

## ADHD INCLUSION EDUCATION IN EARLY CHILDHOOD

**Radhiah Nur**

Department of Special Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: [2287230003@untirta.ac.id](mailto:2287230003@untirta.ac.id)

### ABSTRACT

What is a child with special needs? and what are the classifications of children with special needs? Children with special needs are children who experience limitations or obstacles, both physically, mentally, intellectually, socially, and emotionally. which affects significantly in the process of growth or development compared to other children of the same age. The classifications of children with special needs include blind, deaf, disabled, disabled, emotional and behavioral disorders, autistic, adhd, gifted, and children with multiple or more than one disorder. According to Hallahan & Kauffahman (2006), children with special needs are defined as children who differ significantly from other children in one or more aspects of development, whether physical, mental, or emotional. They need special education and services to develop optimally. Law No. 20 of 2003 concerning the National Education System (Indonesia) defines children with special needs as children who experience obstacles in growth or have special needs in the learning process, including children who have physical, emotional, mental, social abnormalities, and/or have special intelligence and talent abilities.

Keywords: Children with special needs, ADHD, Inclusive education.

### INTRODUCTION

Education is a process of developing human resources to improve one's social capabilities and personal growth in order to become strong among individuals and the general public as well as the surrounding cultural environment. In addition, education is considered as a humanizing process in which a person is expected to master himself and others. Therefore, the purpose of education is to hone a work, values and a norm. so that the existence of education aims to provide understanding and learning so that it is not easily influenced by those around it. According to Plato defines education theory as something that can help improve the physical and mental growth of individuals, with the aim of enabling them to achieve perfection. Plato divides education into three parts, these stages are divided by age. The first education is given for twenty years, in the second stage lasts from twenty years to thirty years. While the third stage lasts from thirty years to forty years.

Ki Hajar Dewantara argues that education is an effort to provide a mystical value in the life of a cultural society for descendants. This is in the form of maintaining, advancing, and also developing culture. By heading towards the whole of human life and providing guidelines to direct the community to determine its life. The definition of education according to Law No. 20 of 2003

explains that education is a conscious and planned effort to create a learning atmosphere, this learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. National education is education based on the values of Pancasila and the 1945 Constitution which is related to religious values, Indonesian culture and the demands of changing times.

What is special education? This term is often heard by the public but does not know more about the meaning of special education. The definition of special education is education that is designed and created in such a way for children who are privileged and have obstacles in intellectual, physical, emotional, and social problems. The program of special education is to provide educational services that are tailored based on the level of classification, and the educators who teach are special teachers who already have a variety of experiences.

## RESEARCH METHODS

This research method uses the systematic literature review (SLR) method, Systematic Literature Review (SLR) is a systematic and comprehensive process for identifying, evaluating, and analyzing research relevant to certain topics of discussion. The purpose of SLR is to present a clear and comprehensive review of research conducted in a particular field of study. SLR produces an in-depth and objective analysis of a topic, because it involves a systematic, critical, and comprehensive process of evaluating and combining existing scientific evidence. There are several elements in writing the SLR method, this time the author uses SALSA (Search, Appraisal, Synthesis, and Analysis). This research method collects several literature reviews that will be carried out with the SLR method to produce relevant data.

Step	Outcome	Methods
Search	Creating research questions, hypotheses, and developing title.	Exhaustive string search
Appraisal	Conducted study selection to select relevant studies for further analysis.	Inclusion and exclusion of study based on criteria
Synthesis	Combining findings from multiple studies	Assessing the quality of the studies identified
Analysis	Summarize the research findings in a concise and comprehensive	Researcher data and analysis

Figure 1: Research Stages

### 1.1 Search

Objective to identify and collect relevant literature

Databases used: Google scholar, Scopus, Academiedu, PudMed, Eric.

Keywords: ADHD. Inclusive education, children with special needs, inclusive education methods.

Source search criteria:

- a. Year of publication: 2001-2024
- b. Language: Indonesian and English
- c. Source type : Articles, Journals, Books, Research reports

### 1.2 Appraisal

a. Examination of titles and abstracts: The researcher checks the title and abstract, whether the title and abstract are appropriate to meet the criteria of the discussion that is being language researcher if not then the researcher will not use the source.

