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**PERCEPTIONS OF 4-H EXTENSION EDUCATORS AND VOLUNTEER LEADERS
TOWARD THE INCLUSION OF YOUTH WITH ATTENTION DEFICIT
HYPERACTIVE DISORDER(S) IN 4-H PROGRAMS**

A Thesis in

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by

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ABSTRACT

The purpose of this study was to determine the challenges, attitudes, training and support systems needed by 4-H Extension Educators and Volunteer Leaders in order to successfully and effectively include youth with ADHD in their programs. The target population for the study was the Pennsylvania 4-H extension educators and volunteer leaders. A sample of 384 volunteer leaders was drawn and a census of the extension educators was invited to participate in this study. Two questionnaires (one for volunteer leaders and one for extension educators) with five sections each were developed to collect data. Data collected were primarily quantitative. A panel of experts reviewed the instrument for face and content validity. Data were analyzed using the Predictive Analytic SoftWare (PASW) version 17. The total number of usable responses was 106, and because the response rate was low the results of this study cannot be generalized. The majority of the respondents indicated that they have been working with 4-H for more than 6 years.

The key findings of this study indicated that leaders (i) find it challenging to work with youth with ADHD due to lack of training, (ii) have positive perceptions toward youth with ADHD, (iii) believe that all youth benefit from inclusion (iv) are uncertain that 4-H is effective in promoting an environment conducive for inclusion of youth with ADHD and (iv) need training on the disorders and ways to make inclusion a success.

4-H leaders are not adequately trained to work with youth with ADHD despite the fact that they may have one or two children with the disorder in their clubs and that the majority of them believe that the inclusion of youth with ADHD is beneficial for all youth involved. Educators need training on the characteristics of ADHD and its implication for youth involvement in order to understand the behaviors of these youth and determine strategies that

make inclusion more effective, successful and meaningful. Leaders are willing to accept youth with ADHD in their programs but, more support is needed to move beyond the physical presence of these youth in 4-H programs to the acceptance, participation and attainment of the goals of 4-H for all youth. Based on the findings of this research the researcher recommends that 4-H provide training for volunteer leaders and extension educators on the basic characteristics of ADHD and ways to work successfully and effectively with youth with ADHD in an inclusive environment.

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DEDICATION

This thesis is dedicated to my mother, the late Rollana Charumbira. It was always your dream that I succeed academically and become a better person among other people. Even though you are not here to witness this success, I know you are proud wherever you are. This success is yours and I am always thankful to God for the short time we had together. You are the best thing that ever happened to me and I would not have asked for a better mother. I miss you and love you always.

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Chapter 1

Introduction

As we moved into the 1990s the question “should children with disabilities be included in 4-H programs” has translated into “how and what should be done to accommodate children with disabilities” (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006). These questions arose due to the signing of the Americans with Disability Act (ADA) in 1990 that prohibited discrimination against people with disabilities in many areas including programs funded by state and local government (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006).

The inclusion of students with special needs in formal and non-formal educational programs has been a controversial topic (Harrower & Dunlap, 2001). In most schools inclusion has been seen as a matter of social justice and human rights as well as an issue of special needs and nothing to do with mainstream colleagues. As a result, less priority has been given to considerations of what does or does not work for certain groups (Humphrey, 2008; Jordan, 2008). Jordan (2008) argues that the assumption that what is being taught in schools is relevant to all children has caused the mainstream system to remain oblivious to the diversity of the children they serve.

The lack of knowledge and expertise about disabilities and their implications for youth involvement has resulted in less quality opportunities in which youth with disabilities can participate (Tormoehlen & Field 1994). A study by Boone and colleagues concluded that extension professionals are not adequately trained to work with special needs youth despite the fact that the majority of them have special needs youth in their programs and believe that including special needs youth in traditional 4-H programs enhances the development and growth of all youth involved (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006). In a study about

attitudes of extension professionals towards diversity, it is noted that extension professionals generally agreed that physically and mentally challenged youth should be involved in 4-H programs, 91% and 89% respectively (Ingram, 1999).

Much has been done to accommodate children with physical disabilities but as more and more children are being diagnosed with emotional disabilities such as Attention Deficit Hyperactive Disorder (ADHD), the questions that arise are: Are today's 4-H extension educators and volunteer leaders prepared to work effectively with these children and what can or is being done to meet the challenges involved in meeting the needs of these youth?

Attention Deficit Hyperactive Disorder(s) (ADHD)

ADHD is defined as “a persistent pattern of inattention and/or hyperactive and impulsive behavior that is more frequent and severe than is typically observed in individuals at a comparable level of development” (Efron, Sciberras & Hassell, 2008, p. 187). It is one of the most common childhood neurological disorders associated with a number of behavioral, academic and social problems and can continue through adulthood (National Institute of Mental Health, 2008). An estimated 5% to 8% of children aged 4 to 17 years old in the United States have ADHD (Wheeler et al, 2008). There are three subtypes of ADHD namely: predominantly inattentive, predominantly hyperactive-impulsive, and combined hyperactive-impulsive and inattentive. Some of the common characteristics shared by children with ADHD include poor self regulation, planning, execution, and monitoring of their behavior (Efron, Hassel, & Sciberras, 2008). Table 1 lists the common characteristics of children with ADHD

Table 1.1
Common Characteristics of Children with ADHD

Children with inattention may:
<ul style="list-style-type: none"> • Be easily distracted, miss details, forget things, and frequently switch from one activity to another • Have difficulty focusing on one thing • Become bored with a task after only a few minutes, unless they are doing something enjoyable • Have difficulty focusing attention on organizing and completing a task or learning something new • Have trouble completing or turning in homework assignments, often losing things (e.g., pencils, toys, assignments) needed to complete tasks or activities • Not seem to listen when spoken to • Daydream, become easily confused, and move slowly • Have difficulty processing information as quickly and accurately as others • Struggle to follow instructions.
Children with hyperactivity may:
<ul style="list-style-type: none"> • Fidget and squirm in their seats • Talk nonstop • Dash around, touching or playing with anything and everything in sight • Have trouble sitting still during dinner, school, and story time • Be constantly in motion • Have difficulty doing quiet tasks or activities.

(National Institute of Mental Health, 2008, p. 2-3)

Continued- Table 1.1

Common Characteristics of Children with ADHD

Children with impulsivity may:
<ul style="list-style-type: none"> • Be very impatient • Blurt out inappropriate comments, show their emotions without restraint, and act without regard for consequences • Have difficulty waiting for things they want or waiting their turns in games • Often interrupt conversations or others' activities.

(National Institute of Mental Health, 2008, p. 2-3)

Statement of the Problem

All youth, regardless of their physical and mental conditions need and deserve the opportunity to be involved in activities and integrated with other children with or without disabilities in order to enrich their life and learning experience (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006). With ADHD being one of the most common neurological disorders affecting children, are today's 4-H extension educators and volunteers prepared to provide for the needs of these children in their programs? What are the problems and challenges that 4-H extension educators and volunteer leaders face when dealing with youth with ADHD? What are 4-H extension educators and volunteer leaders' attitudes towards the inclusion of these youth in mainstream programs? What kinds of support systems and training do they need in order to work effectively with youth with ADHD?

Need For the Study

An estimated 5% to 8% of children aged 4-to 17 years old in the United States have ADHD (Wheeler et al, 2008). With the increase of school going children diagnosed with ADHD, one can assume that some of these children are involved in 4-H programs hence the need for promoting inclusive programs. Youth with ADHD presents a challenge for volunteer leaders and extension educators working with a mix of youth with and without these disabilities due to lack of training.

Despite the challenges presented by working with a mix of children with and without disabilities, there are also benefits of mainstreaming for 4-H members and their leaders. Some of these benefits include the development of a greater sense of self-confidence and self-reliance for children with ADHD through interaction with other youth (Tormoehlen & Field, 1994). Through inclusiveness, volunteer leaders, extension educators and youth can learn that everyone has strengths and weaknesses and can do some things better than others. As a result they can be less prejudiced and see other person's unique abilities instead of disabilities and learn to focus on strengths and develop positive attitudes (Tormoehlen & Field, 1994). Inclusiveness also provide opportunities for 4-H leaders to learn new techniques for working with children with special needs, broaden their personal experience and helps them become more accepting and comfortable working with youth with ADHD (Tormoehlen & Field, 1994).

Purpose and Objectives

The purpose of this study was to determine the challenges, perceptions, training and support systems needed by 4-H Extension Educators and Volunteer Leaders in order to successfully and effectively include youth with ADHD in 4-H programs. The objectives of this study were to determine the:

1. Comfort level and the challenges that 4-H Extension Educators and Volunteer Leaders might face when working with youth with ADHD.
2. Perceptions of 4-H Extension Educators and Volunteer Leaders toward members with ADHD in 4-H programs.
3. Perceptions of Extension Educators and Volunteer Leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD.
4. Perceived benefits of including youth with ADHD in 4-H programs.
5. Demographics characteristics of the respondents.
6. If there is a difference in perceptions between Extension Educators and Volunteer Leaders.

Operational Definitions

Attention Deficit Hyperactive Disorders- A persistent pattern of inattention and/or hyperactive and impulsive behavior that is more frequent and severe than is typically observed in individuals at a comparable level of development. (Efron, Sciberras & Hassell, 2008, p.187).

4-H- a non-formal youth development education program for youth between the ages of 8 and 19 helping young people to become self-directed, productive, and contributing members of a diverse society and empowering youth to reach their full potential working and learning in partnership with caring adults (Pennsylvania 4-H website, 2008).

4-H volunteers-Adult leaders that coordinate local community clubs and help to plan and conduct local, regional, state and national 4-H events (4-H Website, 2008).

Youth- 4-H participants between the ages of 8 and 19.

Inclusion- the promotion of participation (presence, participation, acceptance and achievement) of all youth with and without disabilities together in activities of choice with the provision of support needed to allow social, mental and emotional growth of all participants (Humphrey, 2008).

Assumptions

1. The respondents complete the survey independently.
2. Respondents answered questions honestly to the best of their knowledge.

Limitations of Study

1. Extension educators and volunteers could give socially acceptable answers to questions pertaining to their perceptions, therefore there is a potential for biased responses/results.
2. Some of the subjects may have limited experience working with children with ADHD.
3. Parents do not disclose their children's disability making it difficult for leaders to know whether or not the child they are working with has ADHD.

Chapter 2

Review of Literature

This chapter is comprised of literature related to the study. It includes the following: (i) description of the 4-H program, (ii) definition of inclusion as it is related to children with special needs in formal and non-formal educational settings, (iii) challenges of working with individuals with ADHD in an inclusive environment, (iv) recommendations on teaching methods of children with ADHD, (v) implications of meeting the needs of youth with ADHD in non-formal educational programs and (vi) summary of the review of literature.

Description of 4-H Program

4-H is a national non-formal educational program offered to all young people regardless of race, nationality, or disabilities. It is linked to land grant universities and its projects are research based. 4-H programs are designed to help young people become productive citizens through the development of knowledge and life skills needed for one to be successful in today's competitive world (All about 4-H, 2008). Young people learn about the diversity and challenges of today's society through "learning by doing" and working with adults and their peers on various practical and challenging projects of their interest and abilities (All about 4-H, 2008). 4-H reaches young people and families in their own neighborhoods using delivery methods suitable for different situations. "Young people in 4-H learn about citizenship, leadership, cooking, arts and crafts, mechanics and technology, horticulture, agriculture, and other subjects. Projects involve setting goals and evaluating progress. The skills and knowledge learned in 4-H project work help members become more productive individuals and citizens" (All about 4-H, 2008, p.1). 4-H members participate in local club meetings and in county fairs

each year. Clubs are found in rural areas, towns, cities, and suburbs and are mostly supported by adult volunteer leaders.

Inclusion of Special Needs Children

The term inclusion means different things to different people. Humphrey (2008) defines inclusion as the promotion of all students' presence, participation; acceptance and achievement in mainstream schools where possible. He emphasized that inclusion should be viewed as an ongoing process rather than a placement of individuals in mainstream programs. "Inclusion should consist of complete integration of the regular and special education system where individuals with disabilities receive education, including special education and related services, as an integral part of the regular education curriculum" (Kent, 2008, p. 2). Schleien et al (1997) described two approaches to inclusion, first the creation of programs in a school or community that can include any one regardless of ability and second, the reverse of mainstreaming, in which people without disabilities join previously segregated activities for people with disabilities (cited in Coyne and Fullerton, 2004). In this study Humphrey's (2008) approach will be used to define inclusion.

"The concept of inclusion emerged in the 1980s in schools and it became more important in the 1990s with the passing of Individuals with Disabilities Education Act (IDEA) which is a law ensuring services to children with disabilities throughout the nation" (Kent, 2008, p. 1). In schools the term inclusion has been mainly used in reference to situations where children with special educational needs were to be educated and had nothing to do with their peers without disabilities (Humphrey, 2008). Thus, the need to redefine the term inclusion (Humphrey, 2008) to include the "...fostering of engaged learning, and providing support for all youth to become active and self-regulated learners as well as creating a community of learners

where everyone belongs, is accepted, supports and is supported by his or her peers, other members and leaders while their educational needs are being met” (Kent, 2008, p. 2).

