CAREER DEVELOPMENT OF ART VOCATIONAL ADHD CHILDREN

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is often associated with academic problems, yet many individuals with this condition have a strong aptitude and interest in the arts. Nonetheless, ADHD-related challenges such as difficulty maintaining focus, managing impulses and emotions can become barriers to the development of a vocational arts career if not addressed appropriately. This article explores strategies and approaches to help individuals with ADHD develop careers in the field. Key to this is early identification of ADHD and timely intervention through comprehensive evaluations by professionals, as well as the implementation of interventions such as cognitive behavioral therapy, self-management training, and medication if needed. Interventions should be tailored to individual needs, such as time management strategies to overcome difficulties maintaining focus or relaxation techniques to manage emotions. Support from the surrounding environment, especially family, teachers and health professionals, is also very important in facilitating skill development and self-management. In addition, there are specific skills training programs and resources to support ADHD individuals in pursuing vocational arts careers. With better understanding and an inclusive environment, individuals with ADHD can develop their talents in the arts to their full potential.

Keywords: Arts; Career; Development; Vocational.

INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder that affects the way individuals concentrate, control impulses, and manage activities. Although ADHD is often associated with problems in academics, many individuals with ADHD have strong talents and interests in the arts. However, the challenges associated with ADHD can become barriers to career development in the arts if not addressed appropriately.

One of the main characteristics of ADHD is difficulty in maintaining focus and concentration for long periods of time. This can be a challenge for individuals with ADHD who want to pursue a career in the arts, which often requires dedication and perseverance in developing skills and completing creative projects. However, many individuals with ADHD have the ability to think divergently and see different perspectives, which can be a great asset in art fields that value creativity and out-of-the-box thinking.

Additionally, some individuals with ADHD may have difficulty in managing impulses and emotions, which can affect interpersonal relationships and collaboration with others. This can be challenging in an art field that often involves working with other artists, clients, or other stakeholders. However, with effective self-management strategies and support from an understanding environment, individuals with ADHD can learn to better manage their impulses and emotions.

While ADHD may bring certain challenges, many individuals with this condition have found success in the arts. Some famous artists, such as painter Jackson Pollock and musician Justin Timberlake, are thought to have ADHD. This suggests that with the right self-management strategies, support, and a personalized approach, individuals with ADHD can overcome challenges and achieve success in their art careers.

In this article, we will explore different strategies and approaches to help individuals with ADHD develop careers in the vocational arts. We will discuss the importance of early identification and appropriate intervention,

as well as the critical role of family, teacher, and health professional support in facilitating skill development and self-management. We will also highlight some of the programs and resources available to support individuals with ADHD in pursuing careers in the arts.

METHODS

The data collection method in this study includes secondary data collection or literature review and is obtained from previous research and other relevant sources and reviews the overall information obtained.

DISCUSSION RESULTS

RESULTS

One of the keys to success in developing a career in vocational arts for individuals with ADHD is early identification and timely intervention. The earlier ADHD is identified, the sooner the individual can receive the necessary support and strategies to overcome the associated challenges. This identification process involves a comprehensive evaluation by a trained mental health professional, such as a psychologist or child psychiatrist.

Once a diagnosis of ADHD is established, it is imperative to implement appropriate interventions immediately. These may include cognitive behavioral therapy, self-management training, and in some cases, pharmacological treatment. The main goal of these interventions is to help individuals with ADHD develop self-regulation skills, improve focus and concentration, and better manage impulses and emotions.

In the context of vocational arts, interventions tailored to individual needs are essential. For example, for individuals who have difficulty in maintaining focus over long periods of time, time management strategies and breaking tasks into smaller parts can be helpful. For individuals who have difficulty in managing emotions, relaxation and stress management techniques can be taught.

Family, Teacher and Health Professional Support

In addition to early identification and timely intervention, support from the surrounding environment is also very important in helping individuals with ADHD develop careers in the vocational arts. Families, teachers and health professionals play a key role in providing the necessary support and guidance.

Families can provide invaluable emotional support and help create a stable and structured environment at home. They can also help advocate for the needs of individuals with ADHD at school or work, and encourage their interests and talents in the arts.

Art teachers and instructors have an important role to play in facilitating the learning and development of art skills for individuals with ADHD. They can customize teaching methods, provide constructive feedback, and create a conducive learning environment. Collaboration between teachers and health professionals can also help in identifying appropriate strategies and accommodations for each individual.