- b. Full text of the study: Then the researcher re-reads to check the completeness of the study text and the researcher considers whether the study will be used or not.
  - c. Methodological quality: The methodology is selected with clear quality
- Making a list of excluded studies: After checking, the researcher made a list of excluded studies to provide data on the reasons why the source was not selected.

The method used uses 2 types, namely inclusion criteria and exclusion criteria. Inclusion criteria are

Inclusion Criteria	Exclusion Criteria
Studies with the topic of early adhd inclusion education discussion	Studies that do not focus on the subject matter
Studies published in 2000 to the present	Studies that cannot be accessed
Studies published produce research methods	Studies that do not have a complete year of publication and do not list the publisher of the study

### 1.3 Synthesis

The findings of the various studies were assessed by the researcher in accordance with the topic of discussion, resulting in several combined elements

ADHD	This study found various definitions, symptoms, types, and causes of the main symptoms of inattention, hyperactivity, and intrusiveness, but during the study search there were many explanations from articles, journals, and books that did not explain adhd medically.
Implementation of ADHD Inclusive Education for Early Childhood	This study explains what inclusive education is, what needs to be considered and what is required. Based on the researchers' findings, the sources of studies that discuss this topic are quite complete and some can be accessed.
Inclusive Early Childhood Education	This study discusses the setting of inclusive education in pre-schools, providing an overview of the concept of inclusive pre-schools for ADHD children.
ADHD Needs Program	This study provides an ADHD needs program, this program supports and discusses the needs program for ADHD children.
Inclusion Classroom Management	This study provides an overview of inclusive classroom settings, the purpose of which is to provide classroom and social comfort in schools.

## 1.4 Analysis

In the example above shows the percentage results from the year of publication in articles, journals, and books. The percentage shows that in 1990-1998 the results are not there because the researcher did not include the source of the article in 1990-1998, the second researcher included sources from 2000-2015, in 2016-2019 the researcher found many sources that were based in that year and in 2020-2024 the researcher also found various sources of topics in that year. In conclusion, researchers listed articles, journals, and books on average from 2016-2024 because in these two years researchers more often found these studies in these two years. Then if all sources have been found, the researcher combines various sources.

## RESULTS AND DISCUSSION

### Result

Based on the results of the research method, that researchers found several numbers of discussion studies from articles, journals, and books that could not be accessed then some sources were not in accordance with the study being discussed. Researchers first select study sources if they meet the standards and some study sources are complete, the researcher decides to make reference material for making scientific papers. In the SLR research method, researchers found various data from research reports that had been made, this research report on the learning difficulties of ADHD children, the lack of adequate services in inclusive schools, teacher training. This study aims to evaluate the effectiveness of inclusive education in early childhood ADHD.

In the findings of the understanding of ADHD, the general public generally does not fully understand the context of ADHD, even some parents who have children with ADHD patients doubt the test results that state their children experience a unique condition, namely ADHD. Based on the researcher's findings, some sources state that ADHD sufferers are dominated by boys compared to girls. This statement is based on the fact that boys tend to be aggressive, hyperactive, and difficult to manage. Meanwhile, girls are seen as spoiled, shy, easy to manage, do not like to argue, are not aggressive, and do not have an impulsive nature.

Researchers found a number of facts in the research report that show that there are still some schools that have not implemented special programs, classroom management, and lack of training for teachers. It can be identified that the inclusive education process in some schools is uneven and sometimes not focused on the inclusive education system. This research provides some information about inclusive education that should be considered by the government, the community and parents.

### Discussion

#### A. ADHD

Attention Deficit Hyperactivity Disorder (ADHD) or in Indonesian called Disorder of Attention Concentration with Hyperactivity (GPPH) is a condition of behavioral disorder with signs of concentration, intrusiveness, and hyperactivity. The cause is based on neurological damage to the brain's nervous system, causing them to experience a variety of developmental, social, and emotional problems. There are 3 types of ADHD groupings, namely inattentive, combined hyperactivity and impulsivity, and a combination of the three. The cause of ADHD is still unknown, but there are

several factors that are strongly suspected to be one of the causes of ADHD. Among them are as follows:

1. The existence of genetic factors
2. The mother smoked during pregnancy
3. Consuming at least alcohol
4. History of low birth weight (LBW) children
5. The child was born prematurely

