

# Application of Behavioral Therapy in Children that Have Attention Deficit Hyperactivity Disorder

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**Abstract:** *ADHD (attention deficit hyperactivity disorder), a disorder that occurs in children characterized by difficulty focusing on the task at hand, always moving or being unable to stay still. Children with ADHD usually have difficulty controlling their daily activities. ADHD has several sub-categories, namely the incentive predominant type, the hyperactive-impulsive predominant type and the combination type.*

**Keywords:** ADHD, children, disorder

## 1. Introduction

Attention deficit hyperactivity disorder (ADHD) consists of a pattern of not showing persistent attention and/or impulsive and hyperactive behavior, which is heavier than expected in children of similar age and developmental levels (Sadock & Sadock, 2010). The cause of ADHD is unknown. Possible factors contributing to ADHD include prenatal toxic exposure, prematurity and prenatal mechanical injury to the fetal nervous system.

Characteristics of children with this disorder are most often listed in the order of frequency, hypercativity, perceptual motor impairment, emotional lability, general coordination deficit, attention deficit short attention span, distraction, perseverance, failure to complete a task, inattention, poor concentration, impulsivity (acting before thinking, sudden shifts in activity, disorganization, skipping class), memory or thinking deficits, specific learning disabilities, hearing and speech deficits, and equivocal neurological signs and EEG irregularity.

Difficulty at school, either in learning or behavior is a common problem that often coexists with ADHD, this difficulty sometimes comes as a result of existing communication or learning disabilities or as a result of distraction or fluctuating attention, which hinders acquisition, retention and demonstration knowledge (Sadock&Sadock, 2011).

ADHD (attention deficit hyperactivity disorder) is a developmental and neurological disorder characterized by a group of problems in the form of self-control disorders, attention span problems, hyperactivity and impulsivity, which cause difficulties in behaving, thinking and controlling emotions that interfere with daily life. ADHD is divided into three subtypes, namely ADHD- predominantly inattentive type, ADHD- predominantly hyperactive-impulsive type, and ADHD- combined type (American Psychiatric Association, 2009 in Mangunsong, 2011).

Characteristics and symptoms of inattentive that often appear: (a) Easily disturbed by other stimuli (sight, sound,

movement in the environment), (b) Does not appear to be listening when spoken to directly, (c) Difficulty remembering and following directions, (d) Difficulty focusing on tasks and play activities, (e) Difficulty maintaining a level of alertness to a tedious task and not of interest, (f) Forgetful in daily activities, (g) Looks confused, easily exaggerated, (h) Difficulty starting the task and not completing the task, (i) Avoiding or disliking tasks that require a lot of mental effort (such as schoolwork or homework), (j) Difficulty paying attention to details and making careless mistakes, (k) Easily lose items that are useful for doing tasks or activities, (l) Difficulty organizing tasks and activities, (m) Procrastinating work.

Frequent characteristics and symptoms of hyperactivity: (a) Acts as if it were driven by a motor, (b) Leaving a seat in class or in other situations where he is expected to sit for a certain period of time, (c) Not being able to sit still (falling from a chair, sitting on his knees, standing at a table, etc.), (d) Very energetic, almost always on the move, (e) Running and climbing when the situation is not right, (f) Difficulty doing work or play in silence.

Frequent characteristics and symptoms of impulsivity: (a) Talkative a lot, (b) Interrupt other people, (c) Answer before the question is finished, (d) Difficulty waiting for their turn in a game or activity, (e) Breaking things, breaking things, (f) Easily bored, impatient, (g) Disturb others, (h) Making strange noises, (i) Difficult to stand in line.

In addition to problems in adaptive behavior, the inability of ADHD individuals to restrain their behavior leads them to social problems with their peers. ADHD children are not ignorant of how they should behave appropriately to others, but are unable to do it (Landau et al., 1998; Mangunsong 2011). Deficits in restraining behavior make them choose something impulsively and overreact emotionally. For example, stooping when playing, interrupting other people's conversations, paying less attention to what others are saying, providing aggressive solutions to interpersonal problems, losing patience and so on. As a result, ADHD children tend to be rejected by their peers, have very few close friends and are disliked by other children, especially those with high social status.

