td>
<td>“…depending on how long they were exposed to that particular culture, our ELL kids coming to a different culture and they try to transition… made changes to be successful within the new culture, so I can’t say they can’t be separated, because I think they can be (culture and human behavior).”</td>
</tr>
<tr>
<td>behavior</td>
<td>“…when they express in their own cannot language, there is a higher level of be thinking…their behavior get little lesser separated active [sic].”</td>
<td>“…definitely, through your language, through your culture you develop the basics, the basics of your knowledge, that’s where you build on it, the culture is the child’s earliest experiences…is a very, very important part…”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“…the child learn from their environment, the culture, what he sees, what he says, that is the way that he gets his primary education, the formal education in the way of school comes after, but the beliefs that are encompass within the culture is what the child is going to be in the future.”</td>
</tr>
<tr>
<td>Zone of proximal development</td>
<td>“…we can help them until they’re independent…”</td>
<td>“…I have seen it in my own experience…when they are struggling and there is a problem, the more support that you have, the better that you’ll achieve.”</td>
</tr>
<tr>
<td>Construct</td>
<td>ESOL school counselors’ opinions</td>
<td>General school counselors opinions</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Scaffolding “...applies to any human being who is learning...”</td>
<td>“It is very necessary more so with the ELL students with ADHD...they come to a new culture, new environment and when he sees the behavior being model, being taught, being put in action, the child will be able to learn.”</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vygotsky’s theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBA</td>
<td>“FBA, I guess yes because you’re analyzing the behavior that the student is showing within an environment and you’re seen how the behavior is being affected by the surroundings.” “FBA could be something that is biased too, something that could be pre-written, because it is an assessment, I don’t know how much culture should it be using.”</td>
<td>“(FBA)It supports the theory because what we are doing is try to figure out when the child is having difficulty, and then what you are going to do is give them the scaffolding needed or the adult or peer-help to improve their behavior.”</td>
</tr>
<tr>
<td>Behavior</td>
<td>“The behavior modification does help. The child is monitoring the behavior himself and the child does see the area of improvement, and he takes control on his own.”</td>
<td>“You can put on action the ZPD toward behavioral modification plan, you see what the child is doing and you can help him change the behavior little by little.”</td>
</tr>
<tr>
<td>Psycho social</td>
<td>“When the kids are learning how to behave in the classroom you use the scaffolding when you are modeling,”</td>
<td>“I definitely think so; you’re modeling, teaching new skills and modeling them.”</td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 14 (continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>ESOL school counselors’ opinions</th>
<th>General school counselors opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompting</td>
<td>“You are encouraging and giving them feedback.”</td>
<td></td>
</tr>
<tr>
<td>Medication</td>
<td>“Medication, I don’t think so, because it is controlling. It is medical it’s actually health wise, not cultural wise.”</td>
<td>“I don’t think medication would support his theory, because it might be seen as an easy fix.” “Yes, because it can be measured, you can see specific results from it.” “…culture and human behavior cannot be separated; you cannot medicate them into your expectations, so I would say yes.”</td>
</tr>
</tbody>
</table>
Comparing both groups of school counselors’ perceptions of the ELL students with ADHD, and the strategies that both groups of school counselors used to manage ELL students with ADHD behavior, an association of themes and strategies surfaced, both groups of school counselors perceived the limited English language proficiency as an impediment to clear communication of expectations, communication between parents, students, and teachers, and parental involvement. Strategies used by both groups of school counselors were communication with parents, teachers and students, and explanation of expectations. Other strategies used by general school counselors were utilization of resources to facilitate communication, individual attention, and behavior modification.

ESOL school counselors used cultural sensitivity and advocacy as other strategies. The perception that characteristics of ADHD heighten the needs of the ELL students, and give them a negative connotation of “bad kids” corresponded to the strategy of behavior modification from both groups of school counselors. General school counselors used individual counseling, group counseling, and referral to community agencies as other strategies. The ESOL school counselors’ perception of migratory status and scarcity of community resources available to ELL students with ADHD corresponded to strategies of curriculum modification and 504 plans.

General and ESOL school counselors’ perceptions of the need for teachers to be more empathetic and knowledgeable of the acculturation process corresponded to the sensitization to teachers and staff strategy. Lastly, general school counselors’ perception that ELL students with ADHD are treated the same as non-ELL students with ADHD corresponded to academic modification strategy.

