

SYSTEMATIC LITERATURE REVIEW ASSESSMENT WRITING PROCESS FOR ADHD CHILDREN

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Abstract

This research aims to find out what the process of writing a writing assessment is like for children with ADHD. The research method was carried out by means of a systematic literature review and was carried out by collecting several sources regarding the topic discussed. This process involves planning and data stages which then produce a research framework, identifying research gaps, and answering research questions. The purpose of the writing assessment is to identify strengths and weaknesses in the child's writing skills, assess the child's ability to organize ideas and information, understand how the child manages time and instructions in writing assignments, provide constructive feedback for further development.

Keywords: ADHD, assessment of ADHD, writing assessment

INTRODUCTION

Children are God's gift and must be cared for well so that they can go through every phase of growth and development in their lives. The golden period (0-3 years) is a period where children experience rapid growth and development (Aisyah, 2008). This shows that if children are given a lot of stimulation and training to develop themselves as a whole, their cognitive, motor and affective development can be achieved optimally, which will support the child's development in the future. This can of course be achieved if the child grows and develops normally, meaning there are no physical, psychological or behavioral disorders experienced by the child.

One of the disorders that can hinder a child's development process is behavioral disorders. One that often occurs in early childhood and school age is Attention Deficit Hyperactivity Disorder (ADHD), which is a persistent pattern of inability to concentrate accompanied by hyperactivity and impulsivity. These symptoms can be noticed before the age of 7 years and can

occur in various situations such as at home, school, play, or other social situations (Baihaqi and Sugiarnin, 2006).

ADHD is the abbreviation for Attention Deficit Hyperactivity Disorder. It describes children who have three main problems: overactive behavior (hyperactivity), impulsive behavior, and difficulty paying attention or concentrating. Because of their hyperactivity and impulsiveness, children with ADHD often have difficulty being accepted at school and often have problems getting along with their peers. These difficulties may continue as they grow. If they don't get appropriate help, these difficulties can continue into adulthood. Some children who experience concentration or attention problems are not always hyperactive or impulsive. These children are described as having Attention Deficit Disorder (ADD). ADD is often easier to treat than ADHD because children with ADD tend to be quiet and daydreaming, so they are not disruptive.

ADHD (Attention Deficit Hyperactivity Disorder) is a mental disorder that makes it difficult for children to concentrate and tends to act impulsively and hyperactively. ADHD symptoms make it difficult for children to focus on one activity at a time and can be experienced by children, teenagers and adults. ADHD is divided into three types: predominantly hyperactive-impulsive, predominantly inattentive, and a combination of hyperactive-impulsive and inattentive.

National data on the prevalence of ADHD in Indonesia is not yet available due to the lack of related research. According to Judarwanto (2009), the prevalence of ADHD is estimated at around 3-10%, in the United States around 3-7%, while in Germany, Canada and New Zealand it ranges from 5-10%. The Diagnosis and Statistics Manual (DSM IV) states that the prevalence of ADHD in school-aged children is around 3-5%. Research by Saputro (2001) in an elementary school in Turi District, Sleman Regency, Yogyakarta found that the prevalence of ADHD was 9.5%. Meanwhile, according to Kiswarjanu (in Rohmah, 2009), the prevalence of ADHD in Yogyakarta Municipality is 0.39%, with 39 cases found from 10,574 students.

Saputro (2009) states that children with hyperactivity often have difficulty establishing interpersonal relationships with other people, including parents, peers and the surrounding environment. The environment often gives a negative stigma because hyperactive children find it difficult to obey instructions. This difficulty stems from the child's inability to control himself in various situations. Parents and teachers often do not fully see the behavior of hyperactive children, so children are scolded and given negative labels.

