

IDENTIFICATION OF ASSESSMENT OF ADHD CHILDREN IN LEARNING TO READ

Ahya Fatiyatun Alma

Department of Non-Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia

Email: 2287230024@untirta.ac.id

Abstrack

This research aims to find out what assessment identification looks like for ADHD children in learning to read. The research method is carried out by means of a literature study which is carried out by collecting several sources related to the topic to be discussed and then from these sources will be found, produce or conclude regarding the related topic. Identifying children with ADHD in learning to read is an effort to find out about ADHD children with the aim of gathering information as early as possible about ADHD children in the process of learning to read.

Keywords: *ADHD, Assessment learning to read*

INTRODUCTION

Identification is the first activity that precedes the assessment process. Identification refers to children with special needs who do have abnormalities, disabilities, in physical, mental, social, emotional, behavioral deviations in order to provide services.

According to the Directorate General of Special Education (2004), there are two concepts of identification, namely the concept of screening and the concept of actual identification. Identification is the first and very important step in detecting failures and difficulties.

Identifying children with ADHD is an attempt to find out about children with ADHD. The purpose of identifying a child with ADHD is to gather information as early as possible about whether the child has ADHD disorder. Signs of ADHD disorders/deviations must of course refer to the characteristics of ADHD children.

Assessment is a process carried out to obtain information that will indeed be used in making decisions about students, curriculum, educational programs and policies, methods, and other educational tools used by institutions, agencies, organizations, and institutions that carry out certain activities as a process Before conducting an assessment, we must first recognize the problems experienced by the child. Therefore, identification becomes a

reference in obtaining assessments that will be assessed.

Assessment of student learning outcomes by teachers aims to see and assess the level of achievement of student abilities during the learning process and at the end of learning. Assessment of children's learning outcomes is carried out by a teacher to monitor continuously the process, progress and development of student learning outcomes, in accordance with the potential and abilities expected by a teacher. Assessment also provides feedback that helps teachers improve their planning and learning process. Assessment should be ongoing and continuous, focusing on both process and outcome.

The purpose of assessment is to collect as much data as possible about the child's performance in order to take specific steps tailored to the child's needs. The purpose of this review has been outlined by several experts, including Slavia et al (2000). stated that the purpose of assessment is to: 1) Screening of the child's ability to determine the child's ability in each aspect (language, cognitive ability, motor, etc.) 2) Classification, placement and determination programs. 3) Determining the direction and purpose of education, this is due to differences in the classification of the level of disorders suffered by children. 4) Development of an individual education program. 5) Determination of strategies, learning environment, and learning evaluation.

Learning is a combination of two words: learning and education. Although learning activities are more student-centered, conceptually teaching is carried out by teachers in a structured manner, so the term learning is a combination of learning and teaching or the process of teaching and learning students. Learning is known as an activity where teachers convey knowledge or where children learn about their development. According to the above understanding, learning is a process of change supported by the teacher to transform self-behavior into more mature behavior, as an example of the results of children's interaction with their social environment.

Children with GPPH really need an appropriate and appropriate service, therefore ADHD children need an assessment so that the services provided are in accordance with their needs. Assessment of children with special needs, in this case children with GPPH, is an important, essential and fundamental step in determining the stages and instruments that will be used to answer challenges in providing services, developing programs or implementation, especially for ADHD children.

This is a challenge in the world of child development in helping to provide solutions

to solve a problem and then finding out how to detect and treat children with hyperactivity disorders and their implementation by helping to develop needs assessments in children with ADHD or also known as children with Concentration and Hyperactivity Disorders (GPPH). That is why it is important to be able to develop an instrument related to needs assessment in children with GPPH, so that parents, teachers and practitioners can develop individualized treatment and management programs that are appropriate for dealing with children with GPPH.

Learning disabilities occur when a person has a developmental disability and is unable to understand what they see or hear. Learning disabilities can be caused by both internal and external factors. These internal causes are problems with the nervous system or the functioning of the nervous system, as well as a lack of self-motivation. While external causes can be inappropriate environmental factors such as unsupportive friends, parents, siblings, and teachers. and other support systems. Some learning disabilities can cause children to underperform and fail to achieve their learning goals.

It has been reported that children with ADHD often suffer from learning disabilities. Teachers often report that children with ADHD have learning difficulties, such as interrupting other children or not completing tasks. The difficulty in focusing attention or concentration in ADHD children is one of the contributing factors. Difficulty concentrating is one of the types and characteristics of learning disabilities, including in learning to read ADHD children often do not focus and cannot learn to read.

Learning disability is one of the problems that can be caused by ADHD children. Children with ADHD experience learning disabilities such as difficulty in concentrating, poor academic performance, working memory impairment, reading comprehension problems, and difficulty learning math.