For any inclusive program to be successful, careful planning and consideration is required on the part of program leaders in schools and communities. Mainstreaming children with special needs by itself is not enough. “Mainstreaming typically involves placing students in a mainstream program when (s)he is able to show the capacity to successfully participate in the normal and routine activities and lessons. “Inclusion however requires modification of those normal routines, activities, and access to support services as required by individuals”, (Division TEACCH, 2005, p. 1). Inclusion should not mean the integration of children with special needs in mainstream programs but rather the provision of appropriate opportunities, structures, and activities that both individuals with or without disabilities can enjoy (Jordan, 2008; Coyne and Fullerton, 2004).

Inclusion of Youth with Disabilities in Non-formal Educational Settings

4-H

There are limited research studies related to disabilities in the field of extension education. Not many of the initiatives done by 4-H programs to include youth with disabilities have been evaluated making literature of successful practice scarce (Stumpf et al, 2002). The mission of 4-H programs is to help youth develop life skills and empower all youth and their families through the provision of opportunities for youth to get involved in activities that are unique to their abilities (Tatman, 2008). The goals of 4-H are to provide similar experiences for members with or without disabilities as much as possible, promote understanding and acceptance of peers with disabilities, ensure that all members participate actively within the group, and to open programs to youth with disabilities without compromising the philosophy and mission of 4-H

(Extension Services, 2006). Activities are adapted when necessary to meet the needs of youth with disabilities on an individual basis, keeping the activities as close to the original as possible. 4-H programs provide opportunities for all youth with and without disabilities to get involved, gain life skills, develop self confidence, self reliance and make friends, (Tatman, 2008). The integral part of inclusion in 4-H is the awareness that people are the same and different at the same time, valuing each child's individuality, and the diversity of the group. The inclusiveness of 4-H programs provides an opportunity for leaders to learn new skills and become accepting and understanding of differences (Tormoehlen & Field, 1994).

Boy and Girl Clubs of America

The Boys and Girls Clubs of America consider the effort to understand the preferred communication system for the child with disabilities, communication with family members about the child's abilities and interests, and making necessary adaptations an integral part of the transition process into mainstream programs. Their guiding practices for inclusion include: creating an environment in which members can feel safe and emotionally secure all the time through adult supervision, supporting positive behaviors, training the club staff in general disability awareness, building supportive relationships by ensuring that none of the members are isolated from leaders and peers, providing opportunities for members to realize their dreams and expectations, recognizing achievements, and accomplishments, and encouraging partnerships with staff, parents and the community (Guiding Practices for Inclusion, 2006).

Girl Scouts

In girl scouting clubs it is believed that the attitude of the leaders toward members with disabilities help shape girls attitude toward themselves. Positive attitude when communicating what is expected of the child usually yields good results. With the removal of

barriers, girls with disabilities can participate to their full potential. Inclusion in girl scouts means, “all girls plan and participate in all activities” (Carroll & Dennison, 1998 p. 4). Leaders in scouting are urged to promote the girls’ abilities instead of disability, treat each person as an individual, make an effort to acquire accurate information about the disabilities of youth in their programs, and learn to identify the barriers that are associated with the disability (Carroll & Dennison, 1998).

Inclusion of Children with ADHD in Schools

The literature on the incidence of ADHD in the United States varies. According to Wheeler et al. (2008) American data shows that 5% to 8% of children aged 4-to 17 years old have ADHD. Nakaya (2009) and Weyandt, (2007) estimated the population to be 3 to 7%. ADHD is estimated to be 3 times more common in boys than in girls (Nakaya, 2007). The majority of children with ADHD are being educated in mainstream schools where they need certain accommodations to support them in their educational environment. Research has shown that the success of inclusion depends on the educators’ attitude toward inclusion (Elhoweris & Alsheikh, 2006.). “A recent study with high school teachers found that positive teachers’ attitude about including and teaching students with disabilities in general education classrooms was related to the levels of special education training and experience in working with students with disabilities” (Elhoweris & Alsheikh, 2006, p. 3).

Teachers tend to not have enough knowledge about ADHD despite having one to two students in their classroom who have the disorder (Weyandt, 2007). Teachers’ confidence and effectiveness in working with children with ADHD and the ability to create and/or develop effective behavioral interventions is strongly related to training and experience however, the number of years of teaching does not result in increased knowledge about ADHD (Weyandt,

2007). There are some strategies that can be used to promote positive attitude of educators toward inclusion. Those include educating them about individuals with disabilities and the different ways to meet their learning needs through short courses, pre-service, in-service and invitation of guest speakers experienced in working with individuals with disabilities, as well as, individuals with disabilities (Elhoweris & Alsheikh, 2006).

Teachers tend to have adequate knowledge about causes of ADHD but less about the characteristics of ADHD hence the minimum confidence in their ability to manage the behavior of students with ADHD (Efron, Hassel, & Sciberras 2008; Hewitt, 1999). In their study on the impact of teacher's knowledge about ADHD, Ohan and colleagues (2008) found that teachers' knowledge on ADHD had a significant impact on their reported behavior and perceptions. Knowledgeable teachers tend to view students with ADHD more favorably, and are supportive of behavioral treatments in classroom; however, greater knowledge did not translate into confidence in managing children with ADHD (Ohan et al, 2008).

Successful Inclusion of Children with ADHD

The inclusion of children with ADHD have been successful in cases where educators made an effort to identify the unique needs of the child and select educational practices associated with academic instructions, behavioral interventions, and classroom accommodations that are appropriate to meet that child's needs (Pierangelo & Giuliani, 2008). Generally children with ADHD are not alike and that presents a challenge for educators to find educational strategies and settings that are best suited for these children (Pierangelo & Giuliani, 2008). To include children with ADHD successfully educators need to (i) evaluate the child's individual needs and strengths in the academic and behavioral needs, settings and context in which challenging behaviors occur (ii) select appropriate instructional practices that will meet the

academic and behavioral need identified for the child, and (iii) integrate appropriate practices within an IEP that reflect annual goals and special education related services along with supplementary aids and services necessary for attaining those goals (Pierangelo & Giuliani, 2008). Educational activities provided to children with ADHD need to be integrated with those selected for other children without making them stand out or appear different in order for them to feel like they are part of the group (McGrath, 2007). “Successful classroom inclusion incorporates accommodations for children with diverse learning needs, making them as independent as possible” (McGrath, 2007 p. 38). Martin (2004) suggested some strategies of inclusion of children with ADHD in school that can also be useful in non-formal educational settings such as the 4-H and those include:

- the provision of accommodations that can compensate for student’s distractibility, limited organization skills, and low frustration tolerance,
- frequent redirection, immediate and consistent feedback about behaviour,
- putting children with ADHD in a group of children with good behaviour,
- providing opportunities for physical action and opportunities to pace while thinking without distracting others,
- providing a structured daily routine in written form, organizational aids,
- use of visual aids, charts, pictures, graphics, and transparencies,
- help students feel comfortable seeking assistance,
- adjusting curriculum to allow children with ADHD to experience success for example modification of instruction methods,
- identifying student’s strength, and focusing more on those strengths,
- avoid using sarcasm, ridicule, and continual criticism.

Challenges of Working with Individuals with ADHD in an Inclusive Environment

Various challenges have been noted in the effort to make inclusive programs work in different settings. Generally individuals with ADHD may have challenges starting tasks, staying and completing those tasks, making transitions, interacting with others, following through with directions, producing work at consistently normal levels and organizing multistep tasks (Pierangelo & Giuliani, 2008). Educators find themselves at a loss when challenged with the task of including children with special needs in programs without the training and support they need (Agegnehu, 2000). Individuals with ADHD do not experience the same challenges, as a result general education teachers that are not prepared to teach children with ADHD find it challenging to come up with teaching strategies that can accommodate not only individuals with and without disabilities but also different characters of ADHD (Ostoits, 1999; Hewitt, 1999). Educators need to be creative, innovative, flexible, and understanding in order to meet the challenge of pinpointing each individual's difficulties and spend the resources on critical areas (Pierangelo & Giuliani, 2008). The lack of adequate support of students with ADHD put them at a risk of academic underachievement, antisocial behavior, social exclusion and leaving school prematurely (Efron, Hassel, & Sciberras (2008). Knowing the characteristics of ADHD and teaching strategies that can sustain students' attention and interest and accommodate their need for constant change is important for meaningful inclusion to occur (Hewitt, 1999). Regular classrooms need to be organized in a way that supports direct interventions for a select few students.

Recommendations on Methods of Teaching Children with ADHD

Many intervention strategies have been used in different educational settings for students with ADHD, however, no single approach works effectively for every individual.

Children with ADHD need to have an atmosphere where they are comfortable taking risks, need more guidance with provision of structured daily schedules, and graphic organizers as visual strategies (Ostoits, 1999). Students with ADHD perform better with familiar and predictable structures, consistent communication on rules expectations and instruction (Martin, 2004).

Martin (2004) gave suggestions of teaching children with ADHD in school that can also be applied in non-formal educational programs and those include:

- making sure that students understand instructions before beginning a task
- keeping instructions short, clear and concise
- using visual aids
- breaking instructions into short, sequential steps by dividing work into short mini-assignments to create opportunities for reinforcement and feedback at the end of each segment
- base achievement/success on the amount of improvement, and effort
- define technical language, specific terminology, and foreign words
- speaking distinctly at a relaxed pace, pausing occasionally to give students a chance to ask questions
- pause and respond to students' nonverbal signs of confusion or frustration

Pierangelo & Giuliani, (2008) suggested that providing an organizer with the order of activities for the day, simplifying instructions, and setting learning and behavioral expectations help children with ADHD succeed.

Implications of Meeting the Needs of Youth with ADHD in Non-formal Educational Programs

The provision of necessary accommodations to enable children with ADHD to participate in the same activities as their peers has huge implications on the quality of life and education they receive. Participation of learners with disabilities varies depending on aspects of the setting such as novelty, degree of structure provided and complexity of the environment (Schwartz, Odom & Sandall, 2008). Understanding the difference between accommodations (physical, outside the body, environment) and modifications (content material) in learning settings can help determine the appropriate help needed for learners with disabilities (Schwartz, Odom & Sandall, 2008). Focusing on creating environments suitable for different developmental capacities, and needs and potentials of all learners plays a major role in promoting the learners' overall development (Agegnehu, 2000). The structure of the learning environment should promote learning, independence and a cooperative atmosphere. Provisions must be made to meet the standards of activities and relevance of related services others are engaging in (Kent, 2008). While meeting the accommodation needs for children with disabilities can yield a great improvement and make it easier for them to function in the classroom it is of great importance to get to know each individual and try to meet their individual needs as well (McGrath, 2007).

It is important to surround children with ADHD with supportive people such as friends, family, and helpful professionals to help build their self-esteem. "Structured learning environments with set routines and frequent contact between student and instructor are most conducive to learning for most individuals with ADHD" (Peirce, 2008, p.91). Children with ADHD have difficulties adjusting to the structured environment of a classroom and are easily

distracted. Proper accommodations and modifications of the learning environment help them to stay on task and learn (Pierangelo & Giuliani, 2008). Appropriate accommodations and supports allow them to perform tasks, follow routines, challenge themselves at their level, experience academic success, and feel accepted and valued as part of the class (McGrath, 2007).

Many children with ADHD find it difficult to make and keep friends or handle and channel their anger. According to Mrug et al. (2009), “Children with ADHD are often rejected by their peers within hours or days of joining a new group due to negative disruptive behavior and lack of social skills’ (Mrug et al 2009, p. 373). Educators and parents need to better understand the characteristics that lead to acceptance and friendships and how to promote positive inclusion that can result in the child’s success socially and academically. Children with ADHD need training in social skills to help them become more knowledgeable about appropriate and inappropriate social behaviour (Martin, 2004).

Summary

Success in the inclusion of children with ADHD has been seen in cases where more is being done other than placement of students in an inclusive setting. Inclusion should “foster engaged learning, and provide support for all youth to become active and self-regulated learners as well as create a community of learners where everyone belongs, is accepted, supported and is supported by his or her peers, other members and leaders while their educational needs are being met” (Kent, 2008, p. 2). For any inclusive program to be successful, careful planning and consideration is required on the part of program leaders in schools and communities. Inclusion should not mean the integration of children with special needs in mainstream programs but rather the provision of appropriate opportunities, structures, and activities that both individuals with or without disabilities can enjoy (Jordan, 2008; Coyne and Fullerton, 2004).