Mental health professionals, such as psychologists or therapists, can provide ongoing support and guidance in managing ADHD symptoms and developing self-management skills. They can also work closely with individuals, families and teachers to ensure that intervention strategies are applied consistently across different environments.

Supporting Programs and Resources

Several programs and resources have been developed specifically to support individuals with ADHD in pursuing careers in the vocational arts. One example is a skills training program designed to improve self-regulation, time management, and social skills required in vocational arts settings.

There are also organizations and online communities that provide support, information and resources for individuals with ADHD interested in the arts. They can be a place to share experiences, get advice from peers, and access career opportunities or collaboration opportunities in the arts.

DISCUSSION

Career Development

Etymologically, development comes from the word development, which means a process, method, activity or joint activity carried out by residents of an area to meet their needs. 20 At the same time, according to KBBI, it means a process, which raises something and has benefits. through training and skills. Meanwhile, according to Malayu Hasibuan, development is an effort to improve the technical, theoretical, conceptual and moral skills of employees according to job needs through education and training. 22 So it can be concluded that development is the process of achieving good results with the help of good education and training.

A career is a person's work history or series of assignments over the course of his or her working career. A career is a series of promotions or transfers to positions of greater responsibility or to better positions in the hierarchy of work relationships during a person's working life. According to Rachman (2009), a career is a series of work-related activities and behaviors as well as attitudes, values and ideals related throughout a person's life. Career contains two main focuses, namely: internal focus and external focus. The internal focus refers to how a person views his or her career. At the same time, the external focus actually directs the employee to the tasks of the job. In pursuing a career, in order for employees to In order to improve their performance which has an impact on the company, various additional training is given which is called career development.

Every employee is looking forward to a better career, because through this development he/she gets better rights than before, both material and immaterial; increased income, increased facilities, compensation etc. However, intangible rights for example; pride, joy, etc. However, intangible rights for example; pride, joy, etc. According to Moekijat (2008), career development is a situation that shows an increase in one's position in the company. According to Mondy (2008), career development is a formal approach used by companies to ensure that people with the right qualifications and experience are available when they are needed.Based on the above understanding, it can be concluded that the definition of career development is a career development activity for an employee in a company who has responsibilities where the purpose of career development is to expand the skills and quality of the number of employees and the achievement of company goals.Various activities offered by the company to employees to achieve career goals.

Gomes, (2003) Career development is a combination of future educational needs and personnel planning. From the employee's point of view, career development provides an overview of future career paths in the organization and shows the organization's long-term interest in employees. Career development gives the organization a guarantee that there will be employees for vacant positions in the future.Notoatmodjo, (2009) Self-development of employees of an organization or workplace is synonymous with career development. Because a career is all the work done by a person (employee) during his work period, which provides continuity, regularity, and value for a person or employee in his life. In general, a person's career journey is grouped into 4 stages, namely exploration, consolidation, maintenance and decline.

Sutjipto in Sutrisno, (2009) Career development always refers to career preparation, which is a set of positions / positions that can be used to move employees from the lowest level to the highest level of the organizational structure. From the explanation above, it can be concluded that the purpose of career development is so that the company can manage its career and develop it properly, so that it always maintains the quality of its employees and can increase morale.Always give the best for the success and survival of the company. Siagian, (2006) Seven factors that can affect an employee's career, for example:

1) Satisfactory work performance, the starting point of a person's career development is the result of his work in fulfilling the tasks entrusted to him. Without satisfactory performance, your supervisor will find it difficult to recommend an employee for a higher position or promotion in the future.

2) Presentation of others, refers to the various authorized parties who decide whether a person is worthy of promotion, such as line managers and heads of HR departments who are aware of his/her skills and work performance.

3) Loyalty to the organization is the commitment of an employee who wants to continue working for the organization he/she works for over a long period of time.

4) Mentors and sponsors, mentors are people who provide advice or recommendations to employees for career development. Meanwhile, a sponsor is someone in the company who can create opportunities for employees to develop their careers.

5) Subordinate support is the support provided by subordinates in the form of the success of their respective superior tasks.

6) Growth opportunities are opportunities given to employees to improve their skills either through training, courses or continuing education.

7) Voluntary resignation is an employee's decision to stop working and start working for another company that offers better career opportunities.

Rivai, (2008) indicators of career development are as follows:

1) Career planning

2) Individual career development

3) Career development is supported by HR department

4) Role of feedback performance.