Apart from problems in the social environment, hyperactive children also experience learning difficulties. Learning failure in hyperactive children is caused by difficulty controlling themselves. Emotional urges such as not being able to sit still, running or climbing excessively, talking constantly, and disturbing friends in class hinder the learning process. As a result, children are shunned by their friends. Hyperactivity disorder is usually accompanied by impulsivity, which is characterized by impatient behavior, interrupting conversations, and answering before questions are finished. Hyperactive and impulsive children often do not have good self-control, so they find it difficult to control themselves. Hyperactive and impulsive children's emotions fluctuate, which causes them to often be reprimanded, scolded or punished.

Assessment, or what is often referred to as assessment, is a process that involves planning, collecting data, and providing the information needed to assist in decision making. The internal assessment carried out by the teacher aims to evaluate the extent to which children have achieved the specified competencies during the learning process and afterwards. Teachers assess children's learning outcomes to monitor children's development, progress and learning achievements in accordance with their individual potential and the expectations that have been set. Apart from that, assessment also aims to provide feedback to teachers so that they can improve planning and implementation of learning. It is important to emphasize that assessment must be carried out continuously, continuously, and focused on learning processes and outcomes.

Assessment is an assessment and evaluation process used to measure student performance in achieving learning goals. The purpose of assessment is to monitor the progress of the learning process, ensure achievement of learning objectives, obtain feedback for improvement, and support institutional accountability. Assessment can be carried out through exams or assignments, and consists of two types: formative assessment and summative assessment. Formative assessments aim to monitor student progress and provide feedback that can be used to improve the learning process. Formative assessments are carried out in the middle or end of the learning process and focus on the development of student competencies rather than the final results. The main goal is to increase students' awareness that the learning process is more important than the final result.

Summative assessment aims to ensure that the overall learning objectives have been achieved. Summative assessments are carried out at the end of the learning process, such as at the end of the semester, the end of the school year, or the end of the level. This assessment can influence student report cards and determine the continuation of the student's learning process to the next class or level.

Children with ADHD need assessment, both individually and communally, to receive education and treatment that fulfills their rights. The learning process for children with ADHD has a different level of complexity compared to normal children. According to Saptono (2009, in Tri, et al: 2013), ADHD results in suboptimal learning achievement, even at the elementary education level, these children often show low academic and psychomotor performance.

Handling or management of children with ADHD must be carried out with concrete, systematic, strategic and collaborative efforts between learning activities to achieve the expected results. The effectiveness of programs for children with ADHD depends greatly on parents, teachers, therapists, and observers who care about the children's welfare. This concern can be realized through the formulation of appropriate treatment programs, because according to Hargreaves (1982), many institutions pay little attention to students, especially in the aspect of dignity or low self-esteem. This can cause children to refuse the school process, therapy, or other treatment, which can ultimately lead to the decision to leave school or drop out. To overcome this, it is necessary to formulate appropriate treatment needs for ADHD children.

METHOD

The research method uses a systematic literature review method and is carried out by collecting several sources regarding the topic discussed. This process involves planning and data stages which then produce a research framework, identifying research gaps, and answering research questions. All information is obtained from all sources studied where the information can support or relate to the topic discussed. These sources were obtained from journals and articles relevant to the topic. Furthermore, from these sources it is found or obtained or concluded regarding related topics.

RESULTS AND DISCUSSION

In conducting an assessment of an ADHD child, the first step that needs to be taken is to understand and be guided by the characteristics or characteristics of the child. The American Psychiatric Association (APA) in DSM-IV-TR (2005) categorizes ADHD into three types, and these categories are widely used in various countries. For diagnosis, six or more symptoms of inattention must persist for at least 6 months until they reach a level that is maladaptive and inappropriate for the child's level of mental development.