The relationship between ADHD and learning difficulties is that children with ADHD may have difficulty paying attention and concentrating during lessons, and instead may have difficulty paying attention and concentrating in class, and instead use common features of the learning environment, such as pictures on the wall, the sound of cars outside, or the classroom. It is perfectly reasonable to focus your attention on the situation. and so on. Addressing deviant behavior takes priority over addressing your child's school problems. A child's behavior can form three habits that lead to future attitudes. Children suffering from Attention Deficit Disorder have difficulty concentrating when completing tasks and often

withdraw when they feel bored with the task at hand, making it difficult for them to complete tasks well. ADHD learning disorders in children are generally accompanied by low concentration and concentration in reading and writing. In math, ADHD children often have difficulty in reading counting symbols and difficulty in understanding and solving story problems.

ADHD children are children who have behavioral and academic problems. ADHD is a medical condition that involves brain dysfunction. The condition causes difficulty in controlling impulses, behavior, and attention.

ADHD (Attention Deficit Hyperactivity Disorder) children are often unable to adjust to themselves and their peers. In addition to behavioral problems, Attention Deficit Hyperactivity Disorder children also experience an obstacle in focusing attention. The attention of ADHD (Attention Deficit Hyperactivity Disorder) children is often divided because they cannot focus on just one object but on other objects. Children cannot position themselves when in a situation or environment that is required to behave in accordance with the conditions of the situation.

Rachmawati (1996: 43) argues that reading in the beginning is the initial reading given to grade I (one) children as a basis for further lessons. Beginning reading skills must be possessed by elementary school students. Meanwhile, according to Steinberg (Susanto, 2011: 83) beginning reading is reading that is taught programmatically to preschool children. In the beginning reading stage, a person can recognize letter symbols so that the child can continue to read fluently and understand a passage.

One of the difficulties that can be experienced by Attention Deficit Hyperactivity Disorder children is the ability to learn to read. In general, Attention Deficit Hyperactivity Disorder children can be easily distracted by certain things, such as loud noises, the sound of objects being hit and the behavior / behavior of friends who are nearby.

individuals with ADHD often show comorbid word decoding deficits - difficulty identifying written words (McGrath et al., 2011; Shanahan et al., 2006; Willcutt et al., 2010). These decoding problems can hinder reading comprehension, making it difficult to determine whether comprehension problems are caused by decoding difficulties, comprehension difficulties, or both. Thus, many studies have used listening rather than reading to explore comprehension deficits associated with ADHD (e.g., Flake et al., 2007; Flory et al., 2006; Keenan, Betjemann, & Miller, 2008; Lorch et al., 2004). These listening

comprehension studies suggest that people with ADHD have difficulty with higher-order language processes, such as understanding figurative language (Bignell & Cain, 2007) and answering inferential questions (McInnes et al., 2003). In addition, when comprehension is assessed by asking individuals to retell what they have heard, people with ADHD show deficiencies in organization and coherence (Purvis & Tannock, 1997; Tannock, Purvis, & Schachar, 1993), and sometimes recall less information (Lorch et al., 2004; Tannock et al., 1993). Just as ADHD can affect comprehension processes, it also appears to tax the cognitive resources available to connect ideas in a text. Even in the absence of co-occurring problems with word decoding in children with.

Language development is inseparable from children's language development and communication. The golden years are the period of language development when children acquire language. Depending on age and development, not all children can quickly absorb language at once smoothly. One of the language development disorders in children is attention and hyperactivity disorder, or ADHD for short (Nova et al., 2019). According to Paternote (Saputro, 2014), ADHD is a neurobiological disorder of the brain that can significantly harm the growth and development of children. Generally, children are able to pronounce words well at the age of 5 to 7 years. Some children experience language difficulties due to clinical, physiological, or psychological reasons. Language limitations are associated with 4,444 behavioral and learning disabilities.

Everyone has the same opportunity to learn a language or many languages. The process and nature of language acquisition of each individual is dynamic and passes through gradual stages. linguistic activity has essentially existed since humans were born. This can be seen from the age of babies being born who express language through crying. this is a sign of what they feel. Speaking and language activities are certainly inseparable from language acquisition. Everyone has the same opportunity to learn 4,444 languages. The process and nature of each person's language acquisition is dynamic and goes through different stages for each child in the gradual process of speech.

Children with ADHD disorders have a special way to get or provide the right stimulus in the process of language acquisition. In using pictorial media this is one form of good stimulus for children with ADHD disorders (Fatwikiningsih, 2014). The study explained that ADHD children often do not respond to a question or request. Lack of reciprocity in communication, use of non-specific vocabulary and lack of harmony in pronunciation.