From the comparison of themes that emerged from both groups of school counselors, on perceptions of ELL students with ADHD and the strategies that they decided to use with these
students, a connection was noticed, where the perceptions of the ELL students with ADHD affected the strategies that the ESOL or general school counselor employed to control the students’ behaviors. Both groups of school counselors used psychosocial and behavior modification strategies when working with ELL students with ADHD, and these same strategies were unanimously considered to support Vygotsky’s sociocultural theory by both groups of school counselors. Therefore, the research questions that guided the studies of the ESOL school counselors and the general school counselors were answered by this data analysis.
SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

ADHD affects from 3% to 5% of school-aged children in the United States (Flick, 1998; US Department of Education, 2003), from this group, only about 3% are Hispanic children. The low percentage of Hispanic children reported to have ADHD seems to be the result of the scarcity of research done on Hispanics and ADHD more than because of the absence of the condition (Rothe, 2005). Camino, et al (2004) and Pineda, et al. (2001) reported a predominance of 8% of children with ADHD in Puerto Rico and 17.1% of children with ADHD in Colombia, which is higher than the prevalence reported in the United States. With these high percentages of ADHD reported in places where the entire population is Hispanic, and an influx of ELL students in the United States, where there is one ELL per every eleven students entering our schools (Menken & Look, 2000), the number of ELL students with ADHD will rapidly increase over time, yet there is still scant research on the subject and even less on how to assist these students in their efforts to succeed academically and behaviorally within a new educational system.

Synthesis

This study was an attempt to provide a qualitative examination of school counselors’ strategies supporting Vygotsky’s theory and affecting behavior of Hispanic English Language Learners (ELL) with ADHD in second grade, with the purpose of obtaining an overview of currently employed behavioral strategies, their effectiveness, and feasibility of implementation in schools.

Information derived from the ESOL and general school counselors’ interviews used to answer the research questions, could be used in professional development programs for school
personnel, or as a guide for parents, faculty, and school staff when an intervention for a Hispanic ELL students with ADHD is needed.

Three research questions guided the study: (1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade support Vygotsky’s sociocultural theory?

In order to collect data to answer these research questions, five ESOL school counselors and five general school counselors were interviewed at their school sites.

As detailed in the across-case analysis of data, the demographic characteristics showed general school counselors as a more mature group, with a higher educational level, and more years of teaching and counseling experience than the ESOL school counselors.

Schools’ characteristics were similar in building construction, and the observed neighborhood’s socio-economic status. However, individual differences were noticed in the decoration of both groups of school counselors’ offices; the majority of ESOL school counselors decorated with multicultural motives, as opposed of the majority of general school counselors who decorated with Character Education posters, and no multicultural motives were observed. ESOL school counselors’ schools showed a higher number of students in all four categories of total student enrollment, Hispanic population, ELL population, and Hispanics participating in free or reduced lunch program, than general school counselors’ schools. Lower than 150 ELL student population in three of the general school counselors’ schools, prevented them from
having an ESOL school counselor at their site; coincidently, these schools housed the three non-bilingual general school counselors.

It was found that ESOL and general school counselors agreed more than disagreed in their perceptions of ELL students with ADHD, strategies used to control behavior of the ELL students with ADHD, perceptions of strategies, and support of Vygotsky’s sociocultural theory postulates. ESOL and general school counselors considered that ELL students with ADHD confront added difficulties as they deal with the typical characteristics of the disorder, in addition to ELL circumstances, and inadequate communication of non English speaking parents and students with school. Bauermeister (2006) stated that stressing experiences associated with the assimilation and acculturation to a new country, language and school system can significantly impact the behavior of the ELL student. These students could exhibit behaviors that could be confused with ADHD behaviors or aggravate ADHD symptoms in the ELL students with ADHD. Bauermeister (2006) also found that the language barrier that parents of ELL students with ADHD experience often hinders their participation in school’s activities (meetings, homework, seek for services, etc), and this situation can be confused with parental indifference or irresponsibility.

ESOL and general school counselors expressed opinions that agreed with Bauermeister, such as “...We need more home-to-school support to get that off to a good start...”, or “...There is a great need, especially in communication between parents and teachers. The language barrier sometimes keep that communication from happening,... depending on what country parents are from, they give all responsibility to the teachers and they feel that they don’t have to ask any questions... but that doesn’t mean necessarily that they don’t want to know about their children,
they’re actually thinking that is more their teacher’s responsibility because the teacher went to school. To get trained to do that, and that is their job.”