But along with the times and sophisticated technology, medical experts have not been able to find a cure or how ADHD can be completely cured. Medics only make drugs that can alleviate ADHD behavior not to cure ADHD sufferers because this condition can occur until their adulthood, until now medically ADHD cannot be ascertained that sufferers can completely recover from this condition. According to the opinion (Danielson, 2018; Simon, et al., 2009) states that about 8.4% of children suffer from ADHD, and about 2.5% of adults suffer from ADHD based on the findings of the percentage results that have been found that the initial identification of most ADHD is found in children. The interesting thing that can be found is that reported from several existing sources shows that ADHD sufferers are dominated by boys compared to girls, why this can happen, do women rarely experience ADHD? Basically, ADHD attacks various genders, both men and women regardless of gender status and ADHD problems are each a matter of test and discussion for researchers. What basis can conclude that boys and girls can get ADHD? this is because boys tend to have a hyperactive nature compared to girls, usually girls have a more impulsive nature. However, researchers argue that the existence of gender differences and their association with ADHD is partly socially and culturally influenced, with some societies having stereotypes about the way boys and girls act and behave. Society has a perception that boys tend to have aggressive, hyperactive and unruly traits compared to girls. If boys have these three traits then they will be called naughty children and can also be seen as having ADHD even though it has not been confirmed, while in girls they are always burdened with the thought of children who are obedient, spoiled, shy, not naughty, not aggressive and do not have hyperactive traits. Society has a view that boys tend to be naughty and affected by ADHD than girls but reported from various sources say ADHD sufferers in boys are much more active than girls, while for girls they tend to daydream a lot and have difficulty concentrating. Therefore, the emergence of stigma circulating in the community is often the occurrence of late treatment for children suffering from ADHD, sometimes parents doubt the truth or the results of diagnoses stated by experts that their children suffer from ADHD.

Is there a main behavior that can cause ADHD?, of course there are things that make the main role of behavioral symptoms that cause ADHD. This can be used as a reference to recognize the behavioral characteristics of ADHD so that there is no misdiagnosis and get proper treatment. The following are behaviors in ADHD, including:

#### 1. Inattention (Difficult to Focus Attention)

This disorder is one of the main symptoms in ADHD children, this symptom is characterized by the presence of children having difficulty focusing their attention from all aspects and it is also difficult for children to focus on a goal. Usually this sign of inattention is obtained more than a few symptoms, it is necessary to make more intense observations so that there is no misdiagnosis.

The following are various references that can be used as recognizing the characteristics of inattention in children, namely:

- a. The child often fails to pay detailed attention and often makes mistakes
- b. Children often experience difficulties in playing, learning and socializing activities
- c. The child is often indifferent and ignores if spoken to or instructed
- d. The child's focus is easily distracted by any object in front of them

#### 2. Hyperactivity

What will you think if you hear the phrase hyperactivity? surely you will imagine a bad child who is always active and unruly. One thing to know is that hyperactivity is related to ADHD, it is



necessary to be aware that if the child is too hyperactive then this can also cause the child to suffer from ADHD.

Parents must observe the child's development and also take action as early as possible if there is a child's development that feels different from other children. Hyperactivity is a behavioral disorder caused by an inability to focus attention, as for the characteristics of children with hyperactivity disorders as follows:

- a. Children are often unable to follow activities calmly
- b. Has a defiant nature and is also difficult to manage
- c. Very often children are active in an activity both at school and at home but have no clear purpose.

### 3. Impulsive

What is impulsivity? impulsivity is an attitude of a person when doing an action but they don't think about the consequences they will face. this attitude occurs on average in adolescents and adults, even reported from several sources that some women tend to have impulsivity. Do people with ADHD also have impulsivity? Of course ADHD sufferers also experience impulsivity, what are the factors that cause impulsive behavior.