In conducting an assessment of a child's development, a comprehensive evaluation of various aspects is required:

1. aspects of physical motor development, which include gross motor skills such as the ability to climb ropes or ladders, as well as fine motor skills such as pulling zippers or buttoning clothes. Apart from that, sensory organs are also assessed, which are related to the function of the child's five senses, as well as bodily health, including regular weighing and height measurements, as well as health records which can provide important information regarding the child's health development. Children's ability to be active, agile, and have good attendance records are also a concern.
2. aspects of cognitive development, including figurative knowledge such as recognizing colors and shapes, procedural knowledge such as explaining how to go, as well as temporal and spatial knowledge.
3. Moral and social aspects are also assessed, including the introduction of polite rules, interpersonal skills such as playing with friends, and emotional abilities such as compassion for others and emotional control.
4. Ability in scientific disciplines, which includes mathematics, science, social knowledge, as well as language and arts, is also an important part of assessing child development.

A. Types of ADHD

1. ADHD with characteristics *inattention* that is:

- Often unable to pay attention to details or make mistakes due to lack of attention to detail in school assignments, work, or other activities.
- Often have difficulty maintaining focus when doing assignments or playing.
- Often seems not paying attention when speaking directly.
- Often does not follow instructions and often fails to complete school assignments, daily tasks, or obligations at work, not because of oppositional behavior or difficulty understanding instructions.
- Often has difficulty organizing tasks and activities.
- Often refuses, dislikes, or is reluctant to participate in tasks that require sustained mental effort, such as schoolwork or homework.
- Often loses items needed to do tasks or other activities, such as toys, school assignments, pencils, books, or other tools.
- Often easily distracted by external stimuli.
- Often forgets in daily activities.

2. ADHD with characteristics "*hyperactive*" that is:

- Often fidgets with hands or feet, or squirms in a chair.
- Often leaves his seat in class or in situations that require sitting quietly.
- Often runs around or climbs excessively in inappropriate situations.
- Often has difficulty playing or participating in enjoyable activities quietly.
- Often moves hurriedly or continuously as if driven by a machine.
- Often talks too much.

3. ADHD with characteristics "*impulsivity*" that is:

- Often answers questions without thinking before the question is finished.
- Often has difficulty waiting your turn.
- Often interrupts or interrupts others (interrupting conversations or disrupting play).

Writing is a communication process that involves the use of symbols, letters, or characters to express thoughts, ideas, or information into a readable form. Writing activities cover a variety of forms from handwriting to digital typing, and are used in personal, academic, and professional contexts.

1. Key Aspects of Writing

- Text Production: Writing involves the production of text that has a specific meaning. This process includes word selection, sentence structure, and the use of appropriate grammar to convey the message effectively.
- Expression of Ideas: Writing is a way to express ideas, thoughts, emotions, and experiences. Through writing, someone can share perspectives, narratives, or arguments with readers.
- Communication: Writing is an important communication tool. In this context, writing can be used for various purposes, such as conveying information, providing instructions, or persuading readers.
- Structure and Organization: Writing requires the ability to organize ideas logically and coherently. Good structure helps readers understand and follow the author's train of thought.
- Creative Process: Writing often involves a creative process, where the writer uses imagination and artistic skills to create interesting and meaningful written work.

2. Writing Goals

- Information: Conveys facts, data, or knowledge to readers.
- Self-Exploration: Conveying personal feelings, reflections or experiences.
- Persuasion: Influencing readers to adopt certain views or actions
- Entertainment: Write works of fiction, poetry, or stories to entertain readers.

- Documentation: Recording events, ideas, or research results for future reference.

Writing is a very important skill in everyday life and various professions. Good writing skills can influence academic success, career, and interpersonal communication. Apart from that, writing also plays a role in developing critical, analytical and creative thinking skills.