ESOL and general school counselors deem it important to take cultural differences into account when teaching ELL students with ADHD. Eiraldi and Mazzuca (2004), Rothe (2005), and Bauermeister (2006) stressed the need for cultural sensitive staff when working with the ELL students with ADHD, as well as cultural sensitive staff when diagnosing ELL students with ADHD children. Eiraldi and Mazzuca (2004) also mention that Latino families appear to have a higher tolerance to levels of hyperactivity than non-minority families; their ways of communication are more physically active, demonstrated by closer personal space, wide range of eye and body movement, more physical touch, and less focus on the speaker. These same observations were made by Mrs. Castro when she said “…sometimes the ELL students with ADHD are acting out because some behaviors are acceptable in their country…they could be rougher than the kids here, over here you say don’t put your hands on other people, but in their country that is how they’re playing, that is being a kid…” Mrs. Smith also called attention to cultural differences in communication styles, she said “…being very expressive, they are using their arms to speak, the fact that children are used to touching other people to play…” Mrs. Castro and Mrs. Smith showed understanding of cultural differences in their comments; however Mrs. Davis’ comment showed a lack of understanding of these communication patterns when she said “…the children talk among them [sic] when the teacher is talking, they don’t think that there is anything wrong with it…”

Both general and ESOL school counselors strongly stressed the importance for teachers to be consistent in the implementation of strategies, which support the results of Olympia and Larsen (2005); they believe that the constant change of activities in the schools constitutes a
problem to implement a successful intervention for students with ADHD, since consistency is a key element in the success of the interventions. McLeod, Fettes, Jensen, Pescosolido and Martin (2007), suggest a gap in teachers’ knowledge about efficacy of behavioral interventions as stand-alone treatments, which could prevent the teacher from implementing the strategies. Comments of general and ESOL school counselors expressed agreement with the mentioned authors when they said “…strategies work pretty well, if you have a teacher that follow [sic] them, or a parent, if the teacher follows through and the parent follows through, I have seen a lot of success.

Unfortunately, we have issues when the teachers say, ‘Well, the child is old enough that he/she should be able to do these things’, and if the child doesn’t show the teacher the behavioral plan, the teacher will not ask the child for it. So I think it’s as good as the cooperation of the teachers and the parents.”, “…if the teacher is not willing to work with that child, no strategies will work.”, “… (teachers) do not follow protocol… they try for a week or two, adults get tired, they want a quick fix, and they tell us this is not working, and they stop, they quit.”

ESOL school counselors called attention to scarcity of resources available to ELL students with ADHD which constitute a barrier to academic and behavioral achievement. Bauermeister et al. (2003) and Stevens et al. (2004) reported lower rate of access to pharmacological treatments in Latino population. At the same time, Eiraldi, Mazzuca, Clarke and Power (2006) listed availability of culturally sensitive staff, bilingual clinicians or interpreters, doctors and staff of similar racial/ethnic background, poverty, lack of health insurance, lack of transportation, fragmentation of care, racial bias and discrimination, as some barriers to access ADHD treatment; but they referred to English language proficiency as the major barrier for Latino parents who need treatment services for their children with ADHD.
Both groups of school counselors reported to use the same interventions (psychosocial interventions and behavior modification) with ELL students with ADHD and ADHD non-ELL students; thus ESOL counselors pointed to the need of research based interventions for ELL students with ADHD population. Eunsook Hyun (2007) criticized schooling practices of being over-simplistic with the approach of “one-size-fits-all” and a celebratory subject approach to diversity (e.g., Black History Month, Women's History Month, Study of China, Study of Native Americans). She called for culturally appropriate, thus culturally responsive, curricula.

Vygotsky’s sociocultural theory has three main postulates; he explained that children acquire their knowledge interacting with the sociocultural environment and the “tools” used for those interactions (language, technology, skills, etc) shape their cognitive development. Hence, human behavior and culture cannot be understood independently from each other. The concept of the Zone of Proximal Development (ZPD) is explained as the difference between the developmental level achieved independently and the developmental level achieved with adult or more capable peer guidance. As a final postulate, the theory explains the concept of Scaffolding as the temporary support that the adult gives the child while achieving a desired skill.

As opposed to one general school counselor who did not concur that culture cannot be separated from human behavior, all school counselors agreed that Vygotsky’s theory applied to ELL students with ADHD. However, general school counselors showed an incongruent tacit stance when they talked about assimilation into the American culture and treating ELL students with ADHD the same as non-ELL students; they expressed that ELL students with ADHD needed to “...acclimate to the American way of life versus the culture from their countries that they were used to...”, Mrs. Baker’s commented that “...I’m big on expectations, consistency, and then in the classroom I’m very good at being visual, I take extra time to point, to do visual
signs, give clues to help students especially the ones that I think need focus, but again, aside of this [sic] I treat them the same, ok, including the non-Hispanic kids, the non-ELL students, who, some of them [sic] might be ADHD…"

In her work, Eunsook Hyun (2007) said:

Giroux believed that teacher education programs should nurture future teachers' pedagogical practices, thereby allowing schools to become places where students and teachers can become border crossers engaged in critical and ethical reflection about what it means to bring a wider variety of cultures into dialogue with each other, to theorize about cultures in the plural, within rather than outside antagonistic relations of domination and subordination. (p. 8)

The data analysis showed that ESOL and general school counselors used psychosocial interventions and behavior modification as strategies to control ELL students with ADHD behavior in the school. Although, both groups of school counselors considered themselves familiar with FBA and medication, and considered FBA and medication as effective or very effective strategies, they did not mention the use of those strategies to control the behavior of ELL students with ADHD. An agreement between the psychosocial interventions and behavior modification strategies used by both groups of school counselors, and the ESOL and general school counselors' perceptions of ELL students with ADHD emerged during the data analysis. Hence, when both groups of school counselors perceived the behaviors of ELL students with ADHD as a result of the limited English language, general school counselors used individual attention, language facilitators, ESOL teachers and peer help to enhance communication. ESOL school counselors foster communication by contacting parents, teachers and students, and promoted cultural sensitivity and advocacy. If general or ESOL school counselors perceived the
behavior of ELL students with ADHD as the result of differences in expectations between the culture of origin and the United States, then the strategy used was an explanation of expectations to students and parents. When general or ESOL school counselors perceived the behavior of ELL students with ADHD as a consequence of the ADHD disorder's characteristics acting over the ELL students' needs and giving students a negative connotation, both groups of school counselors used behavior modification (behavioral plans). The perception of scarcity of community resources available to ELL students with ADHD and the perception that students are treated the same, corresponded to curriculum modification and 504 plans.

Regarding the perception of the effectiveness of the strategies commonly employed with students with ADHD, four ESOL and three general school counselors considered Functional Behavior Assessment as an effective or very effective strategy, and three ESOL and four general school counselors considered Behavior Modification as an effective or very effective intervention. Nine school counselors (five ESOL and four general), considered Psychosocial interventions as effective or very effective. Although, all ESOL school counselors and four general school counselors considered Medication as an effective or very effective intervention, both groups of school counselors deemed it important to treat students with medication as a last resort.

Fabiano and Pelham (2003) considered intensity of the interventions, familiarity of teachers with the techniques and training that teachers have, as variables that directly influence the effectiveness of the interventions for students with ADHD.

On the strategies' support of Vygotsky's sociocultural theory, it was noticed that ESOL and general school counselors unanimously agreed that Behavior Modification and Psychosocial interventions supported Vygotsky's sociocultural theory. Eight school counselors, three ESOL
and five general school counselors considered that Functional Behavioral Assessment supported Vygotsky’s sociocultural theory. However, on the opinion of medication and the support to Vygotsky’s theory, seven school counselors, four ESOL and three general school counselors, believed that medication does not support the theory since medication takes action in the student on a biological level, thus independent from their culture. Only one general school counselor disagreed with the first postulate of Vygotsky’s theory, she considered that culture and behavior can be separated, therefore the postulate does not apply to ELL students with ADHD.

Conversely, all ESOL and general school counselors explained that ZPD and scaffolding postulates of Vygotsky’s theory, apply to ELL students with ADHD, and considered that they are an important part of the strategies.

**Research questions**

(1) How do ESOL school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (2) How do general school counselors’ perceptions of ELL students with ADHD in second grade affect the strategies used to manage their behavior? (3) How do strategies used by ESOL school counselors and general school counselors to manage ELL students with ADHD behaviors in second grade support Vygotsky’s sociocultural theory? These were the three research questions that guided this study.

The data analysis showed a concurrence of the ESOL and general school counselors’ perceptions of the ELL students with ADHD with the strategies that they used in the school to control the students behavior. These accords between perceptions of the student and strategies used, indicate an influence of the perception over the choice of strategy used by both groups of school counselors, where the strategy used is the response to the perception of the ELL students with ADHD that the ESOL or general school counselor had and at the same time is considered
the source of the student’s behavior that needs to be controlled. Therefore, the answer to research questions one and two is the direct correspondence that emerged from the data analysis of both groups of school counselors’ perceptions of ELL students with ADHD and their choice of strategies used to control students’ behavior.

As both groups of school counselors explained during their interviews, the psychosocial interventions and the behavior modification strategies that they employed support Vygotsky’s sociocultural theory, since these strategies take into consideration the students’ cultural background, and they use the ZPD and scaffolding concepts during the implementation of the strategies. Therefore, research question three is answered by the practices that ESOL and general school counselors used during the implementation of the strategies.