So far, the factors that cause impulsivity are not known for sure, here are some factors for the occurrence of impulsive behavior, including:

- a. Genetic factors, this can occur due to heredity from parents. For example, if parents have problems or disorders in emotions, the child also experiences the same thing as the parents.
- b. Environmental factors, very often environmental factors can influence the nature of implosion. In the modern era, it now causes and encourages a person to behave impulsively due to social challenges and economic problems.
- c. Biological factors, changes in the system of brain activity
- d. Disease or disorder, one of which is ADHD

## B. Implementation of ADHD Inclusive Education for Early Childhood

Education is an important part of a person's life, of course education is also important for children who have a uniqueness and specialty such as ADHD children. ADHD can be overcome if detected at an early age, if a diagnosis has been made, various kinds of treatments will be carried out starting from therapists. consultation with experts, medical treatment, and even educational education. Education is certainly very important for ADHD children because education plays a very critical role in their lives, with education overcoming various important problems they are facing and to achieve a potential and skills they have. Of course, this must create an education that can provide appropriate treatment before choosing education, usually parents will consult with experts to ask. what kind of education will be appropriate in the main treatment for ADHD children? Previously, inclusive education was a system created for students who experience emotional, social, behavioral, intellectual, and special intelligence barriers to provide opportunities to attend education and experience learning in one environment with students in general.

This command has been stated in the 1945 basic legislation Article 28H paragraph (2) states that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits in achieving equality and justice. The intent and purpose of this Constitution is that all people are entitled to justice in obtaining education, health, welfare and also no discrimination, of course this relates to ADHD because ADHD children must be treated fairly and get their rights in education and other things that provide welfare. The inclusive education program aims to improve quality services and access for children with special needs and provide a right and obligation in pursuing and experiencing education, this educational process obtains the same rights and obligations as children in general without discrimination and differences.

The inclusive education process provides and accommodates learning that is tailored to the needs, barriers, interests and talents, and skills. Certainly this learning considers various principles that are tailored to the characteristics of each child with various applications of modified learning,

adapted to learning styles, open consultation between teachers and parents, involving collaboration between schools, teachers and experts. The characteristics of inclusive education are as follows:

a. Having specialized teachers

Inclusive schools must provide special teachers, because special teachers have expertise in dealing with children with special needs. Specialized teachers have a variety of competencies such as mastering specialized fields of study, understanding students with special needs, and understanding the mastery of specific learning materials.

b. Schools collaborate with experts

Basically, schools, teachers and parents need collaboration with experts. This form is in the form of therapy, consultation, and diligently checking the child's development through the doctor. With the collaboration of various parties, it aims to improve development, growth, and provide assistance that can handle the obstacles faced by students.

Therefore, educators need collaboration with experts with the intention that teachers can find out the extent to which children develop.

c. Having facilities according to the needs of each child

As we know that there are significant differences between children with special needs and children in general, not all children with special needs can receive combined facilities with children in general. Of course, the inclusive education setting states that schools must have facilities tailored to the needs of students, these facilities must of course be adequate so that students feel valued and also get comfort in the school environment.

The facilities provided must pay attention to the classification of children with special needs in order to adjust to the needs of students.

### C. Inclusive Early Childhood Education

Early Childhood Education (ECED) is education that provides service programs to children from birth to 6 years of age. Early childhood education is one of the coaching efforts aimed at children accompanied by providing educational stimulation. Aims to help physical and spiritual growth and development so that children have maturity and readiness in entering basic education and further life. The definition of early childhood inclusion is a set of values, policies and practices that support the right of every young child and his or her family, regardless of ability, to participate in a variety of activities and contexts as a full member of the family, community and society.

The expected outcomes of inclusive experiences for children with and without disabilities. The hallmarks of inclusion that can be used to identify high-quality early childhood programs and services are through the provision of access, engagement, and support. These three basic principles are explained as follows:

a. Provision of access

The main thing that needs to be considered is access, of course, schools are required to provide various kinds of access that can be felt by children. Moreover in an inclusive setting, it requires attention to the provision of access for all children because not all children have the same needs, there are fundamental differences between ADHD children and children in general. Providing access is in the form of utilizing game tools, exploring places in the surrounding environment, providing activities that have positive value, and creating an atmosphere of learning while playing without limiting children. Then the teacher can also contribute to making various kinds of modifications to provide access to learning that does not easily make children bored and bored.

b. Engagement

Although the learning process has been designed in such a way and there is a modified program, the teacher's role in learning involvement is also very important. This involvement is to

provide support and encouragement in the involvement of learning and playing together so that teachers provide full support to special children or ADHD, as well as children in general. This aims to build children's ability to socialize, communicate, and regulate emotions.