Children with ADHD often interfere with class activities, thus interfering with the learning process of classmates. Their impulsivity can be seen in the behavior of mentioning something or calling someone without permission, talking to classmates at inappropriate times and getting angry when faced with frustrating tasks. Over activity of children with ADHD is seen in the behavior of leaving their seats without permission, playing with inappropriate objects (for example, objects on a table that are not related to lessons), stomping their feet repeatedly and shaking chairs. Apart from learning difficulties and behavioral disorders, substance abuse is also at high risk for ADHD children (Hallahan, Kauffman, & Pullen, 2009 in Mangunsong, 2011).

According to Romadona, et al (2016) the application of guidance with behavioral therapy can improve social skills in children with ADHD. This implementation is carried out for six weeks covering aspects of cooperation, assertiveness, responsibility, empathy and social control. According to Yusri (2016), children with ADHD often show problems in various tasks that require optimal concentration and accuracy and rules. This of course also relates to low motivation attitudes and problems in the self-regulation system. In addition, children with ADHD often experience difficulties in various aspects of life, one of which is difficulty in learning which can affect learning achievement. As a result of all these things, of course, will reduce the quality of life of children both now and in the future. Yusri (2016), states that ADHD can be helped by using a behavior modification approach through behavioral counseling. There are several strategies that can be applied, namely scheduling daily routines, order and tidiness, reducing distraction, limiting choices, changing interaction styles with children, making a list of goal and reward, implementing effective discipline and shaping children in discovering their talents.

Based on the description above, the researcher will conduct research on the Application of Behavioral Therapy in Children with Attention Deficit Hyperactive Disorder. In this study, researchers will focus more on the inattentive type.

## 2. Research Methods

### Research Subjects and Sampling Techniques

In this study, the researcher took the research subject as a student. The characteristics of the subject who will be the respondents of this study are a 9 (nine) year old elementary school student he was diagnosed with what type of ADHD is inattentive type since 2017. With the characteristics of students who are easily distracted by the presence of other situations, difficulty following directions, difficulty focusing on the given task, difficulty starting the assignment and not completing the assigned task and appearing not to listen when being spoken to directly.

Data collection tools used in this study were observations and interview questions that would be asked of the student parents, teachers, principals and several teachers who taught the student. The sampling technique used in this research is qualitative with non probability sampling techniques. In this

study, the technique used was purposive sampling, the technique of sampling data sources with certain discrepancies. The research design used is a case study. This type of case study design is intended to study incentive the background of the situation, the current position and the environmental interactions of a particular social unit which is what it is.

## 3. Results and Discussion

To display positive behavior, researchers provide directions and consequences of positive behavior on the subject. The implementation of the intervention stages given to the subject for 5 (five) intervention according to chronology can be seen in the following table:

