

Bose, D. K. (2011). Assertiveness pedagogy: A qualitative analysis of group and professional communication of college writers with ADHD.

#### Abstract

This paper presents the results, conclusions, and implications of a study conducted by the author at Clemson University in Clemson, South Carolina. The goal of the study was to understand the group and professional communication habits of college writers with ADHD (Attention-Deficit/Hyperactivity Disorder), as well as to determine the effectiveness of assertiveness pedagogy, a method adapted from a cognitive-based therapy (CBT) model for individuals with learning disorders and ADHD. The overall research question was whether assertiveness could improve the writing process of college students with ADHD.