Educators need to be creative, innovative, flexible, and understanding in order to meet the challenge of pinpointing each individual's difficulties and spend the resources on critical areas (Pierangelo & Giuliani, 2008). The lack of adequate support of students with ADHD put them at a risk of academic underachievement, antisocial behavior, social exclusion and leaving school prematurely (Efron, Hassel, & Sciberras (2008). Knowing the characteristics of ADHD and teaching strategies that can sustain students' attention and interest and accommodate their need for constant change is important for meaningful inclusion to occur (Hewitt, 1999). The provision of necessary accommodations to enable children with ADHD to participate in the same activities as their peers has huge implications on the quality of life and education they receive. Understanding the difference between accommodations (physical, outside the body, environment) and modifications (content material) in learning settings is key to determining the appropriate help needed for learners with disabilities (Schwartz, Odom & Sandall, 2008).

Chapter 3

Methodology

Chapter 3 presents the research methodology used in this study. This includes (i) population and sample selection, (ii) instrumentation, (iii) validity and reliability of instrument, (iv) survey administration, and (v) data analysis.

Purpose and Objectives

The purpose of this study was to determine the challenges, perceptions, training and support systems needed by 4-H Extension Educators and Volunteer Leaders to successfully and effectively include youth with ADHD in 4-H programs. The objectives of this study were to determine the:

1. Comfort level and the challenges that 4-H Extension Educators and Volunteer Leaders might face when working with youth with ADHD.
2. Perceptions of 4-H Extension Educators and Volunteer Leaders toward members with ADHD in 4-H programs.
3. Perceptions of Extension Educators and Volunteer Leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD.
4. Perceived benefits of including youth with ADHD in 4-H programs.
5. Demographics characteristics of the respondents.
6. If there is a difference in perceptions between Extension Educators and Volunteer Leaders.

Population and Sample Selection

The target population for this study was the 4-H extension educators and volunteer leaders responsible for 4-H programs at the county level in the six Cooperative Extension regions of Pennsylvania. A central database of the Pennsylvania Cooperative Extension was used to identify 4-H extension educators and volunteer leaders. A census of 4-H extension educators in Pennsylvania (N=67) was targeted for this study. A multi-stage sampling procedure that included stratified random sampling and systematic random sampling was used to draw a sample of volunteer leaders for the study. The stratified random sampling procedure was used because it ensured the representation of the overall population by drawing samples that are proportional to the population of each of the six regions. After calculating the number of volunteer leaders to be drawn from each region the systematic random sampling procedure was used to select the participants. The sampling error (d) for this sample was 5%, the risk (t) 5%.

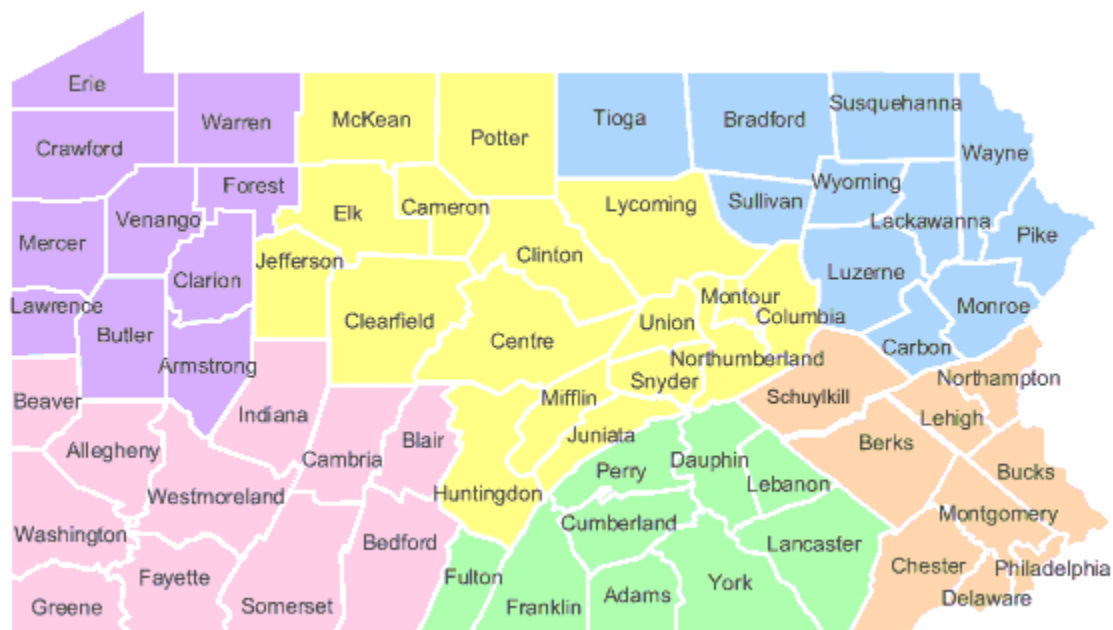


Figure 3.1 Pennsylvania State Cooperative Extension Regions

Upon initial analysis the data had errors that needed to be cleaned such as incomplete addresses, duplicate names and addresses, area of location or school listed with no mailing address. Table 3.1 list the population of volunteer leaders by region.

Table 3.1

Population of Volunteer Leaders by Region

Region	Volunteer Leaders
Northwest	990
Northeast	856
Central	1301
Capital	1473
Southwest	1480
Southeast	1792
Total	N= 7892

All the incomplete mailing addresses were deleted from the study. See table 3.2. Also included in table 3.2 are the pilot sample and the sample for the study that was drawn proportionally from each of the six regions.

Table 3.2

Sample Selection

Region	Volunteers	Pilot	Sample
Northwest	983	3	49
Northeast	845	2	42
Central	1300	3	65
Capital	1440	4	72
Southwest	1448	4	72
Southeast	1699	4	84
Total	N=7715	n=20	n=384

Instrumentation

A questionnaire was used to obtain information on the perceptions of 4-H extension educators and volunteer leaders toward the inclusion of youth with ADHD in 4-H programs. The instrument included adopted and modified questions and statements from two studies titled “Attitudes of Extension Professionals Towards Involvement of Special Needs Youth in 4-H Programs” (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006) and “Volunteer Leaders’ Assessment of Pennsylvania 4-H Programs” (Radhakrishna, Cabot and Everhart, 2007). The survey instrument contained five sections. Questions in section one through four used a five-point Likert-type scale, section five included open-ended and demographics questions. Section one included 8 questions on the comfort level and challenges that 4-H volunteer leaders and extension educators might face when working with youth with ADHD. Section two contained 11 questions on perceptions of 4-H volunteer leaders towards members with ADHD. Section three included 10 questions that measured the perceptions of extension educators and volunteer leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD. Section four included 17 statements measuring perceptions of volunteer leaders and extension educators on the benefits of including youth with ADHD in 4-H programs. Section five contained 11 questions on the incidences of ADHD in 4-H programs, previous training received and training that the leaders would be interested in attending, total number of years they participated in 4-H programs as a volunteer leader or extension educator, as well as questions on demographic characteristics (age, gender, education level, race).

Validity and Reliability of Instrument

A panel of experts reviewed the questionnaires to determine the face and content validity. The panel included three faculty members with expertise in the following areas: special education, 4-H youth development programs, issues of diversity, and research methodology.

After the review, the questionnaire was sent to the Office for Human Protections at The Pennsylvania State University for review before the field study was conducted. The questionnaires were field tested using volunteer leaders from the state of Pennsylvania and extension educators from Maryland. Extension educators from other states were used in the field and pilot tests because the census of extension educators in Pennsylvania was included in the research study. Adjustments to the pilot instrument were made based on the feedback and recommendations from the field test.

A pilot study was conducted to determine the reliability of the instrument. A total of 20 volunteer leaders and extension educators from Maryland and Michigan participated in the pilot study. Cronbach's alpha was used to measure the questionnaire's reliability using data obtained from the pilot study. Reliability was estimated using a pilot test, for each objective section and for the entire instrument to determine if the pilot study would yield an acceptable coefficient of reliability. Cronbach's alpha coefficient for the pilot instrument was .96. The reliability measures for each section of the instrument are in Table 3.3.

Table 3.3

Reliability of Research Instrument

Section	Number of Items	Alpha
1A Challenges	5	.78
1B Comfort Level	3	.90
2 Perceptions	11	.82
3 Effectiveness	10	.85
4A Benefits for the other youth	9	.94
4B Benefits for youth with ADHD	8	.98
Overall	46	.96

Note: Cronbach's Alpha was used to measure reliability

Survey Administration

Participants were asked to answer 58 questions on a survey. For extension educators, the survey was sent electronically and participants completed the survey on line. Survey Monkey program was used. For volunteer leaders, the survey was sent electronically for those who had included email addresses in the Cooperative Extension central data system. For those volunteer leaders who had not included an email address in the Cooperative Extension central data system, a written survey was sent through surface mail with a stamped addressed envelope for return of the completed survey. A three round, two-week interval format was utilized for data collection. In the first mailing, 4-H volunteer leaders received a cover letter outlining the purpose of the study, a survey and a return stamped envelope. The volunteer leaders were given two weeks to return the initial survey. The second mailing was sent out to all who did not respond in round one, a return stamped envelope and a follow up letter emphasizing the importance of returning the survey to strengthen the study. The third mailing was sent to all non-respondents with all of the items received in the first mailing. For the extension educators and volunteer leaders that received the survey through survey monkey, the entire survey package was sent three times and

reminders were sent twice. In an effort to get more responses, my advisor sent an email to all extension educators thanking them for participating in the study and encouraging those who have not yet responded to do so. Unfortunately, only a few more extension educators responded. The researcher also set up a table near the registration area for the 4-H State Achievement Days Event in an effort to obtain more survey responses from extension educators. Again only a few of them completed and returned the surveys.

Data Analysis

The quantitative data collected for this study were analyzed using the Predictive Analytic SoftWare (PASW) version 17. Descriptive statistics used in this study included frequencies, means, and standard deviations. An independent t-test (comparison of means) was used to measure the differences in the perception of extension educators and volunteer leaders. One hundred and six (106) participants responded to the survey. Table 3.4 below has a summary of how the data were analyzed by section.

Table 3.4

Summary of Data Analysis Techniques

Objectives	Type of Data	Data Analysis Technique
Objective 1 Determine the comfort level and challenges the 4-H volunteer leaders and extension educators might face when working with youth with ADHD	Interval Ratio	Frequencies Means Standard Deviations
Objective 2 Determine the perceptions of 4-H volunteer leaders and extension educators towards members with ADHD in 4-H programs	Interval Ratio	Frequencies Means Standard Deviations
Objective 3 Determine extension educators and volunteer leaders' perceptions of how effective 4-H programs are in promoting an environment conducive for inclusion of youth with ADHD	Interval Ratio	Frequencies Means Standard Deviations
Objective 4 Measure the benefits of including youth with ADHD in their 4-H programs	Interval Ratio	Frequencies, Means Standard Deviations
Objective 5 Information About Participants Age, Gender Level of education, Race, Number of years as an educator or volunteer leader, Type of volunteer leader, Training received and interested in attending	Nominal Qualitative	Frequencies Content Analysis
Objective 6 Determine if there is a difference in perceptions between extension educators and volunteers	Interval Ratio	Independent t-test

Chapter 4

Results

Chapter four presents the results of the research study according to the objectives of the research study. One hundred and six (106) participants responded to the survey, however not all of them answered each question therefore the number of responses per question may vary.

Purpose and Objectives

The purpose of this study was to determine the challenges, perceptions, training and support systems needed by 4-H Extension Educators and Volunteer Leaders in order to successfully and effectively include youth with ADHD in 4-H programs. The objectives of this study were to determine the:

1. Comfort level and the challenges that 4-H Extension Educators and Volunteer Leaders might face when working with youth with ADHD.
2. Perceptions of 4-H Extension Educators and Volunteer Leaders toward members with ADHD in 4-H programs.
3. Perceptions of Extension Educators and Volunteer Leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD.
4. Perceived benefits of including youth with ADHD in 4-H programs.
5. Demographics characteristics of the respondents.
6. If there is a difference in perceptions between Extension Educators and Volunteer Leaders.

Demographic Characteristics

This section describes the demographic characteristics of the respondents including gender, race, age, educational level, and years of association with 4-H program.

Gender, Race and Age

Of the 106 respondents of this research study, 75% (N=79) were female, 25% (N=27) were male. One hundred and five (105) of the respondents were white and 1 was a Native American. Results on the age of the respondents showed that three quarters of the respondents (78%) were aged 41 and over; 22 % were below the age 40.

Years of Association with 4-H

The study also sought to find the number of years the educators and leaders have been involved with 4-H. Twenty nine percent (29%) of the respondents have been with 4-H for 11-20 years, 21 % for 6 - 10years, 21 % for over 21years, 17% for 3-5 years, and 12% for 1-2years.

Education Level of Respondents

About a third of the 106 respondents that provided information about their education level have a masters level education (31%) , 29% have bachelors' degrees, 16% have a high school education, 13% have some college education, 5% have associate degrees, 2% have less than high school education, 2% have doctoral degrees and 2% hold a professional degree. The fields of studies or occupation for those who have a college education were diverse. The most common occupation was teaching followed by nursing. The summary of respondents' demographic characteristics is shown in Table 4.1.

