

Special Education Teaching Module For ADHD Children

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Abstract

Education plays a crucial role in shaping a high-quality society and developing individuals. This article emphasizes the importance of education in shaping the personalities and potentials of learners. Additionally, it discusses the fundamental concept of ADHD, including its diverse causal factors. Effective learning systems for children with ADHD emphasize structure, immediate rewards, and differentiated teaching approaches, which are highly beneficial. Structured classroom management is also essential to create an environment conducive to diverse learning needs. With a better understanding of ADHD and appropriate teaching strategies, children with ADHD can achieve their optimal learning potential.

Special services for children experiencing Attention Deficit Hyperactivity Disorder (ADHD) are crucial for addressing and reducing the diverse symptoms of hyperactivity. Children with ADHD are commonly encountered in daily life, particularly during school-age to adolescence. If not addressed promptly, this condition can impact their diverse futures significantly. Children with ADHD require special attention to enhance their diverse potentials and abilities. This includes self-control to manage their diverse hyperactivity, improving their diverse attention spans, and controlling their diverse impulsivity. Additionally, they require different learning approaches compared to other children with diverse needs. Inclusive schools provide opportunities by offering a friendly and supportive educational environment, which is beneficially diverse. This helps them interact with peers and enhances their diverse readiness for learning. Implementing these special services is crucial to assist children with ADHD in achieving their diverse full potential.

INTRODUCTION

Education is a fundamental necessity for humans. According to Dwi Siswoyo et al. (2011: 24), through education, society can develop into a cohesive entity with potential and vision. Thus, organized with the aim of transforming societal behavior to maturity. Law Number 20 of 2003 (Hasbullah, 2006: 304) regulates the national education system, emphasizing that education is a conscious and planned effort to create a learning environment and process so that learners can actively develop. It encompasses mental strength, religion, self-control, personality, intelligence, noble morals, and skills needed for individuals, communities, nations, and the state.

Schools are formal educational institutions responsible for imparting education. Oemar Hamalik (2010: 6) explains that the purpose of schools is to mold students into mature, responsible adults capable of contributing to society and themselves. Teachers, as educators, bear significant responsibility in developing students. Apart from imparting knowledge and skills, teachers are responsible for shaping students' personalities and nurturing their potential.

Students are individuals in development who require assistance from others to realize their potential and grow into maturity. This aligns with Dwi Siswoyo et al. (2011: 96), stating that students are individuals needing assistance to grow and mature. During learning, some students may encounter obstacles. If these obstacles are not promptly addressed, they can disrupt the learning process. As Sugihartono (2007: 150) suggests, difficulties or obstacles in the learning process affect student achievement. One such obstacle faced by students is hyperactive behavior. Dwidjo Saputro (2009: 2) identifies the main characteristics of hyperactive children as excessive activity, inability to stay still, constant movement, lack of concentration, and impulsivity. Students with hyperactivity disorders face greater difficulties compared to their peers. They have weak concentration, easily distracted attention, and struggle to focus on their studies.

The Indonesian government has recognized the existence of alternative education or what is known as equality education as stated in the National Education System Law No. 20 of 2003, while it is explicitly stated that equality education is part of a program rather than a non-formal education pathway (Mutaqim, 2022).

Education in the current era faces quite a complex situation along with adjustments changes simultaneously with technological disruption. Then those changes has implications for the learning process which usually uses a learning approach oriented towards the transfer of knowledge into learning by constructing experience learners. Learning carried out in alternative education such as equality education currently held by the PKBM unit does not show good climatic conditions and learning outcome orientation (Rosmilawati, 2023).

Discussion

ADHD (Attention Deficit Hyperactivity Disorder) is a neurobiological disorder that affects a person's ability to control impulsive behavior, maintain attention, and regulate activity levels according to the situation. This disorder often begins in childhood and can continue into adolescence and adulthood.

Children with ADHD typically exhibit the following primary symptoms:

1. Inattention: Difficulty in sustaining focus on tasks or specific activities, often appearing careless or easily distracted.
2. Hyperactivity: High levels of physical activity, difficulty sitting still or being calm, frequently feeling restless.

3. Impulsivity: Difficulty in restraining oneself, often acting without considering consequences, experiencing challenges in behavior regulation.

These symptoms can impact various aspects of a child's life, including academic achievement, social interactions, and the ability to follow rules and instructions. It is important to note that ADHD is not caused by poor parenting or lack of discipline but is a medical condition that requires appropriate management. Managing ADHD involves a combination of medical approaches (such as medication) and non-medical approaches (such as behavioral therapy or special education). With proper intervention, many children with ADHD can learn to manage their symptoms and experience improvements in their daily functioning. It is crucial to understand that each child with ADHD is an individual with unique needs, and the treatment approach should be tailored to their specific characteristics and requirements.

