

## **DEVELOPMENT OF COMMUNICATION SKILLS IN CHILDREN WITH ADHD**

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### **ABSTRACT**

This article is intended to dissect in more depth how the process of developing communication skills in people with attention deficit disorder accompanied by hyperactivity conditions or what we commonly encounter with the term ADHD (Attention Deficit Hyperactivity Disorder). ADHD (Attention Deficit Hyperactivity Disorder) is a neurological disorder that affects the ability to pay attention, control impulses, and manage energy. The symptoms of ADHD include difficulty concentrating, hyperactivity, and lack of focus. The causative factors include genetic imbalances, as well as environmental factors.

Communication Skills Development Education in Children with ADHD

Children with Consideration Shortfall Hyperactivity Clutter (ADHD) often face significant challenges in communication skills that can affect their academic success and social interactions. This study aims to examine effective educational approaches in developing communication skills in children with ADHD. Using a qualitative approach with a case study method, information was collected from 10 children with ADHD, 5 teachers, 3 speech therapists, 2 child psychologists, and parents of the children in several inclusion schools and therapy centers in Indonesia. The results showed that the use of visual aids, a multisensory approach, a positive reinforcement system, and appropriate behavioral interventions were very effective in improving the communication skills of children with ADHD. Additionally, collaboration between teachers, therapists, and parents has proven to be essential to ensure the consistency and effectiveness of the strategies implemented. Despite challenges such as variations in the severity of ADHD, the right approach can help children with ADHD develop better communication skills, thus supporting their academic and social success.

### **ABSTRAK**

Artikel ini dimaksudkan untuk membedah secara lebih mendalam bagaimana proses pengembangan kemampuan komunikasi pada penderita gangguan pemusatan perhatian disertai kondisi hiperaktif atau yang biasa kita jumpai dengan kata ADHD (Attention Deficit Hyperactivity Disorder). ADHD (Attention Deficit Hyperactivity Disorder) adalah suatu kelainan neurologis yang mempengaruhi kemampuan memperhatikan, mengendalikan impuls, dan mengelola energi. Adapun gejala ADHD antara lain yaitu kesulitan berkonsentrasi, hiperaktif, dan tidak fokus. Faktor penyebabnya meliputi ketidakseimbangan genetik, serta faktor lingkungan. Pendidikan Pengembangan Kemampuan Komunikasi pada Anak ADHD. Anak-anak dengan Consideration Shortfall Hyperactivity Clutter (ADHD) sering menghadapi tantangan signifikan dalam keterampilan komunikasi yang dapat mempengaruhi keberhasilan akademik dan interaksi sosial mereka. Penelitian ini bertujuan untuk mengkaji pendekatan pendidikan yang efektif dalam mengembangkan kemampuan komunikasi pada anak-anak dengan ADHD. Menggunakan pendekatan kualitatif dengan metode studi kasus, informasi dikumpulkan dari 10 anak dengan ADHD, 5 guru, 3 terapis wicara, 2 psikolog anak, dan orang tua dari anak-anak tersebut di beberapa sekolah inklusi dan pusat terapi di Indonesia. Hasil penelitian menunjukkan bahwa penggunaan alat bantu visual, pendekatan multisensori, sistem penguatan positif, dan intervensi perilaku yang tepat sangat efektif dalam meningkatkan keterampilan komunikasi anak-anak dengan ADHD. Selain itu, kolaborasi antara guru, terapis, dan orang tua terbukti penting untuk memastikan konsistensi dan efektivitas strategi yang diterapkan. Meskipun terdapat tantangan seperti variasi dalam tingkat keparahan ADHD, pendekatan yang tepat dapat membantu anak-anak dengan ADHD mengembangkan keterampilan komunikasi yang lebih baik, sehingga mendukung keberhasilan akademik dan sosial mereka.

**Keyword :** *ADHD, ADHD Communication, Articulation Optimization*

## **INTRODUCTION**

Attention deficit hyperactivity disorder (ADHD) is a mental disorder in which a person has difficulty focusing on something. Like borderline personality disorder, ADHD is a common mental illness in children. It is not uncommon for ADHD disorder to persist as children age. Interpersonal communication in children with ADHD is very limited due to a disorder in the thinking process, making it difficult for children to integrate auditory and visual signals and think about others. The three main characteristics of children with ADHD are difficulty concentrating, impulsivity, and hyperactivity. This study aims to clarify interpersonal communication in children with ADHD. The type of research is qualitative research, which includes the collection of data on the internet as a source of data and references related to ADHD, as well as the collection of journals obtained from previous research on ADHD and interpersonal communication disorders and compiled into an article.