Table 4.1

Demographic Characteristics of Respondents

Characteristics	n	Percent
<u>Gender</u>		
Male	27	25
Female	79	75
Total	106	100
<u>Race</u>		
White	105	99
Native American	1	1
Total	106	100
<u>Age</u>		
18-21	2	2
22-30	5	5
31-40	16	15
41-50	35	33
51-60	37	35
61+	11	10
Total	106	100
<u>Education Level</u>		
>High School	2	2
High School	17	16
Some college	14	13
Associate	5	5
BA/BS	31	29
Master	33	31
Doctoral	2	2
Professional	2	2
Total	106	100
<u>Years with 4-H</u>		
1-2	13	12
3-5	18	17
6-10	22	21
11-20	31	29
21+	22	21
Total	106	100

Table 4.2

Respondent's Field of Study

Field of Study	Volunteer Leaders Frequency	Extension Educators Frequency
Teacher/education	8	13
Agriculture	1	1
Animal Science	3	4
Engineering	2	
Pharmacy	1	2
F CS	2	
Police Science	1	
Management	1	
Biology	1	
Communication	1	1
Business/Marketing	2	
Business	1	
Accounting	1	
Restaurant/Chef	1	
Insurance	1	
Nursing	6	
Rural Sociology		1

Type of Volunteer Leader

Data were also collected on the type of volunteer leaders the respondents were within 4-H. There were seven categories to select from. Most of the respondents held more than one leadership position. Thirty eight percent (38%) of the respondents were project leaders, 17% organizational leaders, 12% were activity leaders, 11% member or parent helper, 11% identified as other, 7% served on the advisory committee and 4% were guest speakers. See Figure 4.1.

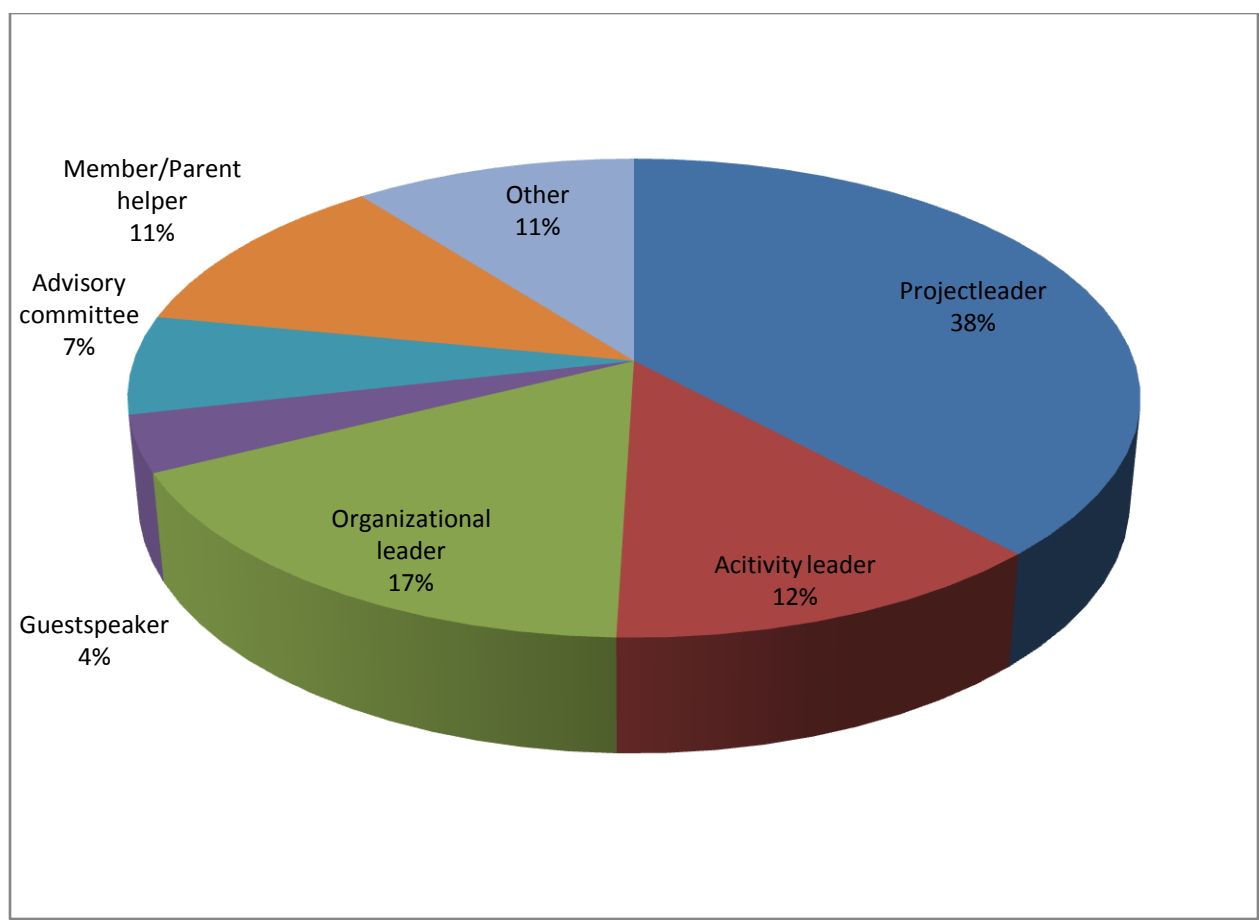


Figure 4.1 Type of Volunteer Leader

Objective # 1: Determine the Comfort Level and the Challenges that 4-H Extension Educators and Volunteer Leaders Might Face when Working with Youth with ADHD

Section one of the survey focused on the comfort level and challenges that volunteer leaders and extension educators might face when working with youth with ADHD. Results in Table 4.3 show that over half of the extension educators and volunteer leaders that responded agreed to strongly agreed that they face various challenges when working with youth with ADHD. Respondents agreed to strongly agreed to having the following challenges: getting youth with ADHD to complete their tasks (55.3 %), dealing with youth that have difficulties following directions (59 %), and lack adequate training on how to work with youth with ADHD (57.5%). When asked if respondents need training on how to interact and encourage youth with ADHD to

work with others, 67.3% indicated that leaders and educators need training on how to interact with youth with ADHD, and 65.1% indicated that leaders and educators need training on ways to encourage youth with ADHD to work in groups with others.

Section 1B focused on the educators and volunteer leaders' comfort level when working with youth with ADHD. Overall over half of the respondents indicated that they are moderately to considerably comfortable including youth with ADHD in their clubs (66%), helping youth with ADHD interact with other 4-H members (66.9%), and preparing special visual aids to teach youth with ADHD (53%). See Tables 4.3 and 4.4.

Table 4.3

Percentages and Mean Score for Respondents' Level of Agreement on Challenges they Might Face When Working with Youth with ADHD (N=106)

Challenges	SD	D	N	A	SA	Mean Scores	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Difficulties completing tasks	2.9	20.0	21.9	48.6	6.7	3.36	0.97
Difficulties following instruction/directions	1.9	21.9	17.1	53.3	5.7	3.39	0.96
Need training on ways to interact	0.9	4.7	27.1	43.9	23.4	3.84	0.87
Have adequate training	11.3	46.2	31.1	7.5	3.8	2.46	0.93
Need training on ways to encourage working in groups	2.8	2.8	29.2	50.0	15.1	3.7	0.86

Note: SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA= Strongly Agree

Table 4.4

Percentages and Mean Scores for Respondents' Comfort Level when Working with Youth with ADHD (N=106)

Comfort level	NC	SC	MC	CC	HC	Mean Score	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Comfortable including youth with ADHD	1.9	6.6	31.1	34.9	25.5	3.75	0.97
Comfortable helping youth with ADHD	2.8	4.7	31.1	35.8	25.5	3.76	0.98
Preparing special visual aids	16.0	21.0	31.0	22.0	10.0	2.90	1.23

Note: NC = Not at all Comfortable, SC= Slightly Comfortable, MC= Moderately Comfortable, CC= Considerably Comfortable, HC= High Comfortable

Objective #2: Determine the Perceptions of 4-H Extension Educators and Volunteer Leaders Toward Members with ADHD in 4-H Programs

When analyzing the results of objective two the researcher found that the perceptions of the respondents toward youth with ADHD were mostly positive. Results show that 98.1 % of the respondents perceive youth with ADHD as productive members in society, 83.9% believe that the inclusion of youth with ADHD provides good experience for other members, promotes growth for youth with ADHD (76.2%) and 77.3% are willing to accept youth with ADHD as 4-H members. When asked if other members will feel uncomfortable with a person with ADHD as a member of the group 57.8% of the respondent did not perceive that as a problem and 76.4% disagree to strongly disagreed with the statement that the behaviors of youth with ADHD will set an undesirable example for other members. However, when asked if the behavior of youth with ADHD will be disruptive to 4-H activities the results varied with 41.5% of the respondents being uncertain, 29.2% disagreeing and 29.3% agreeing with the statement. Furthermore, when asked if the involvement of youth with ADHD in 4-H programs takes time away from other members over half of the respondents (52.8%) did not perceive the involvement of youth with ADHD as taking time away from other club members, only 17% agreed. With regard to whether youth with ADHD are best served by separate clubs, most respondents 82.1% did not feel that separate clubs are the answer, in addition 94.4% did not believe that youth with ADHD have learning difficulties that cannot be helped by 4-H. See Table 4.5.

Table 4.5

Percentages and Mean Scores for Respondents Holding Various Perceptions Regarding Youth with ADHD (N=106)

Perception of youth with ADHD by leaders	SD	D	N	A	SA	Mean Scores	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Productive members in society	0.0	0.0	1.9	36.8	61.3	4.59	0.53
Willingness to accept youth with ADHD	0.9	2.8	18.9	46.2	31.1	4.04	0.84
Inclusion provides good experience for other members	0.9	2.8	12.3	54.7	29.2	4.08	0.78
Need special training on how to work with ADHD	0.0	8.5	22.6	42.5	26.4	3.87	0.91
4-H clubs promote growth for youth with ADHD	1.0	2.9	20.0	53.3	22.9	3.94	0.79
Youth with ADHD have disruptive behavioral problems	1.9	27.4	41.5	27.4	1.9	3.00	0.84
Youth with ADHD take away time from other members	8.5	44.3	30.2	14.2	2.8	2.58	0.93
Youth feel uncomfortable with a member with ADHD	8.8	49.0	26.5	15.7	0.0	2.49	0.86
Youth with ADHD are best served separate clubs	33.0	49.1	14.2	1.9	1.9	1.91	0.85
Behaviors of youth with ADHD set an undesirable example	26.4	50.5	17.9	5.7	0.0	2.03	0.82
Youth with ADHD have difficulties learning 4-H cannot help them	60.3	34.0	3.8	1.9	0.0	1.47	0.66

Note: SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA= Strongly Agree

Objective #3: Determine the Perceptions of Extension Educators and Volunteer Leaders on the Effectiveness of 4-H Programs in Promoting an Environment Conducive For Inclusion Of Youth With ADHD

This section includes results on the perceptions of extension educators and volunteer leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD. When analyzing data the researcher found that most of the respondents were neutral or/and perceived 4-H to be ineffective in promoting a conducive environment. Of the 10 items only two were rated as effective by more than 50% of the respondents, the rest received neutral and ineffective responses. Sixty-eight percent (68.3%) of the respondents believe that 4-H is effective to very effective when it comes to providing programs in which all youth can participate, and developing opportunities for broadening personal experience for all participants (52.8%). The questions that received neutral and ineffective responses were on whether the 4-H program has been able of define ADHD and its

implication on youth involvement, providing guidance on how to work with youth with ADHD, making leaders aware of children with ADHD in their clubs, providing skills needed to lead projects when youth with ADHD are participating, providing training on inclusion of youth with ADHD, developing projects that are appropriate for youth with ADHD and providing alternative projects for youth with ADHD. See Table 4.6.

Table 4.6

Percentages and Mean Scores for Respondents Regarding the Effectiveness of 4-H Programs in Promoting an Environment Conducive for Inclusion of Youth with ADHD (N=104)

Perceptions on effectiveness	VI	I	N	E	VE	Mean Score	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Defining ADHD and its implication to youth involvement	6.8	35.9	46.6	9.7	1.0	2.62	0.79
Providing guidance on how to work with youth with ADHD	7.8	37.9	38.8	12.6	2.9	2.65	0.9
Providing programs in which all youth can participate	0.0	3.8	27.9	48.1	20.2	3.85	0.79
Developing projects that are appropriate for youth with ADHD	1.0	15.7	48.0	27.5	7.8	3.25	0.85
Making leaders aware of children with ADHD	3.8	28.8	45.2	19.2	2.9	2.88	0.86
Providing skills needed to lead projects for youth with ADHD	3.9	39.8	37.9	14.6	3.9	2.75	0.89
Providing training on inclusion of youth with ADHD	11.5	35.6	41.3	7.7	3.8	2.57	0.93
Providing alternative projects for youth with ADHD	5.8	38.8	44.7	9.7	1.0	2.61	0.79
Developing opportunities for broadening personal experience	1.0	10.6	35.6	36.5	16.3	3.57	0.92
Promote self esteem for youth with ADHD	0.0	12.5	39.4	36.5	11.5	3.47	0.86

Note: VI= Very Ineffective, I=Ineffective, N=Neutral, E= Effective, VE= Very Effective

Objective 4: Determine the Benefits of Including Youth with ADHD in 4-H Programs

This section reports results on the benefits of including youth with ADHD in 4-H programs. Section 4A focused on the benefits of including youth with ADHD in 4-H programs for other members, while section 4B focused on the benefits of inclusion for members with ADHD.