Career development is an effort to change or improve employee careers in various positions and other position groups. Gibson (1994:77) explains that career planning and development is the movement of individuals towards positions, jobs and leaving positions, and positions are common procedures in organizations. Career development is an activity where a person plans his career with the aim of improving himself in the future, in order to improve his life. Mondy (2008:243) states that career development is a formal approach used by organizations to ensure that people with the right qualifications and experience are available when needed. Siagian (2006:203) argues that career development means that every employee must have a clear picture of the highest level he can achieve as long as his performance is satisfactory. Simamora (2006:204) states that career management has different areas of responsibility between individuals and organizations.

Attention deficit hyperactivity (ADHD)

The DSM-IV-TR states that a person can be classified as having ADHD if they fulfill five criteria, namely persistent and recurrent symptoms of inattention and/or hyperactivity-impulsivity; symptoms of hyperactivity-impulsivity or inattention appear before the age of 7 years, although some people experience symptoms after that age; some symptoms appear persistently in two situations (e.g. at home and at school); there is clear evidence that social, academic or professional activities hinder development; ADHD symptoms do not occur in people with mental health disorders such as schizophrenia, pervasive developmental disorder, or other psychotic disorders (1).

The definition of ADHD used in various ADHD studies may differ. Depending on the literature that researchers use as a basis for research, for example, in DSM-II the disorder is called infantile hyperkinetic reaction, in DSM-III it is called attention deficit disorder, and in DSM-II-R n. It is called attention deficit disorder and hyperactivity (4). As mentioned earlier in DSM-IV-TR, these symptoms are usually seen in humans since

childhood. Children with ADHD have a significant risk of poor academic performance and this is one of the factors that concern parents and teachers (6). In addition to academic problems, children with ADHD can also experience other difficulties, such as social problems, especially in school-age children.

Children with co-occurring ADHD may experience more complex problems, which will be discussed in the next section. In addition to comorbidities, the DSM-IV-TR states that there are three types of ADHD: inattentive dominant (ADHD-PI), hyperactive-impulsive dominant (ADHD-PHI), and combined type (ADHD-C8).Each type has more specific features and characteristics, but all three have one feature in common, namely the continuous presence of certain symptoms for at least 6 months (1).Many researchers have conducted longitudinal studies examining the development of children with ADHD over several years. The longest study conducted by Weiss and his research group was 15 years (4).

It was found that in adolescence and adulthood, 2/3 of the subjects could not overcome problems related to concentration and impulse control.

Research also shows that 65% of ADHD children show ADHD symptoms as adults (9). Up to 40% of people diagnosed with ADHD in childhood and retested 10 years later have a consistent diagnosis (4).Many studies have found other abnormalities in children with ADHD, including disruptive behavior, anxiety disorders, mood disorders, and learning disabilities. All of these disorders can develop into other disorders that can lead to maladaptive behaviors in adulthood, such as disruptive behaviors that can lead to behavioral disorders when a person becomes a teenager or adult.

Adults with ADHD have three main problems in diagnosis, namely: (a) diagnosis in childhood, (b) ADHD symptoms often co-occur with other diagnoses, and (c) some ADHD symptoms have a clinical course similar to other disorders (5). Many studies on the development of children with ADHD show the presence of other disorders in adults. Many other disorders have been found to develop, such as antisocial personality disorder, conduct disorder, alcohol use disorder, and substance use disorder.

Diagnosis and Treatment

Many children with ADHD have unsatisfactory academic performance and this is a major problem in education, especially for parents and school teachers (5, 13). Talking about education is certainly related to how the brain works in remembering lessons. This has led many researchers to try various treatments to overcome brain dysfunction in ADHD children so that they can function optimally in school learning. Section 53 of the American Psychological Association, Clinical Child and Adolescent Psychology Society, established five evidence bases for the treatment of children with ADHD, namely: (a) drug use as a stimulant, (b) behavioral training for parents, (c) classroom behavioral interventions, (d) social skills training, and (e) summer care programs (14).

It has been shown that there are deficits in the cognitive work processes of ADHD children, affecting their attention and working memory, which are closely related to learning (6). ADHD children tend to be slower to give the next answer if they make a mistake in answering a question, so this also affects the learning ability of ADHD children (16). These problems have led researchers to develop different treatments for ADHD children to maximize their learning potential. A programme called Collaborative Life Skills (CLS) was developed as an intervention in the education system (13). CLS is an adaptation of a clinical intervention for ADHD-I children, and the intervention is provided continuously for 12 weeks in collaboration with teachers, and the results are assessed in daily report cards. In the implementation of this action, there must be cooperation between parents, teachers and children involved, and they have received appropriate training through group and individual training.