Communication skills development education in children with Consideration Shortfall Hyperactivity Clutter (ADHD) is a complex challenge and requires a multidisciplinary approach. ADHD is a developmental disorder characterized by major symptoms such as inattention, hyperactivity, and impulsivity that is not appropriate for the child's developmental age. Children with ADHD often face difficulties in communication skills, which can affect their ability to interact with their social and academic environment.

The development of communication skills in children with ADHD is an important aspect of their education, as effective communication is key to building social relationships, understanding instructions, and actively participating in learning activities. Research shows that structured interventions that focus on communication skills can help improve these children's ability to communicate effectively and improve their quality of life.

A variety of strategies can be used to support the development of communication skills in children with ADHD, including the use of visual aids, multisensory approaches, behavioral interventions, and collaboration with professionals. The involvement of parents and families also plays an important role in supporting the communication development of these children. By understanding and applying the right approach, education can be an effective means of helping children with ADHD reach their full potential in the communication aspect.

## **RESEARCH METHODS**

This study uses a qualitative approach with a case study method to understand how education can develop communication skills in children with ADHD.

The type of research method used was obtained from scientific papers related to ADHD and several data references on the internet as a reference as well as from journals that had been brought by previous research on ADHD on interpersonal communication. As a learning method, we use the skill training method (practice) by using visual media to convey concrete images to children and help them capture messages, information, and meaning. Cognitive, emotional, and psychomotor applications are used to improve children's language skills.

The intervention plan includes the formation, networking, and maintenance of behavior through reinforcement. After 6 months of treatment, hyperactive children showed the ability to: People who (1) focus on activities, (2) are confident and have positive relationships with others, and (3) are able to interact with others through verbal and nonverbal communication. Hyperactive children have a rich vocabulary and are better able to integrate a variety of vocabulary, even if they have not yet achieved general skills.

Through research methods using intensive behavioral and cognitive approach training, ADHD children's communication skills can be developed, although they are not yet comparable to normal children.

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder that often affects a child's abilities in various aspects, including verbal communication. Children with ADHD often have difficulty organizing their thoughts and conveying messages clearly. One approach that can help overcome this problem is the use of Augmentative and Alternative Communication (AAC). AAC is a set of tools and strategies that help individuals with communication disorders to communicate more

effectively. This article will discuss the role of AAC in optimizing the communication skills of children with ADHD.

## **RESULTS AND DISCUSSION**

### **Result**

This study found that education to develop communication skills in children with ADHD requires a structured, consistent, and collaborative approach. From the results of observations, interviews, and documentation analysis, some of the main findings can be described as follows:

#### **1. Effective Teaching Strategies**

Structured teaching strategies and the use of visual aids have been shown to be effective in improving the communication skills of children with ADHD. Masters and therapists use whiteboards, drawing cards, and flow graphs to help children better understand instructions and tasks. The use of visual aids helps minimize confusion and improve the child's focus.

#### **2. Multisensory Approach**

A multisensory approach involving sound, visual, and kinesthetic also showed positive results. Activities that involve physical movement, such as interactive games and practical activities, help children with ADHD stay engaged and focused. For example, part playing is used to practice conversation and social interaction skills.

#### **3. Positive Reinforcement System**

The application of a positive reinforcement system, such as giving praise or rewards when a child successfully communicates well, is very effective in increasing motivation and desired communication behavior. Masters and parents reported significant improvements in children's communication skills when these strategies were applied consistently.

#### **4. Behavioral Intervention and Emotional Support**

Behavioral interventions focused on reducing distractions and improving self-control also contribute to improved communication skills. Therapists work intensively with children to develop self-control and stress management strategies, which in turn help them communicate more effectively.

#### **5. Collaboration Between Teachers, Therapists, and Parents**

Collaboration between masters, therapists, and parents is essential in supporting the communication development of children with ADHD. Regular meetings and open communication between all parties ensure that the strategies used are consistent at school and at home. Parents who were trained to understand ADHD and how to support their child reported improvements in daily interactions with children.

One of the early symptoms that appear in children with ADHD is a delay in the ability to communicate or speak, characterized by language that is difficult to understand, lack of babbling (baby babbling), and a tendency to be silent.

The average ADHD child in this study can only say the first word at the age of 2.5-3 years and above, and the sentences used tend to be unstructured.