3. The Importance of Writing Assessments for Children with ADHD:

- Identification of Individual Needs: Written assessments help in identifying the specific strengths and weaknesses of each child with ADHD. Through assessments, educators can understand where children experience difficulties, whether in grammatical aspects, sentence structure, idea organization, or other technical aspects. This understanding allows for more targeted tailoring of interventions.
- Designing Appropriate Interventions: With the information obtained from the writing assessment, interventions can be designed to suit the child's specific needs. Effective strategies include providing clear instructions, using visual aids, and providing constructive feedback. Appropriate intervention can help children develop their writing skills gradually.
- Progress Monitoring: Ongoing writing assessments allow educators and therapists to systematically monitor a child's progress. With regular monitoring, strategy adjustments can be made to ensure the child continues to experience positive development.
- Improve Academic Skills: Good writing skills are essential for academic success. Through writing assessments, children with ADHD can be helped to overcome the obstacles they face in writing, thereby improving their overall academic performance.
- Increases Self-Confidence: Difficulty in writing can reduce the self-confidence of children with ADHD. With proper assessment and intervention, children can see improvements in their writing skills, which in turn can increase their self-confidence and motivation to learn.
- Holistic Approach: Writing assessments for children with ADHD must consider holistic aspects, including the child's emotional and social condition. Writing is not just about technical skills, but also about self-expression and communication. A holistic approach can help children feel more supported and understood.

Practical Implications:

- a. For Educators: Educators need to be trained to conduct effective writing assessments and use the assessment results to design appropriate teaching strategies. Collaboration with psychologists and therapists is also important to get a comprehensive picture of the child's needs.
- b. For Therapists: Therapists can use the results of writing assessments to design intervention programs that focus more on writing skills. Multisensory approaches and the use of assistive technology can be part of an effective intervention strategy.

For Parents: Parents play an important role in supporting children with ADHD. By understanding the results of the writing assessment, parents can help their children with writing practice at home

and provide the necessary emotional support.

4. Important Factors in Writing Assessment for Children with ADHD:

- a. **Understanding Individual Needs:** Each child with ADHD has a unique needs profile. Writing assessments should begin with understanding a child's specific strengths and weaknesses, including the cognitive, emotional, and social aspects that influence their writing abilities. Comprehensive assessments allow educators and therapists to develop targeted interventions.
- b. **Use of Clear and Explicit Instructions:** Children with ADHD often have difficulty understanding and following complex or ambiguous instructions. Therefore, it is important to provide clear, concise, and concrete instructions. Structured instruction helps children understand what is expected of them in a writing assignment.
- c. **Task Structure and Organization:** Children with ADHD tend to have difficulty organizing their ideas and information. Providing a clear structure to writing assignments, such as using a writing outline or mind map, can help them organize their thoughts more effectively.
- d. **Visual Supports and Aids:** The use of visual aids such as diagrams, graphs, or digital applications can greatly assist children with ADHD in planning and organizing their writing. Visual support helps clarify ideas and makes the writing process more structured.
- e. **Time and Time Management:** Children with ADHD often need more time to complete writing assignments than their peers. Allowing extra time and introducing time management techniques can help children complete their assignments without feeling rushed or stressed.
- f. **Constructive and Positive Feedback:** Feedback is an important element in the writing assessment process. Feedback should be specific, focus on the positive aspects of the child's writing, and provide constructive suggestions for improvement. Positive feedback can increase children's motivation and self-confidence.
- g. **Flexibility in Approach:** Flexibility is key in addressing the individual needs of children with ADHD. A rigid, one-size-fits-all approach will not be effective. Educators and therapists must be prepared to adjust strategies based on the child's response and progress.
- h. **Collaboration with Parents and Other Professionals:** Collaboration with parents, psychologists, and other professionals is important to get a complete picture of the child's needs. This collaboration ensures that strategies implemented at school are consistent with interventions implemented at home or in therapy.
- i. **Supportive Learning Environment:** A learning environment that is calm, organized, and lacks distractions is very important for children with ADHD. Adjusting the physical environment of the classroom, such as providing a special area for writing, can help children focus and work more effectively.

C. . Writing Assessment Strategies for Children with ADHD:

1. **Use of Clear and Concise Instructions:** Clear and concise instructions help children with ADHD understand writing assignments better. Using concrete and easy-to-understand language can help reduce confusion and anxiety that children may feel.
2. **Providing Choices:** Providing choices in topics or writing formats can increase a child's

motivation and engagement in the writing process. It also allows children to express their personal interests and preferences, which can improve the quality of their writing.