Benefits of Including Youth with ADHD in 4-H Programs for Other Members

Overall the respondents believe that 4-H members benefit much from the inclusion of members with ADHD in 4-H program. They believe that because of inclusion of youth with ADHD, other 4-H members learn skills useful in dealing with conflicts (61.4%), how to communicate with people different from themselves (75.2%), relationship building skills (79.2%) and that everyone has their own strengths and weakness (80.2%). In addition, the data also show that leaders believe that other members learn to be less prejudiced and see other person's unique abilities instead of disabilities (75.3%), to focus on strengths and positive attitudes (76.2%), understand that everyone can do some things better than others (69.4%) and learn to be more accepting of youth with ADHD (55.5 %). When asked whether other members learn new techniques for working with youth with ADHD, respondents were uncertain (42.6 %) or believe that they learn very little (21.8 %). See Table 4.7.

Table 4.7

Percentage and Mean Scores for Respondents Regarding the Benefits of Including Youth with ADHD in 4-H Programs for Other Members (N=101)

As a result of Inclusion other members learn:	VL	L	N	M	VM	Mean Scores	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Skills useful in dealing with conflicts	2.0	6.9	29.7	47.5	13.9	3.64	0.88
Communication Skills with different people	1.0	5.0	18.8	58.4	16.8	3.85	0.79
Relationship building skills	0.0	3.0	17.8	60.4	18.8	3.95	0.70
That everyone is different has strengths and weakness	0.0	2.0	17.8	57.4	22.8	4.01	0.70
To be less prejudice	0.0	2.0	22.8	61.4	13.9	3.87	0.66
To focus on strengths and positive attitudes	0.0	2.0	21.8	56.4	19.8	3.94	0.70
New techniques of working with youth with ADHD	4.0	17.8	42.6	27.7	7.9	3.17	0.95
To be more accepting of youth with ADHD	1.0	8.9	34.7	41.6	13.9	3.58	0.87
That everyone can do some things better than others	1.0	5.0	24.8	44.6	24.8	3.87	0.88

Note: VL= Very Little, L= Little, N=Neutral, M=Much, V= Very Much

Benefits of Inclusion for Members with ADHD

When analyzing data on the benefits of inclusion for members with ADHD, most of the respondents believe that youth with ADHD benefit from an inclusive 4-H program. The results show that the 73% of the respondents believe that youth with ADHD learn communication skills, 74% relationship building skills, 67.4 % organizational skills, and 72% decision-making skills. Furthermore, 73% of the leaders believe that youth with ADHD achieve greater confidence around others, learn to be responsible for themselves (71%), to set goals (69%), and to find ways to achieve those goals (66.2%). Table 4.8 below shows the summary of the results.

Table 4.8

Percentage and Mean Scores for Respondents Regarding the Benefits of Inclusion for Members with ADHD (N=100)

As a result of Inclusion youth with ADHD learn:	VL	L	N	M	VM	Mean Scores	
	%	%	%	%	%	<i>M</i>	<i>SD</i>
Communication Skills	0.0	4.0	23.0	53	20.0	3.89	0.76
Relationship-building skills	0.0	4.0	22.0	54	20.0	3.90	0.76
Organizational skills	1.0	5.1	26.5	49	18.4	3.79	0.84
Decision-making skills	1.0	4.0	23.0	55	17.0	3.83	0.79
To achieve greater self confidence around others	0.0	3.0	24.0	48	25.0	3.95	0.78
To set goals	0.0	4.0	23.0	52	21.0	3.9.0	0.77
Ways to achieve goals set	1.0	3.0	27.0	49	20.0	3.84	0.81
That everyone can do some things better than others	1.0	4.0	28.3	50	16.2	3.77	0.81

Note: VL= Very Little, L= Little, N=Neutral, M=Much, V= Very Much
M = Mean, S D = Standard Deviation

Incidences of ADHD in 4-H Clubs

The study sought to find the incidences of ADHD in 4-H clubs. Seventy-two percent (72%) of the 89 respondents said it is prevalent at a ratio of 1 in 10 children, 15 % said 2 in 10, 10% said 3 in 10, 1% said 4 in 10, and 2% of the respondents said 5 in 10. The 1 in 10 ratio is close to the national average of 5% to 8% suggested by the literature.

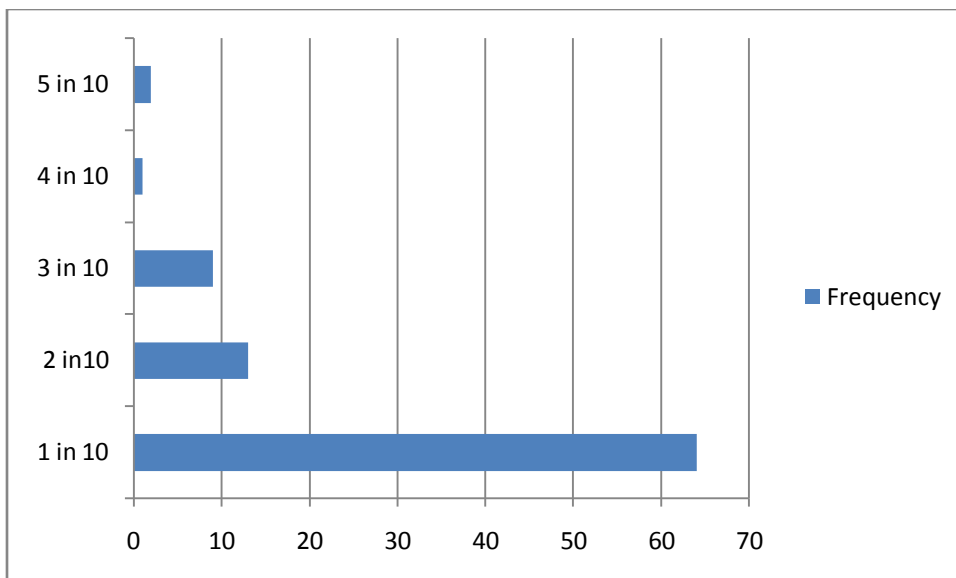


Figure 4.2 Incidences of ADHD in 4-H Clubs

Objective #6: Determine if there is a Difference in Perceptions Between Extension Educators and Volunteer Leaders

One of the objectives of this study was to determine if there was a difference in perceptions of extension educators and volunteer leaders toward the inclusion of youth with ADHD in 4-H programs. An independent t-test was conducted for the two groups and there was no significant difference between the perceptions of extension educators and volunteer leaders. See Table 4.9.

Table 4.9

Independent t-test Results for Perceptions of Extension Educators and Volunteer Leaders					
	n	Summated Mean	SD	t	p
a) Challenges					
Volunteer Leaders	76	16.6	3.21	-0.142	0.887
Extension Educators	30	16.7	3.72		
Total	106				
b) Comfort Level					
Volunteer Leaders	76	10.5	3.07	0.605	0.546
Extension Educators	30	10.1	2.37		
Total	106				
c) Perceptions of Youth with ADHD					
Volunteer Leaders	76	33.7	5.24	0.093	0.926
Extension Educators	30	33.6	5.46		
Total	106				
d) Perceptions of 4-H Effectiveness					
Volunteer Leaders	74	30.5	6.27	1.102	0.273
Extension Educators	30	29.0	6.90		
Total	104				
e) Benefits of Inclusion for Other Members					
Volunteer Leaders	71	33.6	5.59	-0.956	0.341
Extension Educators	30	34.8	6.91		
Total	101				
f) Benefits of Inclusion for Members with ADHD					
Volunteer Leaders	70	30.9	5.15	0.473	0.638
Extension Educators	30	30.1	7.63		
Total	100				

Note: Mean computed on a scale of 1 to 5

- a) Challenges- Mean values could range from 5-25 with a theoretical mid-point of 15
- b) Comfort Level- Mean values could range from 3-15 with a theoretical mid-point of 9
- c) Perceptions of youth with ADHD- Mean values could range from 11-55 with a theoretical mid-point of 33
- d) Perceptions of 4-H Effectiveness- Mean values could range from 10-50 with a theoretical mid-point of 30

- e) Benefits of Inclusion for other youth- Mean values could range from 9-45 with a theoretical mid-point of 27
- f) Benefits of Inclusion for youth with ADHD- Mean values could range from 8-40 with a theoretical mid-point of 24

Qualitative Data Content Analysis

Qualitative questions of this study were designed to capture information on the training related to inclusion of youth with ADHD that 4-H extension educators and volunteer leaders have attended in the past and may be interested in attending. Additionally the study sought to determine if there are any needs related to working with youth with ADHD that are not being met by the 4-H club or advisory committee of their county extension office. Leaders were asked to explain their need and give suggestions on how they think the need can be met.

What Type of Training Related to Youth with ADHD Have You Attended?

Most of the respondents reported that they have no prior training related to working with youth with ADHD. None of those who have been trained received the training through 4-H. Of the 27 volunteer leaders that responded to this question, ten indicated that they were teachers/educators who received training through their school district, workshops, symposium, and attending classes. Three volunteer leaders mentioned that they received training through the Boy Scouts of America organization, the rest attended classes, workshops and seminars. The topics that were covered during some of the training sessions included training on ways to identify and deal with behavioral issues of youth with ADHD, how to handle difficult children, and how to care for children of all age groups regardless of behavioral or physical challenges.

Nearly half (14) of the extension educators indicated that they have attended training related to ADHD. The training session they attended were offered by the College of Agricultural Sciences, through their extension offices, through programs provided locally by other non-profit

organizations that serve audiences with ADHD and also localized training for camp counselors after identifying campers with ADHD.

What Type of Training Related to Youth with ADHD Would You Be Interested in Attending ?

When asked about the type of training that they would be interested in attending leaders and educators gave a number of subject areas related to inclusion of youth with ADHD they would be interested in attending. The topics were on the involvement of youth with ADHD in 4-H projects, and with other members in the clubs, learning how to present project material in ways that can be comprehended by youth with ADHD, how to encourage youth with ADHD to complete their projects, ways to adapt the project books to make them appropriate for youth with ADHD, and alternative education methods and effective techniques that can make inclusion more productive and successful.

The respondents also indicated that they would be interested in attending training that can help them understand the basics of the disorder such as the characteristics/manifestation, the issues or problems associated with it, meeting ideas and topics that can hold the interest of youth with ADHD and how to handle and accommodate youth with ADHD in 4-H club settings. In addition the respondents expressed their desire to attend training on ways to help others understand and accept youth with ADHD, techniques of disciplining, and how to set expectations for children with ADHD. Some of the respondents suggested that there is need for training on making club meetings more hands-on and suitable for different learning styles not just youth with ADHD.

One respondent indicated that leaders need “training on dealing with parents of children with ADHD as they often drop off kids and leave without explaining their child’s special needs, and use 4-H as well as other organizations as babysitters and relief from their own children”.

Another respondent indicated that leaders will prefer having training offered by experts in the field and not by someone getting information from the book or someone with no experience teaching individuals with ADHD. Not all the leaders thought that training is necessary though; some of them suggested that adults should know how to deal with these children in a sensitive manner and use common sense.

Needs Related to Working with Youth with ADHD That Are Not Being Met by Your Club

The results of this study revealed some of the needs related to working with youth ADHD that leaders feel are not being met by their club, educators or the advisory committee. Respondents expressed that there is a need to have someone available as a consultant, as training all leaders could be overwhelming and intimidating. The findings indicated that leaders need to be trained on how to work with youth with ADHD and other disabilities such as asperger's syndrome and other developmental/learning problems. Generally leaders did not feel they get enough help on working with youth with special needs. Information specific to ADHD and other disabilities, training on inclusion/adaptation, and awareness education for other members needs to be provided to leaders. Some of the respondents suggested that as a solution to the lack of training, families of youth with special needs should be encouraged to get involved as helpers and to provide guidance.

Chapter 5

Summary, Conclusions and Recommendations

Chapter 5 presents a summary of the purpose of this study, methods and procedures, major findings by objectives, discussion of findings, as well as conclusions, implications and recommendations.

Purpose and Objectives

The purpose of this study was to determine the challenges, perceptions, training and support systems needed by 4-H Extension Educators and Volunteer Leaders in order to successfully and effectively include youth with ADHD in 4-H programs. The objectives of this study were to determine the:

1. Comfort level and the challenges that 4-H Extension Educators and Volunteer Leaders might face when working with youth with ADHD.
2. Perceptions of 4-H Extension Educators and Volunteer Leaders toward members with ADHD in 4-H programs.
3. Perceptions of Extension Educators and Volunteer Leaders on the effectiveness of 4-H programs in promoting an environment conducive for inclusion of youth with ADHD.
4. Perceived benefits of including youth with ADHD in 4-H programs.
5. Demographics characteristics of the respondents.
6. If there is a difference in perceptions between Extension Educators and Volunteer Leaders.

