

The Geographies of the Schooling Experiences of Children Labelled Attention Deficit Hyperactivity Disorder (ADHD)

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ABSTRACT This study sought to examine the geographies of the schooling experiences of children labelled Attention Deficit Hyperactivity Disorder (ADHD) from a social, spatial and temporal perspective. Three children (male: 3; mean age: 12.6 years), and their mothers participated in the study conducted in the province of KwaZulu-Natal in South Africa. The participants were interviewed individually using semi-structured interviews. Participatory research techniques were used with the children during the interviews, which included timelines and ranking activities. Data were analysed qualitatively using a thematic approach. The findings suggest that the schooling spaces of children labelled ADHD are sites of power struggles. Four key themes emerged in the findings: the path to labelling; making the tortuous Ritalin journey; the production of exclusionary and inclusionary spaces; negotiating emotional spaces. The study revealed that various discourses of space work to secure dominant relations of power in the educational experiences of children labelled ADHD.