To maximize the impact of the intervention, reinforcement was provided in two settings, at school and at home. This programme intervention aims to change the academic achievement of ADHD children before and after the intervention. CLS scores strongly influence educational outcomes, especially academic ability. The programme prioritizes teachers and parents as helpers at school and at home. ADHD children's behavior can affect the perceptions of their teachers and peers at school, thus affecting social relationships between them (14). Play therapy is a form of intervention designed to meet the needs of children. Children can express their true selves

through play, so play therapy can help children communicate (14).Humanistic play therapy is called child-centered play therapy (CCPT). CCPT is a form of intervention for ADHD children and has been shown to reduce ADHD symptoms in children after consistent treatment over several sessions, especially in ADHD children who have comorbid conditions. One method to improve social skills in ADHD children is social storytelling, which provides short narrative stories (20-150 words) that describe specific situations (10). Information conveyed through social stories can clarify the overview of a social situation. This method is expected to overcome the cognitive and behavioral problems of ADHD children, but the results show that the presentation of social stories has no effect on the social skills of ADHD children. This is because the information conveyed cannot be received optimally due to the inappropriate selection of ADHD children's responses. This is related to working memory (WM) impairment in children with ADHD.

Closing the relationship between parents and children is one of the most important treatment goals. Medical (medication use) and behavioral interventions can change communication patterns between parents and ADHD children (15). Medications have a great influence in reducing negative parenting behaviors, while behavioral interventions can reduce negative interactions and increase positive parenting patterns. The multimodal treatment of ADHD (MTA) study applies four treatment strategies, namely medication management (MedMgt), unimodal behavioral intervention (Beh), a combination of both (Comb), and community comparison (CC) (11). MedMgt is a treatment method that uses drugs or drug therapy. Beh is a treatment method with behavioral principles. Comb is a combination of the two and CC is the comparison group.

Results showed that MedMgt and Comb significantly affected children with ADHD and comorbidities compared to Beh and CC (15).Another way to improve the quality of the relationship between parents and ADHD children is by implementing positive parenting or a more positive parenting model (7). Children with ADHD are said to have a tendency to be less obedient to parental commands and behave more negatively than their peers, thus affecting emotions and parent-child interactions (15).Previous research shows that adults with ADHD have children with ADHD and parents of children with ADHD have the same disorder. This has been shown to lead parents to apply more positive parenting models to their children, especially children with the same disorder. Parents understand ADHD so they can better understand the needs of their children with the same disorder.

Vocational

Education is an important development factor in all countries. According to the National Education System Law Number 20 Year 2003, Article 1 states: "Education is a conscious and planned effort to create an atmosphere and learning process for learners to actively develop the potential of religious spirituality and self-control. intelligence, noble character, and skills that the community needs to develop all the potential of learners in learning. "Article 4 explains that learners are members of society who aim to develop their potential through the learning process available at certain paths, levels, and types of education.

Thus, it can be concluded that education is a conscious and planned effort to create an atmosphere and learning process in such a way that students can develop and discover all their potential (talents, interests, and abilities).The word vocation comes from the Latin "Vocare" which means inviting, inviting letters, ordering (calling) or calling. According to Billet (2011: 59), "vocation is the result of people's experiences and interests, which in some way depend on the person. Limits the human capabilities required to perform the activity".Profession. is a product or service that is interesting, and it is a person's experience that makes others dependent or need it so that they are called to work. Work refers to the ability to perform an activity. The development of one's professional skills is called professional training (Sudira, 2015: 3).

A call or order or invitation associated with the word call refers to work or employment, but not all calls or orders or summons are calls. The work referred to in this case is a call or summons to perform a certain job or task. The word Call and position have a close relationship, where the call refers to the order, the position refers to the content of the order or call, namely doing work. Vocational education is education for professional life (Education for Vocational) (Sudira, 2015: 4).

Pavlova expressed her opinion on vocational education, namely: "Traditionally, direct preparation for work is the main goal of vocational education. It is planned to provide specialized reproductive education and teacher training aimed at developing an understanding of a particular profession, consisting of profession-specific skills or skills. The motivation of students will give them financial benefits in the future. Most governments of Western societies have chosen competency education as a

model of professional education (Pavlova, 2009:7).The tradition of vocational education aims to prepare graduates for employment, vocational education includes specialized training of a reproductive nature under the guidance of teachers or supervisors for the evolving needs of industry, involving specialized skills or market tricks.