#### c. Form of support

The form of support provided by children with special needs including ADHD is given very complex support, usually this support involves several important points. This support can be obtained from parents, teachers, friends, and the environment. With the support provided, it fosters a sense of enthusiasm, confidence, self-acceptance, and is also open to the surrounding environment.

Then how is the curriculum process in eced? The curriculum for children with special needs must pay attention to these elements, including:

- a. The curriculum must be tailored to the needs of each child
- b. All children do not have to have adjustments in the same field
- c. This aspect includes goals, material modifications, processes, and at the end there is an evaluation

### D. ADHD Special Needs Program

Obviously, each ADHD child's needs are different from one another so there is a need for several special programs that can help ADHD children. As for some programs that can be used as a reference, including:

#### a. The existence of self-control

Because ADHD children dominate having hyperactivity, impulsivity, and inattention. So this control is related to these three aspects. The following things need to be considered for self-control of ADHD children, namely:

1. Provide positive activities
2. Avoiding arguments with harsh language and being too emotional to the child
3. Provide learning and games that involve concentration
4. Keep the child away from activities and things that are not too important for the child

#### b. Knowing the learning needs of ADHD children

Not only do ADHD children need self-control, they also need a variety of learning needs. These learning needs are to help them obtain stable and improved learning outcomes, as for these learning needs are:

1. Creating a systematic study schedule and study hours
2. Modifying curriculum, materials, and learning styles
3. Creating a learning environment, providing assignments, and teaching materials in a structured manner
4. The existence of learning and teaching strategies that pay attention to elements of building strengths and developing weaknesses in children
5. Providing children with multisensory learning styles
6. Helping children create skills
7. Pay attention to learning media and prioritize creativity
8. Provide discipline in learning arrangements

#### c. Affective strategies

Because ADHD children have difficulty controlling movement and concentration, it is better to utilize this energy into art. Develop and channel the child's potential in art activities, these activities can be painting, dancing, drama, and things that are of interest to the child.

### E. Inclusion Classroom Management



There are several things that need to be considered in classroom management, as follows:

a. Mobility

Because children with special needs certainly need mobility that makes it easier for them, of course the class is made for children to feel comfortable. In addition, providing facilities and infrastructure must achieve accessibility by providing ease of movement.

b. Forming strategies

This strategy can be done in various ways, the following are ways to form strategies in inclusive classrooms:

1. Making learning with instructions and assistance, if you still have problems teaching children with special needs including ADHD children, then you can ask for help from special teachers.
2. Involving activities by looking at the response of children
3. Creating learning media that is tailored to the needs of each child
4. Designing a classroom atmosphere with an environment that pays attention to the needs of children

c. Interaction with classmates

Certainly teachers must provide support, encouragement, and provide stimulation for regular students to socialize with children with special needs, support children with special needs to be active in class, and create an environment that accepts differences.

## CONCLUSIONS

Education is one of the most important things for children with ADHD. ADHD can be overcome if detected at an early age through diagnosis and various types of treatment such as therapy, consultation with experts, medical treatment, and education. Education is crucial in their lives as it can help them overcome their problems and develop their potential and skills. Before choosing education, parents usually consult with experts to find out the right education. Inclusive education is a system that allows children with various barriers to receive education in one environment with other children. It is regulated by legislation and aims to create equal opportunities for all individuals in achieving equality and justice. Inclusive education programs aim to improve services and access for children with special needs without discrimination.

Based on the results of this study, it can be concluded that ADHD requires proper and integrated education with the creation of ADHD education is expected to be a treatment process that will have a very complex impact. In some sources stated that due to the condition of ADHD, some have difficulty learning, not only that ADHD children have a low percentage in academics because they continue to experience difficulties. Until now medically can not find or can cure ADHD sufferers but with the handling of education aims to develop the potential they have.

With this research, it is hoped that it can open people's views to be more concerned about ADHD children, this is also for parents who have ADHD children so that parents do not need to feel embarrassed because they have children with the uniqueness of ADHD. This disease is not something that can be blamed on the child and not also a disability experienced by the child but this disease makes every child unique in himself. With this research, it can provide an overview of inclusive education implemented in Indonesia, the average application of inclusive education is still far from adequate, there are many schools that lack and create inclusion in the school environment because of the rampant cases of bullying that occur in Indonesia and the lack of special education teachers. therefore, researchers hope that all institutions are responsible for implementing an inclusive environment with the aim of providing rights to ADHD children.