Procedures

The target population for this study was the 4-H extension educators and volunteer leaders responsible for 4-H programs at the county level in the six Cooperative Extension regions of Pennsylvania. A central database of the Pennsylvania Cooperative Extension was used to identify 4-H extension educators and volunteer leaders. A sample of 384 volunteer leaders was drawn and a census of the extension educators was invited to participate in this study. A multi-stage sampling procedure that included the stratified random sampling and the systematic random sampling procedure were used to draw a sample of volunteer leaders for the study.

A questionnaire with five sections was designed to collect data for the study. Section one through four contained questions using a five-point Likert-type scale, while section five included open-ended and demographics questions. A panel of experts reviewed the questionnaire to determine the face and content validity. After the review the questionnaire was sent to the Office for Human Protections at The Pennsylvania State University for review before the field study was conducted. The questionnaire was field tested using volunteer leaders from the state of Pennsylvania and extension educators from Maryland. A pilot study was conducted to determine the reliability of the instrument. A total of 20 volunteer leaders and extension educators from Maryland and Michigan State participated in the pilot study. Cronbach's alpha was used to measure the questionnaire's reliability yielding an overall reliability score of .96.

The survey was sent electronically using Survey Monkey to extension educators. For volunteer leaders, the survey was sent electronically for those who have included email addresses in the Cooperative Extension central data system. For those volunteer leaders who have not included an email address in the Cooperative Extension central data system, a written survey was sent through surface mail with a stamped addressed envelope for return of the completed survey.

A three round, two weeks interval format was utilized for this study. A 24% respond rate was obtained for this study making the results generalizable to the respondents only. The quantitative data collected for this study were analyzed using (PASW) version 17. Descriptive statistics used in this study include frequencies, means, standard deviations and percentages. An independent t-test was used to determine if there were differences in the perception of extension educators and the volunteer leaders.

Summary of Findings and Discussion

A total of 384 volunteer leaders and 67 extension educators from the state of Pennsylvania were invited to participate in this study. One hundred and six (106) responses were received for a total response rate of 24%. Due to the lower number of responses the results of this study are generalizable to respondents only.

Objective 1- Comfort Level and Challenges

The first objective of this study was to determine the comfort level and the challenges that 4-H extension educators and volunteer leaders might face when working with youth with ADHD. Literature reveals that educators' confidence and effectiveness in working with children with ADHD is strongly related to training and experience (Weyandt, 2007). The findings of this study indicated that leaders lack adequate training to work with youth with ADHD. Respondents indicated that they need training on how to interact with, and encourage youth with ADHD to work in groups with others. Generally individuals with ADHD may have challenges starting tasks, staying and completing tasks (Pierangelo & Giuliani, 2008). In this study over half of the respondents agreed to strongly agreed that they find it challenging to work with youth with ADHD because of the difficulties that they have following directions and completing tasks given to them. Surprisingly when asked about their comfort level of helping youth with ADHD interact

with other 4-H members, over half of them indicated that they are moderately to considerably comfortable even though almost three quarters of them indicated they need training on how to interact with youth with ADHD themselves. Overall over half of the respondents in this study indicated that they feel comfortable preparing visual aids for youth with ADHD as well as including youth with ADHD in their clubs, but does that mean they are willing to go the extra mile to ensure that the inclusion is meaningful for these youth.

Objective 2 – Perceptions 4-H Leaders Toward Members with ADHD

Research has shown that the success of inclusion of children with ADHD depends on the educators' attitude, towards inclusion (Elhoweris & Alsheikh, 2006). The findings of this study show that the perceptions of extension educators and volunteer leaders toward youth with ADHD are mostly positive. Most of the respondents perceive youth with ADHD as productive members in society, and believe that the inclusion of youth with ADHD in 4-H programs provide good experience for other members. The results of this study revealed that the respondents are willing to accept youth with ADHD in their clubs but, it remains to be seen if leaders will be willing to attend training on inclusion if the opportunities arise.

When asked whether the behaviors of youth with ADHD will be disruptive to the programs' activities a considerable percentage of educators and volunteer leaders neither agreed nor disagreed that the behavior will be disruptive. Ohan and colleagues' (2008) study found that teachers' knowledge about ADHD had a significant impact on their reported behavior of youth with ADHD; more knowledgeable teachers tend to view students with ADHD more favorably (Ohan et al, 2008). The findings of this study suggest that perhaps the respondents may not have had enough experience working with youth with ADHD to know if their behaviors are disruptive.

Most of the respondents indicated that one in ten youth in their clubs have ADHD but it remains unknown whether they themselves interact with these youth or not.

Objective 3- Perception on Effectiveness

One of this study's objectives was to determine the perceptions of extension educators and volunteers leaders on the effectiveness of 4-H program in promoting an environment conducive for inclusion of youth with ADHD. The goals of 4-H are to provide similar experiences for members with and without disabilities as much as possible, promote understanding and acceptance of peers with disabilities, ensure that all members participate actively within the group, and to open programs to youth with disabilities without compromising the philosophy and mission of 4-H (Extension Services, 2006). The leaders and educators believe that 4-H is effective in providing programs in which all youth can participate and is effective in developing opportunities for broadening personal experience for all participants. However, when asked about other perceptions on the effectiveness of the 4-H program in promoting an environment conducive for the inclusion of youth with ADHD, most of the respondents were uncertain or thought that 4-H was ineffective. These results raise a number of questions: (i) if leaders are not aware of youth with ADHD in their program how can these youth be helped? (ii) if leaders do not know or think that the 4-H environment is conducive for the inclusion of youth with ADHD in terms of providing support and resources needed for meaningful inclusion, is 4-H making steps to meet its goal of providing similar experience for all members? (iii) the leaders and educators believe that 4-H is effective in providing programs in which all youth can participate but can one participate successfully when there are no resources and modifications available to fit their learning styles?

Objective 4- Benefits of Inclusion

The mission of 4-H is to help youth develop life skills and empower all youth and their families through the provision of opportunities for youth to get involved in activities that are unique to their abilities (Tatman, 2008). 4-H programs provide opportunities for all youth with and without disabilities to get involved, gain life skills, develop self confidence, and self reliance (Tatman, 2008). The findings of this study revealed that 4-H leaders and educators believe that all members benefit from the inclusion of youth with ADHD in 4-H programs. The benefits include learning skills useful in dealing with conflicts, relationship building skills, communication skills, and that everyone has their own strengths and weakness. In addition, the findings indicated that leaders believe that other members learn to be less prejudiced and see other person's unique abilities, learn to focus on strengths and positive attitudes, and understand that everyone can do some things better than others. However it was not clear if members learn new techniques for working with youth with ADHD; a considerable percentage of the respondents were uncertain or did not know if members are learning new techniques.

The study also revealed that there are some benefits for youth with ADHD that are members of 4-H programs. Those include achieving greater confidence around others, learning to be responsible for themselves, setting goals and finding ways to achieve them, communication skills, relationship building skills, organizational skills and decision-making skills. If other members understand that everyone is different and can do things better than others that could possibly make it easier for youth with ADHD to be involved with other members without them being rejected.

Objective 5- Demographic Characteristics and Qualitative Data Analysis

The typical respondent of this study is a white female who is highly educated. A considerable percentage has a Bachelors degree or higher. It is commendable that despite their busy schedules as professionals, leaders still find time to volunteer with 4-H. The major/field of study of the respondents also varied considerably providing members of the 4-H program opportunities to experience diversity through various experts available for them.

Half of the respondents of this study have been working with 4-H for eleven years or more without receiving any training related to the inclusion of youth with ADHD. This may suggest that the 4-H program does not perceive the inclusion of youth with ADHD a challenge for its leaders and educators.

Type of Training Attended

Research suggests that the lack of training on working with children with ADHD is as much of a problem for teachers in formal education settings as it is in non-formal education settings. When asked about the type of training they have attended most of the teachers' answer was "I am a teacher" most likely implying that teachers are trained on the inclusion of youth with ADHD even though literature indicates otherwise. In this study, more than half of the respondents indicated that they have no formal training working with youth with ADHD. A total of 41 respondents indicated that they have been trained on working with youth with ADHD but none of them received the training through 4-H. 4-H needs to do more as far as training its leaders on the ways to effectively include youth with ADHD. Most of the trained leaders were educators/school teachers who got trained to accommodate children with ADHD in their classrooms. The topics that were covered during some the training sessions were on how to

identify and deal with behavioral issues, on how to handle difficult children, and on how to care for children of all age groups regardless of behavioral or physical challenges.

Type of Training Interested in Attending

The study found that there are a number of subjects related to the inclusion of youth with ADHD that 4-H educators and leaders are willing to be trained on. Those include training on how to get youth with ADHD involved in projects, and with other members in the clubs. Most respondents indicated that they are struggling with adapting projects books to suit youth with ADHD. Leaders need to be taught how to adapt the project books to make them appropriate for youth with ADHD and how to present project material in ways that can be comprehended by youth with ADHD. Leaders also expressed their wishes to learn about ways to encourage youth with ADHD to work in groups with others, learn about alternative education methods and effective techniques of working with these youth that can make them more productive and successful. The findings of this study also indicated that some of the leaders do not have the basic understanding of the characteristics of ADHD. According to the literature the lack of basic understanding can result in leaders having minimum confidence in their ability to establish a behavior contract with the children with ADHD (Efron, Hassel, & Sciberras, 2008; Hewitt, 1999). Leaders indicated that they are interested in understanding the characteristics of ADHD, the issues and problems associated with it and are also interested in gaining information on:

- Topics that can hold the interest of youth with ADHD
- How to handle and accommodate youth with ADHD in their 4-H club settings
- Ways to help others understand and accept youth with ADHD
- Techniques of disciplining, and setting expectations for children with ADHD

- Making club meetings more hands-on and suitable for different learning styles other than ADHD
- Working with youth with special needs such as autism and other developmental disorders
- “ dealing with parents of children with ADHD as they often drop off kids and leave without explaining their child’s special needs, and using 4H as well as other organizations as babysitters and relief from their own children”

Not all the leaders thought that training is necessary; some of them suggested that adults should know how to deal with these children in a sensitive manner and use common sense. This suggestion of using common sense when including youth with ADHD can put these youth at a disadvantage since the leaders will be assuming that they know how to effectively work with these youth even if they do not.

Needs Related to Working with Youth with ADHD That Are Not Being Met by Your Club

The respondents expressed that there is a need to have someone available as a consultant as training all leaders could be overwhelming and intimidating. They also mentioned that there is lack of training on how to work with youth with other disabilities such as asperger’s syndrome, developmental/learning problems, and that they feel all alone when it comes to dealing with youth with special needs. Some of the respondents suggested that as a solution to the lack of training, families of youth with special needs should be encouraged to get involved as helpers and to provide guidance. The findings of this study suggested that 4-H needs to provide training on inclusion/adaptation, awareness education for other members, provide information specific to ADHD and other disabilities to leaders with-in the boundaries of 4-H’s responsibility. Factual

information, tools and methods (websites, project books, and sensitivity training) should be available to help everyone in the club be successful in their own right and value each other.

Objective 6- Determine if there are Differences in Perceptions Between Leaders and Educators

An independent t-test was conducted to determine if there were differences in perceptions of extension educators and volunteer leaders toward the inclusion of youth with ADHD in 4-H programs. There was no significant difference between the perceptions of extension educators and volunteer leaders. The lack of differences could be contributed to the fact that most of the extension educators have a similar level of education in somewhat the same field of study as the volunteer leaders.

Conclusions and Implications

The findings of this study echo a study done by Boone and colleagues (2006) on the attitudes and perceptions of extension professionals on including youth with special needs in 4-H programs. In their study, Boone and colleagues concluded that extension professionals are not adequately trained to work with special needs youth despite the fact that the majority of them have special needs youth in their programs and believe that including special needs youth in traditional 4-H programs enhances the development and growth of all youth involved (Boone, Boone Jr, Reed, Woloshuk, & Gartin, 2006). In this study leaders indicated that they are not adequately trained to work with youth with ADHD despite the fact that they may have one or two children with the disorder in their clubs and that the majority of them believe that the inclusion of youth with ADHD is beneficial for all youth involved. Educators and leaders need to be trained on the characteristics of ADHD and its implication for youth involvement in order for them to understand the behaviors of these youth in their clubs. The leaders' confidence and effectiveness in working with children with ADHD and the ability to create and/or develop

effective behavioral interventions is strongly related to training and experience (Weyandt, 2007). The lack of knowledge, training and expertise on ADHD can result in less meaningful opportunities of inclusion for youth with this disorder.