3. **Use of Visual Supports:** The use of whiteboards, diagrams, or graphs can help children plan and organize their writing. Visual supports help clarify ideas and facilitate better understanding for children with ADHD.
4. **Providing Clear Structure:** Providing clear structure in writing assignments, including introduction, body of writing, and conclusion, helps children with ADHD organize their thoughts. A clear structure makes it easier for children to follow the train of thought and develop ideas systematically.
5. **Providing Constructive Feedback:** Positive and specific feedback helps children improve their writing skills and build self-confidence. It is important to provide feedback that considers the child's individual needs and focuses on the steps they are doing well as well as areas for improvement.
6. **Pay Attention to Time:** Allow adequate time to complete writing assignments, considering allowing for short breaks or breaks when necessary. Children with ADHD may need more time than their peers to complete writing assignments, and it is important to provide appropriate support.

A comprehensive approach to writing assessment for children with ADHD has significant practical implications. This approach allows educators, therapists, and parents to develop strategies tailored to individual children's needs, thereby increasing the effectiveness of interventions and supporting their academic development.

The purpose of the writing assessment is to identify strengths and weaknesses in the child's writing skills, assess the child's ability to organize ideas and information, understand how the child manages time and instructions in writing assignments, provide constructive feedback for further development.

1. **Assessment Steps:**

- a. **Preparation:**

- **Clear and Concise Instructions:** Before starting a writing assignment, be sure to provide clear and concise instructions. Explain the purpose of the writing assignment and the steps that need to be followed.
- **Assignment Structure:** Provide a structured assignment framework, such as a template or concept map, to help children organize their ideas

- b. **Assessment Implementation:**

Writing Assignment:

Topic: Choose a topic that is interesting to the child, for example, "Tell me about your best vacation" or "Write a story about your favorite animal."

- c. **Instructions:**

- **Pre-write:** Ask the child to make a list of ideas or a concept map for 5-10 minutes.
- **Writing a Draft:** Have kids write the first draft of their story or report in 20-30 minutes. Provide support as needed, such as answering questions or providing additional instructions.
- **Revise and Edit:** Once the first draft is complete, invite children to read

their writing again and make revisions. Help them to focus on specific aspects, such as grammar, sentence structure, and story line.

d. Execution time:

- Allow sufficient time for each stage of the writing process, taking into account breaks if necessary.

Evaluation and Feedback:

Assessment Criteria:

- a. Content: Are the ideas presented clear and coherent? Are children able to develop ideas well?
- b. Organization: Does the writing have a logical structure (introduction, body of text, conclusion)? Are the ideas well organized?
- c. Language and Grammar: Does the child use correct grammar and a variety of vocabulary? Are there any spelling or punctuation errors that interfere with understanding?
- d. Time Management: Can the child complete the assignment in the given time? Does the child need additional support in managing time?

2. Feedback:

Provide specific and constructive feedback. Focus on the positive aspects of the child's writing as well as areas that need improvement. Discuss with the child about their experiences in completing writing assignments. Ask what they find difficult and what they enjoy. Provide suggestions and strategies for further improvement, such as additional exercises or use of visual aids.

3. Follow Up:

Intervention Plan: Based on the results of the assessment, create a specific intervention plan to help the child overcome their difficulties. This may include additional tutoring sessions, use of assistive technology, or modification of in-class assignments.

If a child with ADHD is unable to carry out a given writing assessment, it is important for the teacher to understand the cause of the difficulty and adjust the approach to suit the child's needs. Here are some steps and strategies that can be implemented:

1. Identify the Cause of Difficulty

- a. Observation and Discussion: Observe the child's behavior during the writing task and discuss with the child what they find most difficult. Asking children directly can provide valuable insight.
- b. Collaboration with Professionals: Work with a psychologist, counselor, or educational specialist to get a more in-depth view of the child's problems and suggestions for intervention.