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ADHD traits that can lead to reading disorders include: Lack of Attention:

- Children who have difficulty concentrating often have trouble maintaining their attention while reading. You may feel distracted, skip text messages, miss important details, or have trouble completing tasks. These challenges may be more pronounced when the child is bored or tired.
- Working Memory Problems: ADHD can cause executive function differences, which affect the cognitive skills needed to manage various behaviors. This includes working memory, which temporarily stores the information a person needs to perform tasks such as reading. In order to understand and mentally manipulate the information they read, the child must be able to memorize, recall, and apply the information they read. 2 Koffler MJ, Spiegel JA, Soto EF, Irwin LN, Wells EL, Austin KE. Are working memory deficits the cause of reading comprehension problems in attention deficit/hyperactivity disorder (ADHD)? . *J Abnorm Child Psychology*, 2019;47(3): 433-446. doi: 10.1007/s10802-018-0447-1
- Hyperactivity and Impulsivity: Children with ADHD may have difficulty sitting still for long periods of time. They find it difficult to concentrate on reading because they fidget and seem to be in constant motion

RESEARCH METHODS

This research method uses the literature study method which is carried out by collecting several sources on the topic to be discussed. All information is obtained from all sources that have been reviewed where the information can support or relate to the topic to be discussed. The sources are obtained from journals and articles that are relevant to the topic. Furthermore, from these sources will be found or obtained or concluded about related topics.

RESULTS AND DISCUSSION

Poor concentration in children with ADHD symptoms can lead to health problems, behavioral problems, cognitive impairment, social relationship problems, and learning disabilities. If these problems continue for a long period of time, they can not only affect academic growth and achievement, but also become a nuisance to their neighbors and neighbors. Some students with ADHD have difficulty concentrating on their studies. Children with ADHD find it difficult to achieve academically in school because they are unable to perform activities correctly during the teaching and learning process. Inattention and hyperactivity can lead to poor concentration. The behaviors associated with learning disabilities observed in this study include the inability to sit still for long periods of time, the inability to get up from the chair an average of five times per minute, and the tendency to bump into the table suddenly. Laughter, inability to understand the teacher's questions, inability to follow instructions in an orderly manner, need clear guidance from the teacher. Students are usually easily distracted while writing, and as soon as they write a word, they stop writing and start doodling or drawing in their books.

Children with ADHD (Attention Deficit Hyperactivity Disorder) or commonly referred to as hyperactive children are one type of mental disorder where children are unable to focus their attention on a particular object / situation. Hyperactive children usually have below-average concentration abilities compared to their peers. It is also characterized by excessive hyperactivity and impulsive behavior (Roshinah, Nursaliha, Amri 2014).

Hyperactive children may experience more delays in development. Hyperactive children are often unable to speak when children their age have started talking. When it comes to academic ability it is also difficult to concentrate. Therefore, difficulties arise at school (Akbar 2017). Therefore, it is important for an educator to take the right approach to hyperactive children to avoid difficulties in the learning process, especially in reading and writing. Because reading and writing is one of the first foundations for learning.

Hyperactive children often have difficulty in developing creativity through reading and writing. All children, even hyperactive children, need strong literacy skills to solve a problem (Putra 2018) Strong reading and writing skills are not necessarily formed in all children. Of course we need a reading culture at school and at home

Hyperactive children experience concentration deficits in the classroom, when the teacher teaches reading lessons, hyperactive children become bored and distracted by other things. As a result, hyperactive children have a lower literacy rate. To improve reading and writing skills, it should start from something simple, such as starting to read. Reading aloud is the basis for children to master the subject matter. Children who do not have this ability will have great difficulty in understanding the lessons in the next class. The solution to improving early literacy skills in hyperactive children is to use the multisensory method or (often called the VAKT method). The VAKT method is a method that focuses on combining all human sensors and is commonly referred to as a multisensory approach/method. The VAKT method assumes that children can learn maximally and master the material as a whole. When the material being taught is presented to include all sensory/general modalities such as visual, auditory, kinesthetic, and tactile (Sutisna and Rahmawati 2018).

Aspects of sensors in the multisensory/VAKT method (Putra 2018)

VKT multi-sensory	Multi-method	Multi Media	Material
Visual (Vision)	Seeing, Observing an object and a picture, identifying an object and distinguishing two or more objects.	Using books, letter picture books, story books.	Development in vocabulary, recognition in letters, words and sentences, expressive and receptive language. Language
Auditory (Hearing)	Conversing	Songs and CDs	Comprehension
	Singing and Storytelling.	Storytelling, playing with hand puppets, playing with letters .	
	Folding, sticking, cutting, writing, fingering, drawing, searching for treasure, playing with sand, plasticine or puzzles, putting objects in boxes, finger painting, and role playing	Folding paper, letter cards, scissors, glue, drawing book, markers, sand, puzzle, plasticine, fingerpainting, box	Motor skills, creativity, communication and interaction skills, shape recognition