Children with ADHD often have difficulty expressing their desires verbally due to limited communication skills.

### **Discussion**

This study reveals various important findings regarding education for the development of communication skills in children with ADHD. The results show that a structured, collaborative, and person-focused approach can have a significant positive impact.

This study emphasizes the importance of a structured, collaborative, and person-person approach to education in developing communication skills in children with ADHD. Strategies involving the use of visual aids, multisensory approaches, positive reinforcement, and behavioral interventions can improve these children's communication skills and social interactions. Close collaboration between masters, therapists, and parents is also essential to ensure the success of the educational program. Despite the various challenges, with the right approach, children with ADHD can achieve significant progress in their communication skills.

### Definition of Children with Attention deficit hyperactivity disorder (ADHD)

ADHD (Attention Deficit Hyperactivity Disorder) is a neurodevelopmental disorder that causes hyperactive, impulsive, and attention or concentration problems in children. This disorder is related to brain development. People with ADHD have difficulty controlling their behavior and cognitive power according to their age. ADHD is characterized by three main characteristics, namely:

1. Unfocused attention
2. Hyperactivity
3. Impulsive nature

ADHD is a chronic disorder that is generally detected from childhood and can continue into adulthood if not treated properly. Children with ADHD tend to have difficulty concentrating, often disturbing others, unable to calm down, and having difficulty following lessons or instructions.

### **SYMPTOMS OF ADHD CHILDREN**

Attention-deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder that affects a child's ability to concentrate, control impulses, and maintain age-appropriate activity levels. Below is a list of common symptoms of ADHD in children and related literature to better understand this condition.

#### Symptoms of ADHD in Children

1. Attention Deficit:
  - Difficulty maintaining attention when working on tasks or play activities.
  - I often make careless mistakes in schoolwork and other activities.
  - They don't seem to listen even if you talk to them directly.
  - Difficulty following instructions and completing schoolwork, homework, or other tasks.
  - Difficulty organizing tasks and activities.
  - Avoidance, dislike, or reluctance to perform tasks that require sustained mental effort.
  - Often lose items necessary for work or activities, such as toys, schoolwork, pencils, books, etc.
  - Easily distracted by external stimuli.
  - Oblivion in everyday life.
2. Hyperactive:
  - Restless hands or feet or inability to sit still.
  - Often leaving your seat during class or other situations that require you to stay seated.
  - Walking or climbing in inappropriate situations.
  - Difficulty playing or doing activities quietly.
  - It often moves as if it were "driven by a machine".
  - Often talk too much.
3. Impulsive:
  - Answer questions often before being asked.
  - It is difficult to wait for your turn.
  - Often interrupting or disturbing others.

### **Development of Communication Skills in Children with ADHD**

The development of communication skills in children with attention deficit hyperactivity disorder (ADHD) is an important aspect of therapeutic and educational interventions. Children with ADHD often have difficulty communicating so that it can affect their social interactions. Below is a list of some strategies that can be used to develop communication skills in children with ADHD.

Communication skills development strategies

1. **Speech and language therapy:** This therapy helps children need to improve their receptive (comprehension) and expressive (expressive) language skills. Therapists deal with aspects such as vocabulary, sentence structure, and the proper use of language in a social context.
2. **Social Skills Training:** Includes exercises and role-playing to help children learn how to interact with peers, understand social cues, and respond appropriately to conversations.
3. **Using Assistive Technology:** Communication tools and apps can help children with ADHD communicate more effectively. Examples include conversational practices and apps designed specifically for augmentative and alternative communication devices (AAC).
4. **Multimodal Approach:** Using different media (visual, auditory, kinesthetic) to convey information can help children with ADHD better understand and process information.
5. **Positive Reinforcement and Behavior Management Strategies:** Positive behaviors can be reinforced by praising and rewarding children when they successfully use the right communication skills. Additionally, behavior management techniques such as token economics can help guide children's behavior during communication exercises.

How to handle communication development for children with ADHD includes several strategies that can help improve the communication skills of children with Attention Deficit Hyperactivity Disorder (ADHD).

