



Researching Learning Challenges Competition

Overview

Approximately 6.7 million students in American public schools receive special education services. (Citation: https://nces.ed.gov/programs/coe/indicator_cgq.asp). Understanding how to support students with special needs is central to success as an educator. This competition offers high school students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs.

The **Individuals with Disabilities Education Act (IDEA)** groups students into fourteen disability categories:

1. Autism
2. Deaf-blindness
3. Developmental delay
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairments
10. Preschool disabled
11. Specific learning disability (e.g., dyslexia)
12. Speech or language impairment
13. Traumatic brain injury
14. Visual impairment

This year's competition focuses on attention deficit hyperactivity disorder (an Other Health Impairment). According to IDEA, an Other Health Impairment is defined as: having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) adversely affects a child's educational performance.

According to analysis of data collected by the National Health Interview Survey (NHIS), the prevalence rates of diagnosed ADHD among children and adolescents aged 4 to 17 in the past twenty years are as follows:



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Overall prevalence and by age group (percent)

Year	Overall	Ages 4-11	Ages 12-17
2015-2016	10.2	7.7	13.5
2013-2014	9.4	7.9	11.3
2011-2012	9.6	7.7	12.0
2009-2010	9.0	6.9	11.9
2007-2008	8.1	6.1	10.8
2005-2006	7.5	6.0	9.3
2003-2004	7.3	5.8	9.3
2001-2002	7.2	5.9	8.9
1999-2000	6.5	5.3	8.2
1997-1998	6.1	5.3	7.2

The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and to produce a research-supported presentation to explain and to advocate for positive practices in schools to support the education of students with attention deficit hyperactivity disorder (ADHD). Based on 2017 data from the journal of Child and Adolescent Psychiatry and Mental Health that shows approximately 1.1 million students in the United States are misdiagnosed with ADHD and over 800,000 are receiving medication due only to relative immaturity, how would you address supporting students who have been diagnosed and are receiving medication for ADHD?

Team members should research intellectual disabilities and best practices to support the education of students with intellectual disabilities. You are encouraged to embark on this research using traditional sources as well as primary sources (ex. conducting interviews with individuals impacted by this disability or professionals who support individuals with this disability, etc.). Then team members should discuss the research in order to determine recommendations for their presentation.

Four (4) entries will be accepted for this competition. Entries will be accepted on a first-come, first-served basis and will be limited to the amount of participants.



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Competition Guidelines

- A. Submit the Online Competition Entry Form **by 5:00 pm on Friday, November 1, 2019.**
- B. Team members will use the information collected in the research phase to collaborate in creating a slide deck presentation.
- C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and deliver the team's research findings and recommendations.
- D. The slide deck presentation must include a title slide with the title of your project and school/chapter name, and a credit slide with the names of the student creators, sponsoring teacher(s), and the source of any non-original, multimedia elements (images and sounds).
- E. Include cited references and works cited slide (MLA, APA, or Chicago style are acceptable).
- F. At the FEA Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes about their research using the slide deck as their visual aid. Students will also respond to judges' questions on the assigned topic and presentation; the entire interactive session with judges may last up to 15 minutes. FEA at FIU will provide the laptop, LCD projector, and screen for the competition.
- G. Team members should bring the file of their slide deck on a USB drive.

Judging and Scoring

- A. Competitors must be present at scheduled time or will be considered disqualified.
- B. The judges' decisions are final.
- C. Scoring is based on the Researching Learning Challenges Competition rubric.

How to Enter

- A. A link to access the Online Competition Entry Form will be provided to the chapter's advisor after all student members have registered to attend the conference via our Eventbrite page. Faculty advisors (not individual students) must complete and submit one form online.
- B. Entries submitted by email will not be accepted.
- C. Four (4) entries will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.



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Presentation and Q&A

Points Available	Accomplished 8 – 7	Commendable 6 – 5	Developing 4 – 3	Needs Improvement 2 – 1
Content of Slide Deck	The content of the slides reflects professional-caliber thoughtfulness and thoroughness. They expertly leverage the visual medium to bring out key insights and recommendations with clarity.	The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the contestants' insight and recommendations.	The content of the slides reflects compliance but minimal insight. The images employed may be basic or not entirely effective for sharing facts and recommendations.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the facts and recommendations.
Depth & Insight	The content of the presentation reflects professional-caliber, in-depth understanding and striking insight into all elements of the issue. The depth of research and preparation is clearly apparent throughout the presentation.	The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore many but not all key facets of the issue.	The presentation offers basic, intuitive ideas that would have benefited from further research. The presentation does not explore many key elements of the issue.	The presentation may offer ideas that are flawed or partially developed and feel incomplete.
Research	The presentation makes informed, evidence-based recommendations by referencing at least three well-chosen sources of information.	The presentation makes informed, evidence-based recommendations by referencing two well-chosen sources of information.	The presentation makes informed, evidence-based recommendations by referencing two well-chosen sources of information.	The presentation makes limited or no connection to relevant research.



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Presentation and Q&A

Points Available	Accomplished 8 – 7	Commendable 6 – 5	Developing 4 – 3	Needs Improvement 2 – 1
Q & A Discussion	<p>The students' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The students display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The students' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The student displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The students' responses in the Q&A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.</p>	<p>The students' responses in the Q&A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>
Overall Impact	<p>The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a largely persuasive presentation.</p> <p>With deeper research, more realistic proposals or revisions to delivery, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation does demonstrate effort.</p> <p>At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue.</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>