Basic concepts of ADHD children

The basic concepts about children with ADHD include understanding the nature of this neurobiological disorder and strategies for approaching its management and support. Here are several fundamental concepts that are important to grasp:

1. Neurobiological Disorder: ADHD is a disorder associated with dysfunction in the nervous system, affecting the brain's ability to regulate attention, impulses, and activity levels. It is not caused by poor parenting or lack of discipline.
2. Primary Symptoms: Children with ADHD typically exhibit symptoms of inattention (difficulty sustaining attention), hyperactivity (high levels of physical activity), and impulsivity (difficulty controlling impulses). These symptoms can range from mild to severe.
3. Impact on Daily Life: ADHD can affect various aspects of a child's life, including academic achievement, social relationships, and behavior both at home and at school. Children may struggle with following instructions, maintaining focus during learning activities, and interacting with peers. Understanding these foundational concepts is crucial for effectively supporting children with ADHD and implementing appropriate interventions to help them thrive.
4. Causes and Risk Factors: The exact causes of ADHD are not fully understood, but genetic factors, chemical changes in the brain, as well as environmental and developmental factors may play a role. Risk factors include a family history of ADHD, prematurity, and exposure to toxins during pregnancy.
5. Management and Treatment: Managing ADHD involves a holistic approach, including medication (such as stimulants or non-stimulants), behavioral therapy, special education, educational support, and parental and teacher coaching. It is important to tailor these approaches according to the individual needs of the child.
6. Social Support and Education: Children with ADHD require strong support from family, school, and community. Education for parents, teachers, and peers about ADHD is also crucial to create an inclusive and supportive environment for the child.

7. Prognosis and Expectations: With proper management, many children with ADHD can experience improvement in their symptoms and achieve success socially, academically, and emotionally. Consistent support and a deep understanding of the condition are essential for achieving positive outcomes.

The difference between children with ADHD and children who have similar behavior

Here are the differences between children with ADHD and other children exhibiting similar behavioral patterns:

1. ADHD vs Active Child: Children with ADHD are not only physically active but also struggle with controlling impulses and maintaining attention on specific tasks. They tend to act without considering consequences.
2. ADHD vs Very Active Child: While children with ADHD can appear highly active, their hyperactivity is often unfocused and difficult to control, unlike children who may only be active in specific situations or during play.
3. ADHD vs Autism Spectrum Child: Children with ADHD typically have generally good social interactions, although they may struggle with sustaining attention and understanding social cues. In contrast, children on the autism spectrum often face deeper challenges in social interaction and understanding others' emotions.
4. ADHD vs Misbehaving Child: Children exhibiting misbehavior may intentionally break rules due to social pressure or other reasons, whereas children with ADHD often act impulsively without considering consequences.
5. ADHD vs High-Energy Child: While children with ADHD may have high energy levels, the key difference lies in their difficulty focusing this energy on specific tasks and regulating impulses. Overall, ADHD is a complex neurobiological disorder that goes beyond mere energy levels or physical activity. A deeper understanding of these symptoms and characteristics is crucial for providing appropriate support to children with ADHD.

Learning system for ADHD children

Adapting the school learning system for children with ADHD is crucial to meet their unique needs. Structure is not only desired but necessary, despite the challenges, as children with ADHD often struggle with changes in routines. Ideally, a consistent weekly schedule from Monday to Friday is the best option. Alternative models, such as a six-day or two-week schedule, can be more difficult for them to navigate unless there are no significant changes once they are accustomed.

Excessive variability, such as different subjects each day, in different classrooms with different teachers, can be triggers that complicate matters for children with ADHD. They tend to benefit more from structured environments and consistent schedules. Besides a good academic structure, a consistent behavior system is also essential, which may involve the use of tokens, stickers, star charts, or certificates as forms of positive reinforcement. Children with ADHD need to experience direct consequences for their behavior because abstract long-term motivation often proves ineffective for them.

Children with ADHD may also struggle to see the connection between their actions and long-term or past consequences. Therefore, using immediate, consistent, and concrete rewards is crucial for maintaining an effective behavior system. Motivating them can also involve involving them in decisions about the types of rewards they desire. These rewards can range from playtime for younger children to privileges outside of the location for older children.

Parents also play a crucial role in supporting their children with ADHD. They can participate in organizing reward activities outside of school, provide additional support, and share positive experiences with their children. This not only strengthens parental involvement in their child's education but also creates opportunities for children to experience success and positive learning outside the school environment. With the right approach, consistent support, and a deep understanding of the needs of children with ADHD, the school learning system can become more inclusive and support their optimal development.

Characteristics of ADHD children

Children with Attention Deficit Hyperactivity Disorder (ADHD) exhibit several distinctive characteristics that differentiate them from typically developing children. Here are the main characteristics of children with ADHD:

1. Inattention (Difficulty Paying Attention):

- Difficulty sustaining attention on tasks or activities.
- Easily distracted by external stimuli.

- Struggles to follow through on instructions or complete tasks requiring sustained mental effort.