2. Adjustment and Modification of Tasks

- a. Break Tasks Into Smaller Parts: Breaking tasks into smaller, more manageable parts can make it easier for the child. For example, start with one sentence or paragraph at a time.
- b. Use of Visual Aids and Technology: Include visual aids such as concept maps, diagrams,

- or digital applications that help children plan and organize their ideas.
- c. **Relevant and Interesting Topics:** Choose topics that are relevant and interesting to children to increase motivation and engagement.
3. **Intensive Support**
 - a. **Direct Mentoring:** Provide more intensive assistance during the writing process, such as help from a teacher's assistant or special companion who can provide direct direction and emotional support.
 - b. **Assistive Technology:** Use software designed to aid writing, such as text-to-speech programs or apps that offer visual aids.
 3. **Flexible Time Management**
 - a. **Extra Time:** Allow enough extra time for children to complete their assignments without time pressure.
 - b. **Schedule Shorter Writing Sessions:** Break up writing sessions into shorter, more frequent durations to reduce fatigue and help children stay focused.
 4. **Positive Feedback and Reinforcement**
 - a. **Constructive Feedback:** Provide specific feedback, focus on the positive aspects of the child's writing, and concrete suggestions for improvement.
 - b. **Positive Reinforcement:** Use reward or recognition systems such as verbal praise, stickers, or points for the child's efforts and accomplishments.
 5. **Supportive Learning Environment**
 - a. **Minimize Distractions:** Make sure the learning environment has minimal distractions. Create a calm, organized space for children to work.
 - b. **Classroom Arrangement:** Arrange the classroom in such a way that children feel comfortable and focused.
 6. **Adjustment of Curriculum and Assessment Methods**
 - a. **Individual Adjustment:** Adjust the curriculum to meet the child's needs and abilities. This may include adjustments in how material is taught or how skills are assessed.
 - b. **Alternative Assignments:** If your child is really struggling with traditional writing assignments, consider alternative assignments that still develop similar skills, such as verbal assignments, multimedia projects, or presentations.

Example of a Practical Approach

Case: A child with ADHD has difficulty starting and completing a writing assignment about "Best Vacation Experience."

Strategy:

1. **Task Modification:**
 - **Break the Task:** Divide the task into small parts, for example: (a) write one sentence about the places visited, (b) write two sentences about favorite activities, (c) write one sentence about why this is the best holiday.
 - **Use Concept Maps:** Help children create concept maps with pictures and keywords before starting to write.
2. **Additional Support:**

- Mentoring: Provide a companion who can provide direct direction and support while writing.
 - Visual Aids: Use digital apps or whiteboards to help children plan and organize ideas.
3. Time Flexibility:
 - Extra Time: Allow extra time for each part of the assignment.
 - Short Sessions: Break up writing sessions into 10-15 minute sessions with breaks in between.
 4. Positive Feedback and Reinforcement:
 - Constructive Feedback: Provide specific feedback about what was done well and what could be improved.
 - Positive Reinforcement: Give small rewards such as praise or stickers every time the child completes part of the assignment.
 5. Supportive Environment:
 - Minimize Distractions: Make sure the child sits in a place with minimal distractions.
 - Space Arrangement: Provide a tidy desk and a quiet space.

The following is an example of an assessment designed for children with ADHD: *“Best weekend experience.”*

Task Instructions:

- a. Goal: To write about the best weekend experience you've ever had.

Format: Write a short story consisting of 3 paragraphs (beginning, middle, and end).

- b. Time: 45 minutes, with a break in the middle if needed.

Steps and Structure:

1. Brainstorming (10 minutes)

- a. Tools: Use concept maps or diagrams to help organize ideas.
- b. Instructions: Think of your best weekend experience. Write down keywords or images that represent important parts of the story.

Example:

- Place: Beach, grandma's house.
- Activities: Playing with sand, eating ice cream.
- Feeling: Happy, happy.