The main motivation for vocational training is future economic benefits. Competency-based education was chosen as the model for professional training. Vocational education prepares an educated, highly qualified workforce that is subordinate to employers (Rojewski, 2009: 21).The terms vocational education and vocational school used in Indonesia are not found in the international literature (Sudira, 2015: 5). The term vocational training is more appropriate than vocational training. The concept of an education pathway between academic and professional is justified, as the professional pathway means a work-ready pathway. Meanwhile, the academic pathway is a more general education pathway.

According to Sudira (2015:5), vocational training is organized for at least four main purposes, namely; 1) preparation for working life includes a vision of the work you choose; 2) carrying out initial training of individuals for working life, including the ability to work independently in the chosen workplace; 3) continuous development of work skills for individuals in their working life, so that they can apply changes in work in the future; 4) providing training experiences to support the transition from one workplace to another. Based on various opinions expressed, it can be concluded that vocational education is a learning process carried out in such a way that students can develop and explore all their potential so that students are ready to work with the competencies they have in accordance with their profession.

Education in higher education, such as medical education, notary education, business education, engineering education and so on, is included in professional education as professional education. Vocational education includes all education in higher education, as long as it directs graduates to work. On the other hand, training at vocational schools, universities of applied sciences, and technical teachers still belong to low-level professional training. On the other hand, professional education only refers to education in vocational schools and universities of applied sciences.This position is certainly not in accordance with the nature of vocational education as vocational education (Sudira, 2015: 6).Vocational education has educational characteristics that can combine educational functions. Vocational education has the opportunity to develop a "whole person" theoretically and academically adequate, as well as develop the ability (competence) to work according to established qualification standards.

We see that against the background of personal preparation that still needs to be improved, choosing vocational education as a model and locomotive for the development of human resources of Indonesian society that has competitive abilities and management that is competent enough is a right decision. This condition requires vocational education to be continuously developed, and systematic work supported by national higher education development policies and institutional sustainability for the development of vocational education in Indonesia is also needed.

In implementing the development of professional education, the strategic objectives of the Ministry of Science, Technology and Higher Education (Kemenristekdikti) for the 2015-2019 period must also be revised in accordance with the problems to be solved, namely (1) improving the quality of higher education and student work; (2) improving the quality of science and technology institutions and higher education; (3) increasing the importance, quality and quantity of scientific-technical resources and higher education; (4) increasing the importance and productivity of research and development; and (5) increasing national innovation. This way of thinking is in accordance with Law no. 19 Article 20 of the National Education System (2003) states that higher education organizes vocational, bachelor, master, specialist and doctoral programmes. When referring to Article 20(3) which states that universities can organize academic, vocational, and/or vocational training programmes, it

becomes a challenge for universities to systematically participate in the development of vocational training. education system. if you prepare the equipment properly.

In addition to the insights gained from studying the definitions in the large Indonesian dictionary, the understanding and appreciation of art can often be strengthened by questions such as the purpose of art and the reasons for creating art.The answers to the above questions will vary. This is because art is created for different reasons or reasons depending on the circumstances of the person who created it. We may not get a definition of art, but we get an idea of art through what art can do.Art creates beauty. It is undeniable that art is always beautiful. Since time immemorial, people have always sought beauty.

In the beginning, people referred to nature as a measure of beauty. People tried to imitate the compositions found in nature to apply to the works of art they created. When the beauty found in nature was no longer sufficient, attempts were made to raise the level of beauty, people developed an alternative standard that was considered better than nature, a form that was considered ideal. The classical Greeks were obsessed with beauty and were very interested in mathematical formulas to find the perfect form that never existed and was known by nature. This is an example of man's attempt to develop a standard of beauty that transcends nature. However, the standard of beauty is universal, if what one group of people considers beautiful is also considered beautiful by another group of people. Perhaps not. Beauty has no universal quality.

16th-century artist Leonardo Da Vinci's work, perhaps the most famous painting in the history of Western art, has fascinated many people across generations with the beauty and mysterious smile of the Mona Lisa. But whether Monalisa's beauty is a universally accepted female beauty is probably not. Monalisa's beauty is a standard of beauty that is associated with Western cultural standards. People from other regions may not find the Mona Lisa beautiful.