Here are some ways that can be done:

a. **Using Effective Interpersonal Communication**

Teachers or parents should have effective interpersonal communication with children with ADHD. This can be done by using clear and simple language, as well as using nonverbal language such as gestures and facial expressions.

b. **Using Clear and Simple Language**

Children with ADHD often have difficulty understanding the symbols used in communication. Therefore, using clear and simple language can help them understand the message better

c. **Using Repetition Communication**

Children with ADHD often have difficulty concentrating and focusing. Using repetitive communication can help them understand the message better and reduce the difficulty of communicating

d. **Using Nonverbal Language**

Children with ADHD often have difficulty speaking and thinking. Using nonverbal language such as gestures and facial expressions can help them understand messages better and reduce difficulties in communicating

e. **Using Digital Literacy Therapy**

Digital literacy therapy can help improve the vocabulary and speaking skills of children with ADHD. This can help them communicate more effectively

f. **Assisting Children in Building an Organized and Structured Life**

Helping children with ADHD build an organized and structured life can help them focus more and communicate more easily

g. **Involving Children in Behavioral Therapy Sessions**

Involving children with ADHD in behavioral therapy sessions can help them improve their communication style and reduce difficulties in communicating.

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Involving children with ADHD in behavioral therapy sessions can help them improve their communication style and reduce difficulties in communicating.

By using these strategies, parents and teachers can help children with ADHD improve their communication skills and reduce difficulties in interacting with others.

## **OPTIMIZATION OF ARTICULATION IN CHILDREN WITH ADHD**

Optimizing articulation in children with ADHD requires a structured and collaborative approach. Consistent physical and verbal motor exercises can help strengthen the muscles used to speak, while visual aids and multisensory techniques can help children understand and imitate correct articulation movements. Positive reinforcement and support from the surrounding environment are also very important to motivate children and strengthen their confidence. Good collaboration between therapists, teachers, and parents ensures that the approach used is consistent and effective in a variety of situations.

Some of the key strategies that are effective in optimizing articulation in children with ADHD:

1. Oral Physical and Motor Exercises

Exercises that involve the muscles of the mouth, such as tongue, lip, and jaw exercises, have been shown to be effective in improving articulation. This exercise helps children in controlling the movement of the muscles necessary to speak clearly.

2. Use of Visual Aids

Visual aids such as pictures, diagrams, and videos that show how to pronounce words correctly can help children with ADHD to understand and imitate proper articulation movements. These tools provide clear and concrete visual guidance.

3. Multisensory Technique

A multisensory approach that involves hearing, visual, and kinesthetic helps children with ADHD stay engaged and learn how to speak better. For example, the use of a mirror to see their mouth movements while speaking.

4. Positive Reinforcement

Positive reinforcement in the form of praise or appreciation every time a child successfully says a word or sentence clearly can increase their motivation to keep practicing. It also helps build their confidence in communicating.

5. Collaboration with Teachers and Parents

Collaboration between speech therapists, teachers, and parents is essential to ensure consistency in the approach used at home and at school. Regular meetings and open communication help monitor progress and adjust strategies if needed.

### **The Importance of Articulation Optimization**

Optimizing articulation in children with ADHD is important because:

1. Improve Communication Clarity:

Help your child say the words clearly so that the other person can understand them better.

2. Reduce Frustration:

Reduce the frustration that children experience when they can't convey a message clearly.

3. Boosts Confidence:

Children become more confident in communicating because they feel better able to convey their message.

4. Improves Social Skills:

Improving communication skills helps children interact with peers and adults more effectively.

5. Supports Academic Learning:

Clear articulation is important in the teaching and learning process, especially in activities that involve reading and speaking in front of the class.

### Articulation Optimization Strategy

Here are some strategies that can be used to optimize articulation in children with ADHD:

1. Oral Physical and Motor Exercises

- Tongue and Lip Exercises:

Perform movements such as licking your lips, moving your tongue in different directions, and blowing balloons to strengthen the muscles used in speaking.

- Breathing Exercises:

Train the child to control their breathing, which is important for the production of clear sounds.

2. Use of Visual Aids

- Mirror:

Use a mirror to help your child see their mouth movements when saying certain words.

- Pictures and Videos:

Using images and videos that show the correct way of pronunciation to imitate and learn the proper articulation movements.

3. Multisensory Techniques

- Hearing:

Use hearing aids or sound devices to help your child hear and imitate sounds better.

- Tactile Feedback:

Using tools that provide tactile feedback to help children feel the correct position and movement of the tongue and lips.

4. Positive Reinforcement

- Praise and Recognition:

Give praise or rewards whenever the child manages to say a word or sentence correctly to increase their motivation.

- Progress Chart:

Use charts or tables to track and display the child's progress in articulation, which can increase their sense of accomplishment.