Based on the table above, the VAKT method can help teachers in teaching hyperactive children to beginning readers if they know the learning steps and pay attention to the sensory aspects when using this method. The first step is from the visual side. That is, the teacher starts by sharing the letter, then pronouncing it, then asking students to see and pronounce it. The second step from the auditory side, the teacher pronounces the teacher's sound and the students hear it and follow it. The teacher then asks the students questions about the sound of the letter. Then the students pronounce the sound. This is the third step from the kinesthetic aspect. The teacher writes the letter . He is taught to the air and the students follow him. And the last step is the tactile surface. The teacher redistributes the letter cards and after distributing them evenly to all students, the teacher instructs the students to touch the letter cards according to the shape of the letter on the card. After knowing the steps of the VAKT/multisensory method, it is only natural that educators must follow the learning steps of this method if they want to teach hyperactive children to start reading. In addition, educators must be able to make learning as interactive and innovative as possible by utilizing learning media. According to Karaupori Putra, the use of learning media shows that learning media can generate new stimuli, hobbies, and interests. Media can attract children's attention and increase their ability to focus their attention on learning and learning materials. Therefore, emergency media is used for hyperactive children who are often difficult to concentrate. According to Putra, learning should

also be done in groups because socialization and involvement of all senses are proven to reduce the impact of hyperactivity in ADHD/hyperactive children. Therefore, the VAKT method not only serves as a solution to the difficulties of learning to read and write in blind children, but also serves as a solution to the difficulties of learning to read and write in hyperactive children.

After educators understand the steps of the VAKT/multisensory method and teach hyperactive children to start reading, then they must follow the learning steps of this method. In addition, educators must be able to make learning as interactive and innovative as possible by utilizing learning media. According to Karaupori Putra, the use of learning media shows that learning media can generate new stimuli, hobbies, and interests. Media can attract children's attention and increase their ability to focus their attention on learning and learning materials. Therefore, emergency media is used for hyperactive children who are often difficult to concentrate. According to Putra, learning should also be done in groups because socializing and involving all the senses is proven to reduce the effects of hyperactivity in ADHD/hyperactive children. Therefore, the VAKT method not only serves as a solution to the difficulties of learning to read and write in blind children, but also serves as a solution to the difficulties of learning to read and write in hyperactive children.

CONCLUSIONS

The conclusion of the research on the identification and assessment of children with ADHD in learning to read is as follows: Identification is a very important first step in detecting children with special needs, including children with ADHD. This process aims to collect information about the presence of ADHD disorders in children, based on appropriate characteristics. Identification is done through two main concepts: screening and actual identification.

Assessment is the next process after identification, which aims to collect data about the child's performance in depth. The purpose of assessment includes screening children's abilities, classification and determination of programs, educational direction and goals, development of individual educational programs, and determination of learning strategies and evaluation.

ADHD is classified into three types by the American Psychiatric Association (APA) in the DSM-IV-TR: inattention, hyperactivity, and impulsivity. Each type has specific characteristics that must be considered in the assessment process.

ADHD in academics is very lacking especially when there is learning that ADHD children find boring and bored they will not be able to stay in their seats. ADHD children are also lacking in reading because of their unfocusedness which causes ADHD children to not or not be able to read well.

There are several ways to help children in their learning or reading disorders, namely

by using the VKAT learning method, and there are also strategies or steps, namely:

1. Eliminate distractions

The purpose of eliminating this distraction is the environment around ADHD children.

2. Incorporate movement

3. Many children with ADHD are kinesthetic learners. This means that they connect the learning process with physical activity. Being able to trace letters in the sand, manipulate magnets on the fridge, or move the whole body can help children who struggle with reading internalize their lessons. Movement breaks are a must: try alternating reading with physical activities like jumping jacks to help them blow off steam and incorporate laughter into their day.

4. Break up the reading to combine stamina

While some children with ADHD have hyper-focus, those with a tendency towards inattention will find it difficult to engage in reading exercises for long periods of time. If you are just starting to build a routine, shorten the reading time.

5. Teach meta-cognition strategies

When children are learning to read - especially children with ADHD - they have difficulty comprehending because they don't know how to lean on their best friend: the voice in their head that tells them when they don't understand, when they need to back up and review, or when they need to look up a word.

6. Let them read books they like

Adhd children have difficulty in reading, we as educators must give them ice.

This research uses the literature study method by collecting information from various relevant journals and articles. The results show the importance of understanding the characteristics and traits of children with ADHD to conduct appropriate assessments. Ongoing and continuous assessment is essential to monitor the progress and development of children's learning

outcomes, as well as to provide feedback for teachers to improve the planning and learning process in the classroom and school.

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