Conclusions

Several conclusions resulted from this study. First, ESOL and general school counselors have a very similar view of the needs and conditions of ELL students with ADHD. They coincide on the higher intricacy, academic and behavioral issues, that ELL students with ADHD face in comparison to ELL students without ADHD, Hispanic non-ELL students, or English speaking students born in the United States. Second, both groups of school counselors strongly emphasized the fundamental part that teachers play in the implementation of strategies, as well as the importance of team work between school, parents and students in order to achieve success. Third, although ESOL and general school counselors deem effective the current practices used with ELL students with ADHD to manage their behavior, they are aware of the need for cultural sensitive and research based strategies for this population. And fourth, ESOL and general school counselors believe that Vygotsky’s sociocultural theory applies to ELL students with ADHD and
to strategies currently implemented, consequently supporting the importance of cultural background in the cognitive development of children.

American School Counselor Association (ASCA) national standards call for school counselors to: (1) facilitate the student’s acquisition of attitudes, knowledge and skills that contribute to effective learning in school and across life span; (2) facilitate the student’s acquisition of academic preparation essential for postsecondary options including college; (3) provide advocacy for students; (4) provide interdisciplinary team effort to address student needs and educational goals, and (5) provide skill development for teachers in classroom management, teaching effectiveness, and affective education (ASCA, 2006). Florida’s ESOL Consent Decree considers school counselors part of the ESOL committee that identifies, assess, and monitors the equal access of ELL students to academic and supplemental programs within their educational setting (LULAC et.al. v. State Board of Education, 1990). Therefore, the results of this study fall within the school counselors’ functions established by ASCA’s national standards and Florida’s ESOL Consent Decree.

Limitations and implications.

The study utilized a qualitative approach with a purposeful sample; therefore, the findings cannot be generalized to populations other than the participants in this study. The findings of the study could be utilized as a guide to future research and training of counselors, faculty and staff on topics that affect ELL students with ADHD.

Recommendations

General and ESOL school counselors stressed the importance for teachers to be consistent in the implementation of strategies. Therefore, a quantitative study on the comparison of teachers’ consistency on the implementation of interventions and behavioral change of ELL
students with ADHD, is suggested. This study could give an objective perspective on teachers’ use of interventions and students’ behavioral outcome.

There is a scarcity of research that addresses ADHD within the Hispanic population and even less studies that address ADHD in the ELL population, hence more studies are recommended in this area in order to establish cultural research based strategies that could be available to teachers, school counselors, and parents when needed.

Workshop development for teachers tending to sensitize, educate and emphasize their critical role in the implementation of interventions with ELL students with ADHD and their cultural differences should be implemented. If teachers expand their knowledge of multiculturalism, and enhance their understanding of ELL students with ADHD behaviors and family dynamics, there will be a better opportunity to increase their empathy and commitment to the implementation of strategies.

Workshops should be developed for teachers and school counselors, to instruct, improve and promote effective communication skills with ELL students with ADHD and their families. Knowledge acquired at these workshops could increase confidence in school faculty and foster school-parent communication. As Paneque and Barbetta, (2006) stated in their study “When working specifically with culturally and linguistically diverse students…teachers must have the competencies necessary to establish communication between parents and others in the learning community so the student may develop to his or her maximum potential” (p. 12).

Outreach program development for parents, tending to increase knowledge on effective school-home communication, active participation at their children’s school, and awareness of community resources available for ELL students with ADHD should be developed and implemented. ELL parents who acquire knowledge of communication skills and resources
available to them, feel more confident and empowered, hence their disposition to approach and participate in school activities will be more positive and receptive.

Eunsook Hyun (2007), in reference to the cultural complexity in early childhood, stated:

We need to respond to the multicultural/multiethnic perspectives and realities that exist in every moment in every classroom when it comes to young individual children's developmental growth and change. We need to recognize the numerous cultural identities that are shaped by everything from broad, sociocultural influences to unique family influences. (p. 32)

All participant counselors in this study, showed recognition of these “cultural identities” and abide by them.
REFERENCES


Sparks, S., (2005, December). English acquisition must include cultural understanding. *Education Daily* 38.216 (pp 3).


BIBLIOGRAPHY


Appendix A
Lynn University Institutional Review Board Approval Letter

Principal Investigator: Margarita M Santamaria

Project Title: School Counselors’ Strategies Supporting Vygotsky’s and Affecting Behavior of Hispanic English Language Learners (ELL) with ADHD in Second Grade

IRB Project Number: 2007-027


IRB Action by the Convened Full Board:
Date of IRB Review of Application and Research Protocol: 11/14/07

IRB Action: Approved X___ Approved w/provision(s) ___ Not Approved ___Other ___

Comments:

Consent Required: No _____ Yes X___ Not Applicable _____ Written X___ Signed X____

Consent forms must bear the research protocol expiration date of 11/14/08

Application to Continue/Renew is due:

1) For a Convened Full-Board Review, two months prior to the due date for renewal X

2) For an Expedited IRB Review, one month prior to the due date for renewal ___

3) For review of research with exempt status, one month prior to the due date for renewal ___

Name of IRB Chair: Farideh Farazmand

Signature of IRB Chair ___________________________ Date: 11/14/007

CC: Dr. Warshaw
Appendix B

School District Research Review Committee Approval Letter

October 8, 2007

Margarita M. Santamaria

Dear Ms. Santamaria:

The Superintendent's Research Review Committee approved your request to conduct research on School Counselors’ Strategies Supporting Vygotsky's Theory and Affecting Behavior of Hispanic English Language Learners (ELL) with Attention Deficit Hyperactivity Disorder (ADHD) in Second Grade in the School District of...

The Committee has given permission to contact the following schools:

The purpose of this qualitative, phenomenological study is give an overview of currently employed behavioral strategies, their effectiveness, and the feasibility of their implementation in schools. Also, this study can help school faculty, counselors, and parents when the need for effective and feasible strategies to help a Hispanic ELL/ADHD student arises.

To conduct the survey, you will

- Ask permission from the Principals to conduct interviews with their schools’ Guidance Counselors;
- Contact 5 regular Guidance Counselors and 5 ESOL Guidance Counselors by phone to invite them to participate in the study;
- Send a written explanation of the research and the Voluntary Consent Form to the Guidance Counselors;
- Set the time, date, and place for the guided interview with each Guidance Counselor;
- Conduct interviews (about 30 minutes) during after school hours with each Counselor;
- Transcribe the interviews and send a copy to the Counselors for their review and possible editing.
As you conduct your research, please use the following guidelines:

- Submit to this office, a signed Affidavit of Good Moral Character for each researcher before they begin. (A blank affidavit form is enclosed);
- Obtain permission from the principal before beginning;
- In the case of student subjects, obtain written permission from the parent or guardian before proceeding;
- Provide a copy of all completed and signed parental/guardian consent forms to the principal or principal's designee;
- All collection activities involving students must occur in the presence of school staff members;
- If your research requires the use of additional resources in the future, you must first submit a written request to this office and then wait for a response before proceeding;
- One copy of the study results with an executive summary must be submitted to the Department of Research and Evaluation no later than one month after completion of the research;
- Your research activities at the school must not occur during the testing window of the Florida Comprehensive Assessment Test (FCAT). The FCAT testing window includes pre-test, administration, and post-test activities from February 1, 2008 through March 28, 2008.

According to our District's procedures, participation is voluntary. Thank you for your interest in our school district.

Sincerely,

Dean C. Stecker, Director
Research and Evaluation

DS:jl
Enclosure

c: Selected Principals (8)

Note from the researcher:
School District letterhead and schools' names were removed in order to protect the confidentiality of the participants in the study.
Appendix C
Permission Letter to Interview School Counselors

Dear Mr(s). ________________ ,

I am contacting you as instructed by the Superintendent’s Research Review Committee (SRRC). The SRRC approved my request to complete a qualitative study of School Counselors’ Strategies Supporting Vygotsky’s Theory and Affecting Behavior of Hispanic ELL Students with ADHD in Second Grade.

First, I would like to give you a brief introduction: My name is Margarita Santamaria, and I am an ESOL Guidance Counselor in the School District, and a Ph.D. student at Lynn University. One of my degree requirements is to complete a research dissertation. My research entails to interview five general school Guidance Counselors and five ESOL Guidance Counselors. The interview takes approximately 30 minutes, which can be done after 2:15 PM, to ensure minimal disruption of school activities. An alphanumeric code (e.g E01), known only by the researcher, will be used in order to keep the confidentiality of the participants and the schools.

I am sending this letter requesting your approval to interview your school’s Guidance Counselor and/or your ESOL Guidance Counselor. I would like to conduct the interview between the last week of November, and the second week of December 2007.

Attached is an abstract of my research plans and interview questions for your review. After obtaining your permission I will coordinate my activities with your Guidance Counselor, and/or ESOL Guidance Counselor.

Please reply to this email with your decision on whether your Guidance Counselor and/or ESOL Guidance Counselor will participate in this research or not.

Should you have any questions I can be reached by email
Thank you for your time and consideration.

Respectfully yours,

Margarita Santamaria
ESOL Guidance Counselor
Lynn University Ph.D. Candidate

Attachments:
Research Abstract
Guided Interview
Appendix D

Consent Form for Interview

Lynn University

THIS DOCUMENT SHALL ONLY BE USED TO PROVIDE AUTHORIZATION FOR VOLUNTARY CONSENT

PROJECT TITLE: School Counselors’ Strategies Supporting Vygotsky’s Theory and Affecting Behavior of Hispanic English Language Learners (ELL) with ADHD in Second Grade.