Women who look like Mona Lisa would be considered strange and foreign. On the other hand, beauty standards are considered ideal in non-Western societies that prioritize sacrifice, tattoos, body painting, and jewelry because symbols of beauty and purity seem distasteful to the Western world. In principle, one art form cannot be considered better than another. Beauty belongs to the eye of the beholder.

The Art of Neighbourhood Decoration Almost everyone in his or her life has rearranged a room, office, garden or other space in order to beautify or refresh its appearance.

room, office, garden or any other space with the aim of beautifying or refreshing the look of the space. The purpose of changing or tidying up is to satisfy your desire for visual beauty. Some artworks are also created for the same reason, which is to decorate a place or room. Artworks become decorations that enhance the visual quality of a place. An example of an artwork created for that purpose can be found in Gebyok, the work of Javanese and Balinese craftsmen in Indonesia.

Art is a religious expression. Some artworks that come into contact with our lives are most likely artworks created to express religion. In fact, if we look closely, we find that most of the artworks produced in the past were intended to fulfill religious needs. In the early days of civilization, people made small statues, the size of a hand or even smaller. These sculptures were made not as decorative works, but as religious works, i.e. talismans. The small size made it easy for people to carry these amulets in nomadic cultures or move from place to place whenever they had to leave their home areas to go to areas with more resources.

The Art of Music. Music is the unity of rhythm, melody, harmony, form and style, and music itself includes not only instruments but also songs. This means that if someone is good at playing music, then he cannot be called a musician unless he understands vocal techniques. And vice versa. Rie (1999:1) art music is a work in the form of a song or composition that expresses the thoughts and feelings of its creator through the elements of music, namely rhythm, melody, harmony, form and expression.With the help of music, a person can express his feelings, although the expression of human feelings is different. Music education in the primary grades takes place gradually according to

the level of student development. Music art has several definitions, including (1) music is the sound/impression of something felt by the ear, (2) music is a work of art with several basic and supporting elements, and (3) music is everything. sound created by a group of people and performed as music. According to this definition, music is any sound that is deliberately produced by humans and performed as music. Several studies have shown that students' musical intelligence can be improved through several ways, including (1) introducing music in the classroom, (2) listening to music, (3) making musical instruments in the classroom.For each objective, the lesson ends with music, using different techniques in different ways.

The use of music in the classroom increases students' enjoyment of learning and at the same time can increase the effectiveness of achieving goals. Equally important is learning through music and/or learning through music, and learning music can provide many benefits to students' physical and mental development (Halimah 2016). Music education has a dominant role and benefit in the world of education. Art education, especially music, has historically existed throughout the world. Children's sensitivity and creativity in the field of music shows the success of education and children's achievements.

Music education includes musical skills, encourages ethical and aesthetic values, and is a means of expression and creativity for children.The paradigm shift in music education is limited to teaching musical skills and to facilitate children's learning needs to be corrected. A more appropriate paradigm in the study of music education can be corrected by redefining children's music education, starting to explore the nature of music education, the role of music, the characteristics of music education and the benefits it offers. take from music education (Respati 2015) In music education more emphasis is placed on providing experience in music, which then creates the ability to use music in everyday life. Music education is offered in schools because of its specificity, meaning and usefulness in terms of the developmental needs of learners, which is based on providing aesthetic experiences in the form of expressive/creative and valuable activities with the approach: "learning through art", "learning through art" and "learning through art".

CONCLUSION

Attention Deficit Hyperactivity Disorder (ADHD) can bring challenges to developing a career in the vocational arts, but with the right strategies and support, individuals with this condition can succeed in their field of interest. The key is early identification and timely intervention, which involves a comprehensive evaluation by a mental health professional and the application of cognitive behavioral therapy, self-management training, and pharmacological treatment if needed.

Interventions tailored to individual needs are essential, such as time management and task-solving strategies to address difficulties maintaining focus, or relaxation and stress management techniques to manage emotions. Support from the surrounding environment, especially family, teachers, and health professionals, is also crucial in facilitating skill development and self-management for individuals with ADHD.

Families can provide emotional support and a stable environment, and advocate for the individual's needs at school or work. Teachers and art instructors can adapt teaching methods, provide constructive feedback, and create a conducive learning environment. Meanwhile, mental health professionals can provide ongoing guidance in managing ADHD symptoms and developing self-management skills.

In addition, there are several programmes and resources specifically designed to support individuals with ADHD in pursuing careers in the vocational arts, such as training programmes in self-regulation, time management and social skills. Online organizations and communities can also be a place to share experiences, get advice, and access career or collaboration opportunities in the arts.

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