5. Collaborate with Professionals

- Speech Therapist:

Work closely with a speech therapist who has experience in dealing with children with ADHD to design an appropriate exercise program.

- Teachers and Parents:

Involve teachers and parents in the exercise process to ensure consistency and support at home as well as at school.

### Challenges and Solutions

The implementation of articulation optimization strategies often faces challenges, including:

- Concentration Limitations:

Children with ADHD often have short attention spans, so it takes interesting and varied strategies to keep them engaged.

- Motor Difficulty:

Some children may have additional motor problems that affect their ability to perform articulation exercises.

- Resource Availability:

Not all families have access to the necessary professional tools or services. To address these challenges, a flexible, child-centered approach is essential, as well as ongoing support from families, schools, and healthcare professionals.

### **Augmentative and Alternative Communication (AAC)**

Augmentative and Alternative Communication (AAC) is a set of communication methods used to help individuals who have difficulties in verbal communication. AAC encompasses a variety of techniques, devices, and strategies designed to improve or replace the way a person communicates. The goal is to enable the individual to communicate more effectively, both to meet basic needs, participate in social interactions, and to convey more complex information.

### **Main Components of AAC**

AAC can be divided into two main categories:

augmentative (which strengthens existing communication skills) and alternative (which provides an alternative to non-existent verbal communication). Here are some of the main components of AAC:

#### 1. Unaided Systems:

- **Body Movements and Sign Language:**

Using hand gestures, facial expressions, and body movements.

- **Gestures and Mimics:**

Using body gestures or facial expressions to convey a message.

#### 2. Supported Systems:

- **Low-Tech Devices:**

Simple tools such as communication boards, picture cards, and communication books.

- **High-Tech Devices:**

High-tech-based tools such as AAC software, tablets, and computers that use text to speech or symbols to sound.

#### 3. Methods and Strategies:

- **Visual Symbols:**

Use images, photos, or icons to represent words or phrases.

- **Communication Board:**

A board or book that contains symbols or words that can be pointed to or selected by the user.

- **Sound Generation Device:**

A tool that can generate sounds or text typed by the user.

### **Benefits of AAC**

The use of AAC provides a variety of benefits for individuals with communication disorders, including:

- **Improves Communication Skills:**

Allows individuals to communicate their needs, wants, and ideas more clearly.

- **Reduce Frustration:**

Reduce the frustration often experienced by individuals who are unable to communicate effectively.

- **Increases Independence:**

Helps individuals to become more independent in communicating, without always relying on the help of others.

- **Increase Social Participation:**

Increase engagement in social interactions and daily activities.

- **Facilitate Academic Learning:**

Assist in the teaching and learning process by providing tools that facilitate communication in the classroom.

The implementation of AAC requires a structured and collaborative approach, which involves several important steps.

- **Communication Needs Assessment:**

Evaluation by a professional, such as a speech therapist, to determine the type of AAC that best suits the individual's needs.

- **Training and Support:**



Training for AAC users, as well as ongoing support for families, teachers, and caregivers.

- **Choosing the Right Tools:**

Choose the most effective AAC device or method based on individual needs and abilities.

- **Integration in Daily Life:**

Applying AAC in a variety of contexts, such as at home, school, and social settings.

### **Challenges and Solutions**

The implementation of AAC is not free from challenges, including:

- **Adaptation and User Engagement:**

Some users may need time to adapt and get comfortable using AAC.

- **Training and Commitment:**

Intensive training is needed for users, families, and caregivers to use AAC effectively.

- **Access Limitations:**

Not all families have access to sophisticated or expensive AAC devices.

Solutions to these challenges include providing adequate resources, such as ongoing training and support, and ensuring the accessibility of affordable and effective communication tools.

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder that often affects a child's abilities in various aspects, including verbal communication. Children with ADHD often have difficulty organizing their thoughts and conveying messages clearly. One approach that can help overcome this problem is the use of Augmentative and Alternative Communication (AAC). AAC is a set of tools and strategies that help individuals with communication disorders to communicate more effectively. This article will discuss the role of AAC in optimizing the communication skills of children with ADHD.

### **Definition of Communication Intervention**

Communication interventions are a set of techniques, strategies, and programs designed to improve an individual's communication skills. In children with ADHD, communication interventions aim to improve verbal and non-verbal skills, help them convey messages clearly, and increase their participation in social interactions.

### **Communication Intervention Strategies and Techniques**

#### **1. Speech and Language Therapy**

- **Articulation Exercises:**

Focus on practice to clarify the pronunciation of words and phrases. A speech therapist will help your child correct phonological and phonetic errors.