Project IRB Number: Lynn University 3601 N. Military Trail Boca Raton, Florida 33431

I Margarita M. Santamaria am a doctoral student at Lynn University. I am studying Global Leadership, with a specialization in Educational Leadership. One of my degree requirements is to conduct a research study.

DIRECTIONS FOR THE PARTICIPANT:

You are being asked to participate in my research study. Please read this carefully. This form provides you with information about the study. The Principal Investigator (Margarita Santamaria) will answer all of your questions. Ask questions about anything you don’t understand before deciding whether or not to participate. You are free to ask questions at any time before, during, or after your participation in this study. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You acknowledge that you are at least 18 years of age, and that you do not have medical problems or language or educational barriers that precludes understanding of explanations contained in this authorization for voluntary consent.

PURPOSE OF THIS RESEARCH STUDY: The study is about School Counselors’ Strategies that Affect Classroom Behavior of Students who are Hispanic English Language Learners (ELL) and Diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in Second Grade. There will be ten South Florida’s School District school counselors invited to participate in this study. Five of the ten school counselors will be ESOL counselors and the other five will be general school counselors. The ten school counselors must have worked in the past five years or currently working with second grade ELL students diagnosed with ADHD.

PROCEDURES:

A guided interview developed by the researcher and comprised of four parts will be the instrument utilized to collect the study’s data. Part one of the interview is the demographic profile; it includes questions about social-demographic variables of gender, age, and level of education. Part two of the interview inquires about the experience as educator. Part three asks about experience as a general school counselor or as ESOL school counselor. Part four asks about perception of interventions strategies used to manage ADHD behaviors that are currently
utilized to work with ELL students with ADHD, and if Vygotsky’s Sociocultural theory applies to ELL students with ADHD.

The interview should take about 45 minutes to complete. A follow up interview may be necessary at a mutually agreed upon time and place, of approximately 30 minutes in duration.

The interview will be recorded on audiotape to allow a more accurate transcription. This interview will be done in person. You will be asked to read the transcripts of the interview to assure the accuracy of the content. At this time you have the right to clarify, make changes or request deletion of any portion of the information.

POSSIBLE RISKS OR DISCOMFORT: This study involves minimal risk. You may find that some of the questions are sensitive in nature. In addition, participation in this study requires a minimal amount of your time and effort.

POSSIBLE BENEFITS: There may be no direct benefit to you in participating in this research. But knowledge may be gained which may give an overview of currently employed behavioral strategies use with ELL students with ADHD, their effectiveness, and feasibility of implementation in schools. These can serve as a guide for teachers, parents and school counselors when there is the need to choose an educational intervention for Hispanic ELL students with ADHD.

FINANCIAL CONSIDERATIONS: There is no financial compensation for your participation in this research. There are no costs to you as a result of your participation in this study.

CONFIDENTIALITY: In order to keep the confidentiality of the participants, the participants will be given an alphanumeric code (e.g. E01) so no one, other than the researcher, can identify their names and location of work. These alphanumeric codes will be used during the interview transcripts, and data analysis.

Interview data (including audio recorded) will be coded so that there is no personal identifying information. Data will be kept in a locked file cabinet at the investigator’s residence, and computer files will be password protected. All information will be held in strict confidence and will not be disclosed unless required by law or regulation. Tapes will be heard only for research purposes by the investigator, Margarita Santamaria and her faculty advisor, Dr. Carole Warshaw. Tapes will be transcribed and coded. At the end of the study, all audiotapes will be destroyed in a responsible manner.

The results of this study may be published in a dissertation, scientific journals or presented at professional meetings. In addition, your individual privacy will be maintained in all publications or presentations resulting from this study.

RIGHT TO WITHDRAW: You are free to choose whether or not to participate in this study. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate.

CONTACTS FOR QUESTIONS/ACCESS TO CONSENT FORM: Any further questions you have about this study or your participation in it, either now or any time in the future, will be answered by Margarita Santamaria (Principal Investigator) who may be reached at: and Dr. Carole Warshaw, faculty advisor who may be reached at: email. For any questions regarding your rights as a research subject, you may call Dr. Farazmand, Chair of the Lynn University
Institutional Review Board for the Protection of Human Subjects, at. If any problems arise as a result of your participation in this study, please call the Principal Investigator (Margarita Santamaria) and the faculty advisor (Dr. Warshaw) immediately.
A copy of this consent form will be given to you.