The 4-H program is meant to help young people become productive citizens through the development of knowledge and life skills needed for one to be successful in today's competitive world, (All about 4-H, 2008). 4-H should “foster engaged learning, and provide support for all youth to become active and self-regulated learners as well as creating a community of learners where everyone belongs, is accepted, supports and is supported by his or her peers, other members and leaders while their educational needs are being met” (Kent, 2008, p. 2). The findings of this study suggest that 4-H leaders find it challenging for them to foster engaged learning and provide meaningful support for youth with ADHD due to lack of training and support on the disorder. However, the positive perceptions of leaders toward these youth and their willingness to learn can turn things around if given enough support. Leaders are willing to accept youth with ADHD in their programs but more needs to be done to move from the physical presence form of inclusion to careful planning and consideration, modification of normal routines, activities and provision of necessary support services.

Recommendations for 4-H Program

The following recommendations are offered based on the findings and conclusions of this study

1. Extension educators and Volunteer leaders need training on
 - How to get youth with ADHD involved in projects, and with other members in the clubs.
 - How to adapt projects books to make them appropriate for youth with ADHD
 - How to present project material in ways that if appropriate can be comprehended by youth with ADHD

- Basic characteristics of ADHD and the issues and problems associated with it
 - How to handle and accommodate youth with ADHD in their 4-H club settings
 - Ways to help others understand and accept youth with ADHD
 - Techniques of disciplining, and setting expectations for children with ADHD
 - Alternative education methods and effective techniques of working with youth with ADHD
 - Making club meetings more hands-on and suitable for different learning styles, not just ADHD
2. 4-H should consider learning how the scouting organization has been training its leaders on work with children with special needs and adapt that to 4-H.
 3. 4-H should provide information on inclusion of youth with special needs through booklets and websites.

Recommendations for Extension Administration

1. Administration should provide funds for training and resources to help educators and volunteer leaders become more knowledgeable about and work more effectively with youth with special needs.
2. 4H program administrators at the state, regional, and local levels should contact school districts and other special needs programs/organizations to collaborate and work together for mutual benefit. Such collaborative work can occur in the areas of resource/material sharing, joint workshops and training offerings. This collaborative work makes sense in the current economic downturn and emphasis by government agencies that funds special needs program.
3. Hire a specialist with expertise on special needs to serve as a consultant for 4-H. Such hiring, even if it a part-time consultant sends a strong message to all our stakeholders that 4-H is

determined to address not only youth with ADHD, but also youth with other special needs. In addition, having a specialist will provide visibility of 4-H program in helping youth with ADHD and their families.

Recommendations for Future Research

1. Future research should focus on youth with a variety of different types of special needs. In addition, further research is needed to monitor the progress that 4-H is making in including special needs youth, including youth with ADHD in 4-H programs.
2. A study of the enrollment of special needs youth in 4-H projects should be undertaken periodically. Results of such a study will help determine which 4-H programs and project books are in need of adjustment to better serve youth with special needs.

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Appendix A
INSTRUMENTATION

Volunteer Leaders Survey

Section 1

Listed below are statements on comfort level and challenges that 4-H Volunteer Leaders might face when working with youth with Attention Deficit Hyperactive Disorders.

- A. In your 4-H program, to what extent has each of the statements been a challenge to you?
On a scale of 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree,” please indicate your level of agreement with the following statements by circling one response for each statement.
SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

	SD	D	N	A	SA
1. Youth with Attention Deficit Hyperactive Disorders have difficulties completing tasks	1	2	3	4	5
2. Youth with Attention Deficit Hyperactive Disorders have difficulties following instructions/directions	1	2	3	4	5
3. 4-H Volunteer leaders need training on how to interact with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
4. Volunteer leaders have adequate training to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. Volunteer leaders need training on ways to encourage youth with Attention Deficit Hyperactive Disorders to work in groups with others	1	2	3	4	5

- B. On a scale of 1 to 5, 1 being “Not at all comfortable” and 5 being “Highly Comfortable,” indicate your level of comfort in dealing with youth with Attention Deficit Hyperactive Disorders by circling one response for each statement.

	Not at all Comfortable	Slightly Comfortable	Moderately Comfortable	Considerably Comfortable	Highly Comfortable
1. I am comfortable, including youth with Attention Deficit Hyperactive Disorders, in the 4-H club I work	1	2	3	4	5
2. I am comfortable helping youth with Attention Deficit Hyperactive Disorders interact with other 4-H members	1	2	3	4	5
3. I am preparing special visual aids to teach youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5

Section 2

Listed below are statements on perceptions of 4-H Volunteer leaders towards members with Attention Deficit Hyperactive Disorders.

On a scale of 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree,” please indicate your level of agreement with the following statements by circling one response for each statement. SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

	SD	D	N	A	SA
1. Youth with Attention Deficit Hyperactive Disorders can be productive members in society	1	2	3	4	5
2. Volunteer leaders are willing to accept youth with Attention Deficit Hyperactive Disorders as 4-H members	1	2	3	4	5
3. Inclusion of youth with Attention Deficit Hyperactive Disorders provides good experience for other 4-H members	1	2	3	4	5
4. Volunteer leaders needs special training on how to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. 4-H clubs promote growth for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
6. Youth with Attention Deficit Hyperactive Disorders have behavioral problems that would be disruptive to 4-H programs and activities	1	2	3	4	5
7. Involvement of youth with Attention Deficit Hyperactive Disorders in 4-H clubs takes away time from other club members	1	2	3	4	5
8. Youth members feel uncomfortable with a person with Attention Deficit Hyperactive Disorders as a member of the group	1	2	3	4	5
9. Youth with Attention Deficit Hyperactive Disorders are best served through special separate clubs	1	2	3	4	5
10. Behaviors of youth with Attention Deficit Hyperactive Disorders will set an undesirable example for other 4-H members	1	2	3	4	5
11. Youth with Attention Deficit Hyperactive Disorders have difficulties learning, therefore 4-H cannot help them	1	2	3	4	5

Section 3

Listed below are statements measuring the perceptions of Volunteer leaders on the effectiveness of 4-H programs in promoting a conducive environment for inclusion of youth with Attention Deficit Hyperactive Disorders.

How effective do you think 4-H has been at achieving the following goals? On a scale of 1 to 5, with 1 being “very ineffective” and 5 being “very effective,” please indicate your level of agreement with the following statements by circling one response for each statement.

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
1. Defining Attention Deficit Hyperactive Disorders and its implications on youth involvement	1	2	3	4	5
2. Providing guidance on how to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
3. Providing programs in which all youth can participate	1	2	3	4	5
4. Developing projects that are appropriate for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. Making leaders aware of children with Attention Deficit Hyperactive Disorders in 4-H clubs	1	2	3	4	5
6. Providing skills needed to lead projects when youth with Attention Deficit Hyperactive Disorders are participating	1	2	3	4	5
7. Providing training on inclusion of youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
8. Providing alternative projects for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
9. Developing opportunities for broadening personal experience for all participants	1	2	3	4	5
10. Promote self esteem for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5

Section 4

Listed below are statements measuring the benefits of including youth with Attention Deficit Hyperactive Disorders in 4-H programs for all youth involved?

- A. On a scale of 1 to 5, with 1 being “very little” and 5 being “very much,” please circle the number that best indicates how much you think 4-H members are learning.

As a result of the inclusion of youth with Attention Deficit Hyperactive Disorders in 4-H programs other members are learning:

	Very Little	Little	Neutral	Much	Very Much
1. Skills useful in dealing with conflicts	1	2	3	4	5
2. Communication skills with people different from themselves	1	2	3	4	5
3. Relationship building skills	1	2	3	4	5
4. That everyone has strengths and weaknesses	1	2	3	4	5
5. To be less prejudiced and see other person’s unique abilities instead of disabilities	1	2	3	4	5
6. To focus on strengths and positive attitudes	1	2	3	4	5
7. New techniques for working with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
8. To be more accepting of youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
9. That everyone can do some things better than others	1	2	3	4	5

- B. As a result of the inclusiveness of 4-H programs, youth with Attention Deficit Hyperactive Disorders are learning:

	Very Little	Little	Neutral	Much	Very Much
1. Communication skills	1	2	3	4	5
2. Relationship-building skills	1	2	3	4	5
3. Organizational skills	1	2	3	4	5
4. Decision-making skills	1	2	3	4	5
5. To achieve greater self confidence around others	1	2	3	4	5
6. Self-responsibility	1	2	3	4	5
7. To set goal	1	2	3	4	5
8. Ways to achieve goals set	1	2	3	4	5

Section 5

1. Total number of years you have participated in 4-H as a volunteer leader.

- Less than 1 year
 1-2yrs
 3-5yrs
 6-10yrs
 11-20yrs
 21+ years

2. What type of volunteer leader are you in your county? (please check all that apply)

- Project leader
 Activity leader
 Organizational leader
 Guest speaker
 Advisory committee
 Member parent helper
 Other _____

3. What are the incidences of youth with Attention Deficit Hyperactive Disorders in your program in terms of numbers?

- _____ 1 in 10
_____ 2 in 10
_____ 3 in 10
_____ 4 in 10
_____ 5 in 10

4. What type of training related to youth with Attention Deficit Hyperactive Disorders have you attended?

5. What type of training related to youth with Attention Deficit Hyperactive Disorders would you be interested in attending?

6. Do you have a need related to working with youth with Attention Deficit Hyperactive Disorders that is not being met by your club or 4-H advisory committee of your county extension office and educators? Please explain this need and how you think it can be met.

7. What is your gender?

Male
 Female

8. What is your age?

18-21
 22-30
 31-40
 41-50
 51-60
 61 or over

9. What is the highest level of education you have completed?

Less than High School
 High School
 Some College
 2-Year College Degree (Associates)
 4-Year College Degree (BA/BS)
 Master's Degree
 Doctoral Degree
 Professional Degree

10. If you have some college education, what is/was your major of study _____.

11. What is your race?

White (non Hispanic)
 African-America
 Hispanic
 Asian/Pacific Islander
 Native American
 Other _____

Extension Educators Survey

Section 1

Listed below are statements on comfort level and challenges that 4-H Extension Educators might face when working with youth with Attention Deficit Hyperactive Disorders.

- A. In your 4-H program, to what extent has each of the statements been a challenge to you?
On a scale of 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree,” please indicate your level of agreement with the following statements by circling one response for each statement.
SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

	SD	D	N	A	SA
1. Youth with Attention Deficit Hyperactive Disorders have difficulties completing tasks	1	2	3	4	5
2. Youth with Attention Deficit Hyperactive Disorders have difficulties following instructions/directions	1	2	3	4	5
3. 4-H Volunteer leaders need training on how to interact with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
4. Volunteer leaders have adequate training to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. Volunteer leaders need training on ways to encourage youth with Attention Deficit Hyperactive Disorders to work in groups with others	1	2	3	4	5

- B. On a scale of 1 to 5, 1 being “Not at all comfortable” and 5 being “Highly Comfortable,” indicate your level of comfort in dealing with youth with Attention Deficit Hyperactive Disorders by circling one response for each statement.

	Not at all Comfortable	Slightly Comfortable	Moderately Comfortable	Considerably Comfortable	Highly Comfortable
1. I am comfortable, including youth with Attention Deficit Hyperactive Disorders, in the 4-H club I work	1	2	3	4	5
2. I am comfortable helping youth with Attention Deficit Hyperactive Disorders interact with other 4-H members	1	2	3	4	5
3. I am preparing special visual aids to teach youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5

Section 2

Listed below are statements on perceptions of 4-H Extension educators towards members with Attention Deficit Hyperactive Disorders.

On a scale of 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree,” please indicate your level of agreement with the following statements by circling one response for each statement. SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

	SD	D	N	A	SA
1. Youth with Attention Deficit Hyperactive Disorders can be productive members in society	1	2	3	4	5
2. Extension educators are willing to accept youth with Attention Deficit Hyperactive Disorders as 4-H members	1	2	3	4	5
3. Inclusion of youth with Attention Deficit Hyperactive Disorders provides good experience for other 4-H members	1	2	3	4	5
4. Extension educators needs special training on how to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. 4-H clubs promote growth for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
6. Youth with Attention Deficit Hyperactive Disorders have behavioral problems that would be disruptive to 4-H programs and activities	1	2	3	4	5
7. Involvement of youth with Attention Deficit Hyperactive Disorders in 4-H clubs takes away time from other club members	1	2	3	4	5
8. Youth members feel uncomfortable with a person with Attention Deficit Hyperactive Disorders as a member of the group	1	2	3	4	5
9. Youth with Attention Deficit Hyperactive Disorders are best served through special separate clubs	1	2	3	4	5
10. Behaviors of youth with Attention Deficit Hyperactive Disorders will set an undesirable example for other 4-H members	1	2	3	4	5
11. Youth with Attention Deficit Hyperactive Disorders have difficulties learning, therefore 4-H cannot help them	1	2	3	4	5

Section 3

Listed below are statements measuring the perceptions of Extension educators on the effectiveness of 4-H programs in promoting a conducive environment for inclusion of youth with Attention Deficit Hyperactive Disorders.