2. Writing the First Paragraph (10 minutes)

- a. Instructions: Write about the beginning of your experience. Explain where you are and who is with you.
- b. Example: "Last weekend, I went to the beach with my family. We arrived in the morning just as the sun was rising.

3. Writing the Second Paragraph (10 minutes)

- a. Instructions: Tell me about the main activities you do. What makes it so special?

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- b. Example: "We played with sand and made a big castle. After that, we ate really delicious chocolate ice cream."
 4. Writing the Third Paragraph (10 minutes)
 - a. Instructions: End the story with your feelings and memories about the experience.
 - b. Example: "It was a great day and I felt very happy to be able to spend time with my family at the beach."
 5. Break and Revise (5 minutes)
 - a. Instructions: Take a 5 minute break. After that, read your story again and make improvements if necessary.
 - b. Focus: Check whether each part of the story is clear and whether there are any writing errors that need to be corrected.

Feedback and Rating:

1. Rated aspect:
 - a. Order and Coherence: Does the story have a clear beginning, middle, and end?
 - b. Use of Details: Does the child use details to describe their experiences?
 - c. Clarity of Writing: Is the writing easy to understand and reads well?
2. Constructive Feedback:
 - Praise the good parts, for example, "I love how you described the taste of chocolate ice cream!"
 - Provide specific suggestions for improvement, for example, "Try adding more details about what you do after eating ice cream."

By using a clear structure and providing additional support such as concept maps and examples, teachers can help children with ADHD more easily organize and complete their writing assignments. A patient and adaptive approach is very important in supporting the development of writing skills in children with ADHD

Children with ADHD may need a more flexible and individualized approach to overcoming difficulties with writing assignments. By understanding the causes of difficulties, adapting assignments and teaching methods, and providing additional support, teachers can help children develop their writing skills more effectively. Flexibility, patience, and a holistic approach are key to supporting children with ADHD in achieving their academic potential.

The challenges faced by teachers in conducting writing assessments for children with ADHD are very complex. One of the main challenges is difficulty in maintaining the child's focus during writing sessions. Environmental distractions or internal thoughts often make it difficult for them to concentrate consistently. Apart from that, organizational and planning problems are another obstacle. Children with ADHD often have difficulty organizing their ideas logically and organizing their writing in an orderly manner. This often results in chaotic and incoherent writing. Time management is also a challenge, as children may have difficulty estimating and managing the time needed to complete tasks.

The emotional aspect also plays a role, where low motivation or performance anxiety can affect their performance in writing. Teachers must also face the difficulties of providing clear, structured instruction, as well as assessing writing skills fairly, ensuring that assessments are not based solely on the end result, but also take into account the child's process and effort. By understanding these challenges, teachers can develop more effective strategies to help children with ADHD improve their writing skills.

Intensive assistance during the writing process and providing constructive feedback and

positive reinforcement can also increase children's motivation and involvement. Adapting curriculum and assessment methods to meet a child's individual needs, as well as considering alternative assignments that still develop writing skills, are also useful steps. By implementing a holistic and flexible approach, teachers can help children with ADHD develop their writing skills more effectively.

CONCLUSION

ADHD is the abbreviation for Attention Deficit Hyperactivity Disorder. It describes children who have three main problems: overactive behavior (hyperactivity), impulsive behavior, and difficulty paying attention or concentrating. Because of their hyperactivity and impulsiveness, children with ADHD often have difficulty being accepted at school and often have problems getting along with their peers.

Assessment is an assessment and evaluation process used to measure student performance in achieving learning goals. The purpose of assessment is to monitor the progress of the learning process, ensure achievement of learning objectives, obtain feedback for improvement, and support institutional accountability.

Children with ADHD may need a more flexible and individualized approach to overcoming difficulties with writing assignments. By understanding the causes of difficulties, adapting assignments and teaching methods, and providing additional support, teachers can help children develop their writing skills more effectively. Flexibility, patience, and a holistic approach are key to supporting children with ADHD in achieving their academic potential.

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