AUTHORIZATION FOR VOLUNTARY CONSENT:
I have read and understand this consent form. I have been given the opportunity to ask questions, and all my questions have been answered to my satisfaction. I have been assured that any future questions that may arise will be answered. I understand that all aspects of this project will be carried out in the strictest of confidence, and in a manner in which my rights as a human subject are protected. I have been informed of the risks and benefits. I have been informed in advance as to what my task(s) will be and what procedures will be followed.

I voluntarily choose to participate. I know that I can withdraw this consent to participate at any time without penalty or prejudice. I understand that by signing this form I have not waived any of my legal rights. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws. I understand that I will receive a copy of this form.

Participant's printed name

Participant's signature Date

I consent to be audio taped

INVESTIGATOR'S AFFIDAVIT: I have carefully explained to the subject the nature of the above project. The person participating has represented to me that he/she is at least 18 years of age, and that he/she does not have a medical problem or language or educational barrier that precludes his/her understanding of my explanation. I hereby certify that to the best of my knowledge the person who is signing this consent form understands clearly the nature, demands, benefits, and risks involved in his/her participation and his/her signature is legally valid.

Signature of Investigator Date of IRB Approval: ____________
Appendix E

Guided Interview (researcher will act as interviewer)

1. Demographic Profile.
   a. Have you worked with students that are Attention Deficit Disorder Students (ADHD) in the past five years?
   b. Have you worked with English Language Learners (ELL) that are ADHD in the past five years?
   c. Are you an ESOL School Counselor?
   d. What is your age group?
      20-30  31-40  41-50  51-60  60- above
   e. Gender: (observed, not asked)
      Female   Male
   f. What is your highest Education level? (Researcher will mark the group)
      AA  Bachelors Degree  Masters Degree  Specialist Degree  Ed.D or PhD.

2. Experience as Educator:
   a. What teaching experience have you had before becoming a School Counselor?
   b. What grades and subjects did you teach before being a School Counselor?

3. Experience as School Counselor and ESOL Counselor:
   a. How long have you being a School Counselor?
   b. What are your responsibilities with the ELL students?
   c. What are your perceptions of the needs (if any) of ELL students?
d. In your opinion, what do you see as differences in the needs of the school’s Hispanic population, and the Hispanic ELL population?

e. What do you understand to be the problem in ADHD?

f. If you compare a Hispanic ELL student with a Hispanic ELL student with ADHD, what would you consider common points and differences in their needs?

g. What factors do you consider important in the behavioral treatment of the ELL student with ADHD?

h. What do you do as school counselor to help ELL student with ADHD?

4. Perceptions of interventions:

   a. What is your understanding of good behavioral strategies currently implemented with ELL student with ADHD?

   b. What, if any, differences are there in the behavioral strategies implemented with ELL student with ADHD and other ADHD students non-ELL?

   c. In your professional opinion, how effective are the behavioral strategies implemented with ELL student with ADHD to control their behavior at the general classroom?

   d. What changes would you make to improve the effectiveness of behavioral interventions utilized with ELL student with ADHD?

   e. Please explain why would you consider making such changes?
f. Which of the following strategies used to manage ADHD behaviors are you familiar with?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Not familiar</th>
<th>Somewhat familiar</th>
<th>Familiar</th>
<th>Very familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Behavioral Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Modification</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Medication</td>
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<td></td>
</tr>
</tbody>
</table>

g. Besides the strategies mentioned to manage ADHD behaviors, what other strategies are you familiar with?

h. How effective do you consider the following strategies in the management of ADHD behaviors in ELL students?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Not effective</th>
<th>Somewhat effective</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Behavioral Assessment</td>
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<td></td>
</tr>
<tr>
<td>Other strategies mentioned by the school counselor</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

i. Why do you consider the mentioned strategies that effective?

j. Under what circumstances would you use each of the following strategies?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Circumstances</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Other strategies mentioned by the school counselor</td>
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</tr>
</tbody>
</table>
k. Do you consider that Vygotsky’s sociocultural theory postulates apply to ELL student with ADHD?

<table>
<thead>
<tr>
<th>Postulate</th>
<th>Answer</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theory studies the child in context (within his/her culture and immediate surroundings), and considered that through language, culture gives children their knowledge, and teaches them how to use that knowledge. Therefore, culture and human behavior cannot be separated.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The theory explains the Zone of Proximal Development (ZPD) as the difference between level of achievement without help and level of achievement with adult or peer help.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sociocultural theory explains “scaffolding” as the temporary support (prompts, clues, modeling, joint participation, encouragement, etc) given to a child while he/she masters a desired skill.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

1. In your opinion which behavioral strategies, if any, support Vygotsky’s sociocultural theory?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Support Vygotsky’s theory?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
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