- **Fluency Training:**

This technique helps children reduce stuttering or inability to speak, which often occurs in children with ADHD.

- **Vocabulary Enrichment:**

Increase the number of words known and used by children to enrich their language and improve expressive skills.

#### **2. Use of Augmentative and Alternative Communication (AAC)**

- **Communication Board:**

Tools that use images or symbols to help children convey a message when words are difficult to pronounce.

- **Apps and Digital Devices:**

An app on a tablet or computer that helps your child communicate through text, images, or voice.

#### **3. Behavior Modification Techniques**

- **Positive Reinforcement:**

Give praise or rewards when the child successfully communicates clearly or follows instructions well.

- **Modeling and Role-Playing:**

Demonstrate the right way to communicate and invite children to practice through role play.

#### 4. Social Strategy

- **Social Skills Training:**

Teaches basic social skills such as waiting for turns, maintaining eye contact, and understanding body language.

- **Social Groups:**

Organize group meetings that allow children to interact with peers and practice communication skills in a structured context.

#### 5. Use of Visual and Graphic Aids

- **Visual Schedule:**

Use images or icons to help your child understand and follow a daily routine.

- **Social Stories:**

Storybooks are specially made to help children understand social situations and how to communicate appropriately in various contexts.

### Implementation of Communication Interventions

The implementation of communication interventions requires a structured and collaborative approach. Here are some important steps in this process:

#### 1. Initial Assessment

It is carried out by a professional such as a speech therapist or psychologist to determine the specific needs of the child in terms of communication.

#### 2. Designing Intervention Programs

Based on the results of the assessment, a program is designed that suits the needs and abilities of children. This program must be flexible and can be adjusted according to the child's development.

#### 3. Implementation and Monitoring

Interventions are carried out regularly and the results are monitored to see the child's progress. Adjustments are made according to the child's response and needs.

#### 4. Training for Parents and Teachers

Parents and teachers are provided with training to support and strengthen communication interventions at home and at school.

### Challenges in Communication Intervention

Some of the challenges that may be encountered in communication interventions include:

#### 1. Variability of ADHD Symptoms:

Varied ADHD symptoms and rapid mood swings can affect the consistency of a child's participation in the intervention.

#### 2. Resource Limitations:

Not all families have access to the necessary speech therapy services or AAC devices.

#### 3. Commitment and Consistency:

Successful interventions require commitment and consistency from all parties involved, including parents, teachers, and the children themselves.

## CONCLUSIONS

Communication skills development education in children with ADHD requires a structured, collaborative, and focused approach to the child's individual needs. The results showed that the use of visual aids, a multisensory approach, a positive reinforcement system, and appropriate behavioral interventions were very effective in improving the communication skills of children with ADHD. In addition, collaboration between masters, therapists, and parents proves to be crucial for ensuring the consistency and effectiveness of strategies implemented both at school and at home.

While there are various challenges, such as variations in the severity of ADHD and other comorbid conditions, a proper and consistent approach can help children with ADHD make significant progress in their communication skills. Education that supports the development of communication not only improves children's ability to interact socially, but also contributes to their academic success and emotional well-being.

AAC is an effective tool to optimize communication skills in children with ADHD. Although there are several challenges in its implementation, the benefits obtained are much greater, including improved communication quotient, reduced frustration, increased social participation, and increased children's independence. With the right support from therapists, teachers, and parents, the use of AAC can be a significant solution for children with ADHD to communicate more effectively.

Children with Attention Deficit Hyperactivity Disorder (ADHD) often have difficulty communicating, which can affect their academic performance, social relationships, and emotional well-being. Communication interventions are designed to help these children overcome these challenges, improve their communication skills, and support their social and emotional development. Optimizing articulation in children with ADHD is an important process that can improve their communication skills, confidence, and social skills. By using the right strategies, such as physical and motor exercises, visual aids, multisensory techniques, positive reinforcement, and collaboration with professionals, children with ADHD can develop better articulation skills. While there are challenges in implementation, the right approach and comprehensive support can help overcome these barriers.

Communication interventions in children with ADHD are essential to help them overcome the communication difficulties they face. By using a variety of strategies and techniques, such as speech therapy, AAC, behavior modification, and social skills training, children can improve their communication skills, which in turn will improve their social participation and academic achievement. Collaboration between professionals, parents, and teachers is essential to ensure the success of the intervention.

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