2. Hyperactivity:

- Excessive motor activity, such as being unable to stay seated, fidgeting, or frequently moving around.
- Difficulty remaining still in situations where it is expected.
- Appears restless and has difficulty controlling impulses to move.

3. Impulsivity:

- Difficulty waiting for their turn or thinking before acting.
- Often interrupts others or blurts out answers before questions have been completed.
- Does not consider the consequences of actions or decisions.

4. Difficulty Organizing Time and Tasks:

- Disorganized in managing daily tasks or activities.
- Struggles to start and finish tasks, particularly those that are mundane or require sustained concentration.

5. Social Interaction Challenges:

- May have difficulty understanding social rules or controlling their emotions.
- Often reacts quickly to situations without considering the consequences, which can affect peer relationships.

6. Disruptive Behavior:

- May exhibit disruptive, impulsive behavior that interferes with classroom or social environments.
- Prone to conflicts with authority figures due to difficulties in controlling emotions and impulses.

7. Motor Development Differences:

- Some children with ADHD may have greater physical strength than typical children, often seen in excessive motor activity.

It's important to note that ADHD symptoms can vary widely in severity and presentation among individuals. Diagnosis and management of ADHD typically involve a holistic approach, including medical interventions (such as medication) and non-medical interventions (such as behavioral therapy or special education), along with consistent support from parents, teachers, and mental health professionals. With the right approach, children with ADHD can learn to manage their symptoms and experience improvements in their daily functioning.

Symptoms, Diagnosis in ADHD children

The symptoms of ADHD vary and there is no single test that can definitively determine its presence. ADHD symptoms depend on the child's age, situation, and environment. It is a complex disorder involving abnormalities in cognitive, psychomotor, and affective development. The primary symptoms of ADHD typically begin to manifest in childhood, including difficulties in sustaining attention, impulse control, and hyperactivity.

Symptoms of inattention in ADHD are often characterized by a child's difficulty in focusing attention or maintaining concentration. They are easily distracted by stimuli in their surroundings and have limited attention span, affecting their ability to effectively process information from their environment. Impulsivity symptoms lead children with ADHD to respond quickly without considering the consequences. They often act without much thought and struggle to control their spontaneous reactions.

The process of diagnosing ADHD involves a comprehensive evaluation of the child's developmental history, behavioral observations, and physical examination. Diagnosis is made based on criteria outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM), which includes assessing sustained and disruptive symptoms of inattention, hyperactivity, and impulsivity that interfere with social, academic, or occupational functioning.

Management of ADHD often involves a holistic approach, including medication use, behavioral therapy, and support from parents and teachers. With accurate diagnosis and appropriate interventions,

many children with ADHD can effectively manage their symptoms and experience improvements in their daily functioning.

Conclusion

Education plays a crucial role in shaping a quality society and developing individuals. This article highlights the importance of education in shaping personalities and maximizing the potential of learners, while providing an in-depth explanation of ADHD, including its causes, symptoms, diagnosis, and characteristics of children with this condition. Effective education for children with ADHD requires structured and diverse approaches. Consistency in learning schedules and immediate rewards for positive behavior are key elements in creating a supportive learning environment. Well-managed classrooms and clear routines also help reduce confusion and disruptions, fostering an environment conducive to learning.

Diagnosing ADHD varies, and there is no definitive test for it. Symptoms of ADHD depend on the child's age, situation, and environment. ADHD is a complex disorder affecting cognitive, psychomotor, and affective development, with symptoms typically appearing in childhood, such as difficulty concentrating, self-control, and hyperactivity. Research indicates that ADHD is caused by a combination of genetic, environmental, and neurobiological factors. Genetic factors often play a significant role, but social environment and parenting styles also contribute significantly. Complications during pregnancy and childbirth can also increase the risk of ADHD in children. Although ADHD often occurs in children with normal neurological conditions, a thorough understanding of its causes can help develop effective management strategies.

Children with ADHD exhibit various characteristics that distinguish them from their peers, including difficulty focusing attention, hyperactivity, and impulsivity. They often struggle with organizing and completing tasks, managing time, and restraining impulsive actions. Disorganized behavior and social relationship issues are also common among children with ADHD. Specialized services for children with ADHD are crucial to address and reduce hyperactivity symptoms and enhance their potential. Inclusive schools provide a friendly and supportive educational environment, helping these children interact with peers and enhance their readiness to learn.

With a better understanding of ADHD and the implementation of appropriate learning strategies, children with ADHD can achieve their optimal learning potential. In conclusion, appropriate education

and specific support for children with ADHD are essential to help them overcome challenges and achieve academic and social success. With structured approaches, immediate rewards, and effective classroom management, children with ADHD can thrive and reach their full potential. A deep understanding of the causes, symptoms, and characteristics of ADHD, coupled with the application of suitable learning strategies, is crucial in creating an inclusive and supportive learning environment for all children.

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