## REFERENCES

- Ardianingsih, Febrita, et al. (2017). The Role of Teachers in Implementing the 2013 Special Education Curriculum at Special Schools in Sidoarjo. *Journal of Education*. 2(1). 2527-6891.
- Arriani, Farah & Agustiyawati. (2022). Guidelines for the Implementation of Inclusive Education.
- Baluyot, P Leda.(2024).Inclusive Classrooms and ADHD: Exploring Collaborative Practices and Academic Achievement.*INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY, AND EXCELLENCE*
- Hayati, Devie Lestari,. Apsari, Nurliana Cipta. (2019). Special Services for Children with Attention Deficit Hyperactivity Disorder (ADHD) in Inclusive Schools. *Research Proceedings*
- Prasaja. et al. (2022). Demographic Overview of Attention Deficit Hyperactivity Disorder (ADHD) Children at Yayasan Pembinaan Anak Cacat (YPAC) Surakarta. *PROFESSION (Islamic Professional): Research Publication Media*.19(2).
- Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Anindito Aditomo. Jakarta.
- I Made, Sudarma Adiputra, S.Kep., Ns., M.Kes., Prof. dr. Pande, Putu Januraga, S.Ked., M.Kes., & Dkk. (2021). Getting to know ADHD (Attention Deficit Hyperactivity Disorder). KHD Production. Bali.
- Ibrahim, Rustam. (2013). Mukticultural Education: Definition, Principles, and Relevance to the Objectives of Islamic Education. 7(1).
- Iys, Nur Handayani. (2019) . Inclusive Education for ADHD Children (Attention Deficit Hyperactivity Disorder). *Proceedings of The 4 th Annual Conference on Islamic Early Childhood Education*. 4(1). 291-302
- Journal of Social Education and Humanities*.1(4).2964-6499
- Karimzadeh, Mansoureh, et al. (2017). The association between parental mental health and behavioral disorders in pre-school children. *Electron Physician*. 9(6). 4497-4502. doi: 10.19082/4497.
- Majiko, Ana. (2017). Children With ADHD Classroom Inclusive Programmes.*European Journal of Social Sciences Studies*. 2(1). 2501-8590.
- Nasution, Fauziah, et al. (2022). Definition of Education, Special School Education System, and Types of Special Schools. *Journal of Nonformal Education*. 3( 2). 2715-2634
- Ni Luh, Putri. (2015). Early Childhood Inclusive Education with Special Needs. *Media Nusa Creative*.
- Nuraeni, P Siti, et al. (2018).Standard Operating Procedures for Early Childhood Education Inclusive Learning.Direktorat of Early Childhood Education Development Directorate General of Early Childhood Education and Community Education Ministry of Education and Culture.Jakarta.
- Nurussakinah, Thania (2024). Welcoming the Future: A Survey on the Implementation of Inclusive Education at the Early Childhood Education Level. *Murhum: Journal of Early Childhood Education*.5(1). 389-403. DOI: 10.37985/murhum.v5i1.56
- Personality and Individual Differences*. 40(10). 305-315.
- Reynolds, Brad. (2006). Dimensions of impulsive behavior: Personality and behavioral measures.
- Simamora, Dame Fitri (2022). Inclusive Education Services for Children with Special Needs.
- Supena, Asep,. Nuraeni, Siti P.,et al. (2018). Guidelines for the Implementation of Inclusive Early Childhood Education. Directorate of Early Childhood Education Directorate General of Early Childhood Education and Community Education Ministry of Education and Culture. Jakarta.

- Wahidah, Yuliatul Evita. (2018). Identification and Psychotherapy for ADHD (Attention Deficit Hyperactivity Disorder) Perspective of Contemporary Islamic Educational Psychology. *Millah: Journal of Religious Studies*. 17(2). 1412-0992. DOI: 10.20885/millah.vol17.iss2.art6.
- Whiteside, Stephen P., Lynam, Donald R. (2001). The Five Factor Model and impulsivity: using a structural model of personality to understand impulsivity. *Personality and Individual Differences*.30. 669-689.