**Table 1.1: Result**

<b>Intervention 1</b>	
Behavior Before Intervention	The subject cannot complete the task well.
Intervention	Subjects accompanied in class and always reminded.
Behavior After Intervention	Feel comfortable and do the task, but not last long.
<b>Intervention 2</b>	
Behavior Before Intervention	Subjects find it difficult to follow existing rules and difficult to be patient when doing something.
Intervention	Inviting subjects to make a pencil box from ice cream sticks, with the aim of practicing concentration and training to follow the rules.
Behavior After Intervention	Subjects are able to follow several directions and commands well given. The subject looks quite patient in completing the given task.
<b>Intervention 3</b>	
Behavior Before Intervention	The subject still likes to walk around in class and teases his friends.
Intervention	Given a reward and punishment. If the subject does not walk around in class and do good things to his friends, then he will get a star in class.
Behavior After Intervention	The initial response was silent, then soon nodded his head.
<b>Intervention 4</b>	
Behavior Before Intervention	Subjects find it difficult to be patient in doing something and do not want to try alone.
Intervention	Subjects were accompanied and reminded to carry out the task until it was finished. Given rewards and punishment. Make schedule. Make a deadline for doing assignments.
Behavior After Intervention	It's been started, but it's still gradual and hasn't lasted long.
<b>Intervention 5</b>	
Behavior Before Intervention	The subject had difficulty recognizing some letters and numbers. Besides that, it is also difficult for him to avoid his desire to play.
Intervention	Researchers provide educational media, <i>reward</i> and <i>punishment</i> by inviting subjects to learn using block <i>puzzle</i> media in the form of letters and numbers provided while mentioning them.
Behavior After Intervention	Subjects are able to recognize some numbers and try to read them correctly every now and then. Subjects want to learn new things and answer the questions given.

## 4. Discussion

In this research, it can be seen that in general the interventions that have been given to subjects are successful. This can be seen from the results of the interventions that have been carried out by researchers with an increase in the attention span of subjects while working on assignments. Before being given the intervention, the subject's attention span in doing the task was only 10 minutes. After being given behavioral therapy intervention with the use of reinforcers technique and schedules of reinforcement, the subject's attention span increased by 5 minutes. Where a range of focusing subjects that were previously only 10 minutes, this time increases to 15 minutes to be able to focus while studying or doing other activities and could start to slowly quietly sit quietly while being in class.

In addition, there are other studies that prove that the use of token economy can increase attention to children with ADHD symptoms. Many interventions that can be used to treat ADHD children and behavior modification in this study (token, praise, response, cost, daily report book) prove that they can be used to solve the problems of ADHD children (Suprihatin, 2014).

According Zellawati (2011), there are several studies that show that the involvement of families and schools in treating children with ADHD or what is called psychosocial treatments can bring positive results. Research conducted by Zellawati (2011) shows that the results of implementing the caregiver skills program (CSP) can reduce incidence in children with ADHD. The results of this study are the same as the previous research, where the condition of the subject before receiving treatment had a high incidence, after receiving treatment with CSP, the results of the incidence of the subject could be reduced, which means that the subject could focus more on the learning process at school. Based on the following results, it can be concluded that the research conducted by Zellawati (2011) shows that incidence can be reduced by the caregiver skill program (CSP).

## 5. Conclusions and Suggestions

### 5.1 Conclusion

Based on the results that have been obtained and described previously, it can be concluded that the provision of intervention using behavioral counseling techniques which aims to change old or maladaptive behavior with new or adaptive behavior and the adaptive behavior is maintained. After following the intervention process, the subjects are calmer and more organized when they are working on something, are able to sit quietly for a while, begin to be able to concentrate so that when in class they can work on the assigned task.

### 5.2 Suggestion

As for the suggestions given by researchers for further research, namely for further research it is suggested that you should not only take 1 (one) participant, but increase the

number of participants to be able to compare the success of the study. In this research has been done to increase the concentration of learning and improve learning difficulties experienced by the subject, then required good cooperation between family, school and friends so that the behavior of the subjects that have been formed can be maintained. The suggestions given are as follows:

- 1) Students often practice and repeat lessons at home, practice learning concentration by playing while studying.
- 2) Parents are expected to continue guiding and assisting the subject while he is studying and also always reminding the subject to learn by inviting him to play, such as by playing puzzles or coloring.
- 3) Parents are expected to make a daily schedule together in which their activities must be followed. So that subjects are more responsible and understand their duties.
- 4) Parents provide the rules collectively and agreed upon by the subject and both parents.
- 5) Teachers are expected to cooperate with parents to determine reward and punishments to subjects so that the behavior that has been formed can survive. So that the behavior that has been formed can be better, begin to be able to be disciplined and slowly be easy to give instructions.

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