How effective do you think 4-H has been at achieving the following goals? On a scale of 1 to 5, with 1 being “very ineffective” and 5 being “very effective,” please indicate your level of agreement with the following statements by circling one response for each statement.

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
1. Defining Attention Deficit Hyperactive Disorders and its implications on youth involvement	1	2	3	4	5
2. Providing guidance on how to work with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
3. Providing programs in which all youth can participate	1	2	3	4	5
4. Developing projects that are appropriate for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
5. Making leaders aware of children with Attention Deficit Hyperactive Disorders in 4-H clubs	1	2	3	4	5
6. Providing skills needed to lead projects when youth with Attention Deficit Hyperactive Disorders are participating	1	2	3	4	5
7. Providing training on inclusion of youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
8. Providing alternative projects for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
9. Developing opportunities for broadening personal experience for all participants	1	2	3	4	5
10. Promote self esteem for youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5

Section 4

A. Listed below are statements measuring the benefits of including youth with Attention Deficit Hyperactive Disorders in 4-H programs for all youth involved?

On a scale of 1 to 5, with 1 being “very little” and 5 being “very much,” please circle the number that best indicates how much you think 4-H members are learning.

As a result of the inclusion of youth with Attention Deficit Hyperactive Disorders in 4-H programs other members are learning:

	Very Little	Little	Neutral	Much	Very Much
1. Skills useful in dealing with conflicts	1	2	3	4	5
2. Communication skills with people different from themselves	1	2	3	4	5
3. Relationship building skills	1	2	3	4	5
4. That everyone has strengths and weaknesses	1	2	3	4	5
5. To be less prejudiced and see other person's unique abilities instead of disabilities	1	2	3	4	5
6. To focus on strengths and positive attitudes	1	2	3	4	5
7. New techniques for working with youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
8. To be more accepting of youth with Attention Deficit Hyperactive Disorders	1	2	3	4	5
9. That everyone can do some things better than others	1	2	3	4	5

B. As a result of the inclusiveness of 4-H programs, youth with Attention Deficit Hyperactive Disorders are learning:

	Very Little	Little	Neutral	Much	Very Much
1. Communication skills	1	2	3	4	5
2. Relationship-building skills	1	2	3	4	5
3. Organizational skills	1	2	3	4	5
4. Decision-making skills	1	2	3	4	5
5. To achieve greater self confidence around others	1	2	3	4	5
6. Self-responsibility	1	2	3	4	5
7. To set goal	1	2	3	4	5
8. Ways to achieve goals set	1	2	3	4	5

Section 5

1. Total number of years you have participated in 4-H as an extension educator.

- Less than 1 year
 1-2yrs
 3-5yrs
 6-10yrs
 11-20yrs
 21+ years

2. What are the incidences of youth with Attention Deficit Hyperactive Disorders in your program in terms of numbers?

- _____ 1 in 10
_____ 2 in 10
_____ 3 in 10
_____ 4 in 10
_____ 5 in 10

3. What type of training related to youth with Attention Deficit Hyperactive Disorders have you attended?

4. What type of training related to youth with Attention Deficit Hyperactive Disorders would you be interested in attending?

5. Do you have a need related to working with youth with Attention Deficit Hyperactive Disorders that is not being met by your club or 4-H advisory committee of your county extension office and educators? Please explain this need and how you think it can be met.
-
-

6. What is your gender?

Male
 Female

7. What is your age?

18-21
 22-30
 31-40
 41-50
 51-60
 61 or over

8. What is the highest level of education you have completed?

Less than High School
 High School
 Some College
 2-Year College Degree (Associates)
 4-Year College Degree (BA/BS)
 Master's Degree
 Doctoral Degree
 Professional Degree

9. If you have some college education, what is/was your major of study _____.

10. What is your race?

White (non Hispanic)
 African-America
 Hispanic
 Asian/Pacific Islander
 Native American
 Other

Appendix B
CORRESPONDENCE



Implied Informed Consent Form for Social Science Research

The Pennsylvania State University

Title of Research: Perceptions of 4-H Extension Educators and Volunteer Leaders Toward the Inclusion of Youth with Attention Deficit Hyperactive Disorder(s) in 4-H program.

Principal Investigator: Chido Mpofu
 110A Ferguson Building
 University Park, PA 16802
 (814) 574-7326; cum133@psu.edu

Advisor: Dr. Ingram
 2C Ferguson Building
 University Park, PA 16802
 (814) 863-7439; pdi1@psu.edu

1. **Purpose of the Study:** The purpose of this study is to determine the challenges, attitudes, training and support systems needed by 4-H extension educators and volunteer leaders in order to successfully and effectively includes youth with Attention Deficit Hyperactive Disorder(s)
2. **Procedures to be followed:** You will be asked to answer and submit 57 questions on an online survey.
3. **Duration:** It will take about 20 minutes to complete the survey.
4. **Statement of Confidentiality:** Your participation in this research is confidential. Your email addresses will not be stored or linked to the survey results. Your confidentiality will be kept to the degree permitted by the technology being used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.
5. **Right to Ask Questions:** Please contact Chido Mpofu at (814) 574-7326 or Dr. Ingram at 814-863-7439 or email pdi1@psu.edu with questions or concerns about this study.
6. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to take part in the research. Please print off this form to keep for your records.



Implied Informed Consent Form for Social Science Research

The Pennsylvania State University

Title of Research: Perceptions of 4-H Extension Educators and Volunteer Leaders toward the Inclusion of Youth with Attention Deficit Hyperactive Disorder(s) in 4-H program.

Principal Investigator: Chido Mpofo
110A Ferguson Building
University Park, PA 16802
(814) 574-7326; cum133@psu.edu

Advisor: Dr Ingram
2C Ferguson Building
University Park, PA 16802
(814) 863-7439; pd11@psu.edu

7. **Purpose of the Study:** The purpose of this study is to determine the challenges, attitudes, training and support systems needed by 4-H extension educators and volunteer leaders in order to successfully and effectively include youth with Attention Deficit Hyperactive Disorder(s) in their programs
8. **Procedures to be followed:** You will be asked to answer 58 questions on a survey. Please return the completed survey in a self addressed and stamped envelope via the United States Postal Services.
9. **Duration:** It will take about 20 minutes to complete the survey.
10. **Statement of Confidentiality:** Your participation in this research is confidential. The data will be stored and secured in a password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.
11. **Right to Ask Questions:** Please contact Chido Mpofo at (814) 574-7326 or Dr. Ingram at 814-863-7439 or email pd11@psu.edu with questions or concerns about this study.
12. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to take part in the research.

Please keep this form for your records or future reference.

Extension Educator Notification Email

Dear Extension Educators,

My name is Chido Mpofu and I am currently working on a Master's Degree in the Department of Agricultural and Extension Education at the Penn State University. I have an interest in working with 4-H clubs and I am currently volunteering with the Happy Valley 4-H club. Presently I am conducting research exploring the perceptions of 4-H extension educators and volunteer leaders towards the inclusion of youth with Attention Deficit Hyperactive Disorder(s) (ADHD) in 4-H programs. This email serves as a notification that I will be inviting your 4-H volunteer leaders to participate in the research.

Participation in this research is voluntary and can be discontinued at any time. If you have any questions concerning this research please contact me at 814-574-7326 or email me at cum133@psu.edu or Dr. Ingram at 814-863-7439 or email pdi1@psu.edu.

Sincerely,

Chido Mpofu

Volunteer Leaders Information Form

Dear Volunteer Leader,

My name is Chido Mpofu and I am currently working on a Master's degree in the Department of Agricultural and Extension Education at the Penn State University. I have an interest in working with 4-H clubs and I am currently volunteering with the Happy Valley 4-H Club. Presently I am conducting research exploring the perceptions of 4-H extension educators and volunteer leaders toward the inclusion of youth with Attention Deficit Hyperactive Disorders (ADHD) in 4-H programs. I would like to invite you to participate in this research. The findings of this research will help 4-H leaders improve their services to youth with Attention Deficit Hyperactive Disorders.

Your participation in this research is voluntary and you can discontinue any time you wish. Attached are the implied consent form and the questionnaire. If you wish to participate in this study please click the link below and answer the questions.

Thank you for your participation.

Sincerely,

Chido Mpofu

Dear Volunteer Leader,

My name is Chido Mpofu and I am currently working on a Master's degree in the Department of Agricultural and Extension Education at the Penn State University. I have an interest in working with 4-H clubs and I am currently volunteering with the Happy Valley 4-H Club. Presently I am conducting research exploring the perceptions of 4-H extension educators and volunteer leaders toward the inclusion of youth with Attention Deficit Hyperactive Disorders (ADHD) in 4-H programs. I would like to invite you to participate in this research. The findings of this research will help 4-H leaders improve their services to youth with Attention Deficit Hyperactive Disorders (ADHD).

Your participation in this research is voluntary and you can discontinue any time you wish. Attached are the implied consent form and the questionnaire. If you wish to participate in this study please click the link below and answer the questions.

Thank you for your participation.

Sincerely,

Chido Mpofu

Dear Extension Educator,

My name is Chido Mpofu and I am currently working on a Master's degree in the Department of Agricultural and Extension Education at the Penn State University. I have an interest in working with 4-H clubs and I am currently volunteering with the Happy Valley 4-H Club. Presently I am conducting research exploring the perceptions of 4-H extension educators and volunteer leaders toward the inclusion of youth with Attention Deficit Hyperactive Disorders (ADHD) in 4-H programs. I would like to invite you to participate in this research. The findings of this research will help 4-H leaders improve their services to youth with Attention Deficit Hyperactive Disorders (ADHD).

Your participation in this research is voluntary and you can discontinue any time you wish. Attached are the implied consent form and the questionnaire. If you wish to participate in this study please click the link below and answer the questions.

Thank you for your participation.

Sincerely,

Chido Mpofu

Dear Chido Mpfu:

The Office for Research Protections (ORP) has reviewed the above-referenced study and determined it to be exempt from IRB review. You may begin your research. This study qualifies under the following category(ies):

Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; **and** (ii) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation. [45 CFR 46.101(b)(2)]

Follow-Up

- The Office for Research Protections will contact you in three (3) years to inquire if this study will be on-going.
- If the study is completed within the three year period, the principal investigator may complete and submit a **Project Close-Out Report**. (<http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf>)

Revisions/Modifications

- Any changes or modifications to the study must be submitted to the Office for Research Protections on the *Modification Request Form - Exemption* available on our website: <http://www.research.psu.edu/orp/areas/humans/applications/modrequest.rtf>
 - o **Modifications will not be accepted unless the Modification Request Form is included with the submission.**

Include your IRB number in any correspondence to the ORP.

The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.

Record Keeping

- o The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study.
- o This will be the only correspondence you will receive from our office regarding this modification determination.

MAINTAIN A COPY OF THIS EMAIL FOR YOUR RECORDS.

Consent Document(s)

- o The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
- o The most recent consent form(s) that you sent in for review is the one that you are expected to use.

Please feel free to reach me if you have any questions. Thank you.

IRB Modification Approval

Dear Chido Mpfu:

The Office for Research Protections (ORP) has reviewed the modification for the above referenced study. This request does not change the exemption status and this study continues to be exempt from IRB review. You may continue with your research.

MODIFICATION REVIEW CATEGORY:

Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; **and** (ii) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation. [45 CFR 46.101(b)(2)]

COMMENT: The May 6, 2009 modification request has been reviewed. It has been determined that the changes to your research protocol do not change the determination of exemption. The changes to your research protocol that were reviewed include:

1. Study Procedures: Narrowing research topic from Autism Spectrum Disorder to knowledge of ADHD participants of 4-H only.
2. Title: Now reads Perceptions of 4-H Extension Educators and Volunteer Leaders Towards the Inclusion of Youth with Attention Deficit/Hyperactive Disorders in 4-H Programs
3. Instruments: topic now covers only ADHD knowledge.
4. Recruitment: Using new form to reflect changes to research purpose, procedures, and title.
5. Consent: Using new form to reflect changes to research purpose, procedures, and title.
6. Risk: No changes were noted.

PLEASE NOTE THE FOLLOWING:

Include your IRB number in any correspondence to the ORP.

The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.

Record Keeping

- o The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study.
- o This will be the only correspondence you will receive from our office regarding this modification determination.

MAINTAIN A COPY OF THIS EMAIL FOR YOUR RECORDS.

Consent Document(s)

- o The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
- o The most recent consent form(s) that you sent in for review is the one that you are expected to use.

Follow-UP

- o The Office for Research Protections will contact you in three (3) years from the date of original determination to inquire if this study will be on-going.
- o If the study is completed within a three year period from the date of original determination, the principal investigator may complete and submit a **Project Close-Out Report**.

(<http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf>)

Revisions/Modifications

- Any changes or modifications to the study must be submitted to the Office for Research Protections on the *Modification Request Form - Exemption* available on our website:
<http://www.research.psu.edu/orp/areas/humans/applications/modrequest.rtf>
 - o **Modifications will not be accepted unless the Modification Request Form is included with the submission.**

Please do not hesitate to contact me if you have any questions or concerns. Â Thank you,