

Inattentive Behavior of Children with ADHD under Inclusive Education Program: Basis for Intervention Program

Edwin R. de los Reyes

Zamboanga State College of Marine Sciences and Technology, Philippines.

E-mail: ed.delosreyes0412@gmail.com

Abstracts: This study provides insights and knowledge about the inattentive behavior of selected students under inclusive education at Creche Integrated Studies Centre. The study's primary purpose was to develop an intervention program based on the identified inattentive behavior of pupils with ADHD. This study employed a case study. The researcher used research instruments such as a checklist and interview. Only three (3) participants from the four Inclusive Education Program programs exhibited inattentive behavior. Research findings showed that three cases have similar characteristics regarding unable to pay thorough attention to details or negligence in school tasks or other activities, having a hard time focusing on the assignment or play activities, not following through on instructions, and being unable to accomplish homework, errands, or responsibilities in the workplace. Also, Cases 1 and 3 are similar regarding failure to keep things vital for tasks or activities. Both Cases 2 and 3 are identical in easily distracted by extraneous stimuli. Therefore, three cases have an average development assessment and an adequate adaptive level. It is recommended that the Inclusive Education Program strengthen its intervention program and sustain its activities with the collaboration of the parents of ADHD students

Keywords: ADHD, special education, case study, Creche Integrated Studies Centre, Zamboanga City, Philippines.

1. INTRODUCTION

According to the United Nations Educational, Scientific, and Cultural Organization, inclusive education responds to learners' diversity by increasing attendance and decreasing rejection within and outside school (UNESCO). It is linked to all students' participation, commitment, and achievement, particularly those who are ignored or at risk of being criticized for various reasons. It plays a vital role in the leadership of the Education for All (EFA) program. "Education for All" does not imply "inclusion." Although both are expected to provide access to education, inclusion ensures that all students receive a high-quality education without discrimination, whether within or outside the school system. This necessitates a complete overhaul of the educational system. Certain groups of students are more likely to be excluded if they are omitted. Inclusion should be the guiding principle for academic protocols and curriculum, ensuring that education is accessible to all, not just the majority (Arogundade, 2019; Ghory & Ghafory, 2021; Khushik & Diemer, 2020; Sofo, Ramos, Thompson, & Pujol, 2020; Tambunan, Lubis, Saragih, Saragih, & Sembiring, 2019; Yang & Shi, 2020). Attention deficit hyperactivity disorder (ADHD) is a well-known childhood disorder that can last into adolescence and adulthood, according to the American Psychiatric Association (2012). Lack of concentration, inability to pay attention, uncontrollable behavior, and excessive activity are all symptoms. This made it difficult for an ADHD student to be accepted into a traditional school. The Individuals with Disabilities Education Act (IDEA) of 1997 provides direct assistance with comprehensive intelligence and exercises. IDEA calls for including students with exceptional needs in regular programs, evaluation practices, and the classroom, recognizing that traditional approaches lack learning outcomes for learners with special needs compared to their peers who do not have unique education labels. Teachers are called to collaborate for the benefit of all students. The Committee Report that accompanied the new law to Congress, according to Engelbretch (2010) justifies the legislators' intent: inclusion is a philosophy of acceptance and flexibility. Inclusive education aims to empower students with special needs to maximize their freedom, opportunities, possibilities, and self-fulfillment at home, school, and the larger community. Inattention is one of the most common problems in the behavior disorder Inclusive Education Program. According to Gathercole and Pickering (2000), inattention is linked to egregious school negligence. According to Carrol, Bain, and Houghton (1994), it is one of the most common childhood school dilemmas. Inattentive students often avoid certain activities and verbal or written requirements to approve alternative environmental objects or insights. As the field of special education research advances, special education teachers must continue to learn and improve their behavior management skills, particularly when dealing with their students' inattention in the classroom. This study sheds light on students' inattentive behavior in Creche Integrated Studies Centre's inclusive education program.

1.1. Framework of the Study

The Optimal Stimulation Theory of Hebb and Leuba is the foundation of this research (1995). They claim the right amount of encouragement is required to maintain attention focus and reduce feedback inconsistency (Cooley & Morris, 1990). They reveal that the brain needs stimulation to function correctly and that activity is the key to self-control stimulation. Researchers have shared information implying that humans have mastered producing stimulation through changes in attention, reflection, conversing or switching discussion topics, and pursuing social/emotional stimulation and experiences since that early notion. The study was conceived as part of Creche Integrated Studies Centre's Inclusive Education Program. Each student has their own set of behavioral patterns (Arop et al., 2020; Dos Santos, 2020; Hui, Halili, & Abdul Razak, 2021; Imamoglu, 2020; Muhammad, Othman, & Rahmat, 2019; Nouraey & Behjat, 2020; Obiunu & Rachael, 2018; Santosa, Hilmi, & Susanto, 2020). The focus of the study was on the inattentive behavior of ADHD students. The effectiveness of the current intervention was determined and examined using a case study method that included a checklist, interviews, and classroom observation. After a thorough evaluation, the researcher proposed an intervention program to assist Special Education teachers in teaching students with inattentive behavior.

1.2. Objective of the Study

The study's main goal was to create an intervention program based on the inattentive behavior of pupils with ADHD in the Creche Integrated Studies Centre's Inclusive Education program. The study's goals were to determine (1) each pupil's background, cognitive level, and adaptive skills; (2) each pupil's inattentive behaviors as observed by parents, teachers, and researchers; (3) teacher strategies and interventions; and (4) a behavioral intervention program to address inattentive behavior.

2. METHODOLOGY

2.1. Research Design

The researcher used the case study method in this study. According to Yin (2009) A case study is relevant if your study questions require a comprehensive description of some social aspect or if your study questions ask to discuss some current facts: how and why some social phenomenon works. Understanding these social phenomena is at the heart of the project. The case study's data is gathered from various sources, including direct or participant pronouncement, dialogue, depository records or documents, physical artifacts, and audiovisual aids.

2.2 Research Site

This study researched Tetuan, Zamboanga City's Creche Integrated Studies Centre. Creche Integrated Studies Centre is a private school in the municipality of Zamboanga City, province of Zamboanga Del Sur, and region IX of the Zamboanga Peninsula.

2.3 Participants

Only three (3) participants from the four Inclusive Education Program programs displayed inattentive behavior. The participants were between the ages of 9 and 12. The researcher chose the subjects based on the teachers' recommendations.

2.4 Instrumentation

The researcher used a variety of research tools, including a checklist and an interview. The following were the instruments used: The Inattentive Behavior Manifested Checklist is a self-made checklist based on the DSM-IV. It has nine (9) items. Its purpose is to detect pupils' inattentive behavior. Check each item that applies to the student to answer it. In addition, the researcher conducted an open-ended interview with SPED teachers to learn about their inattentive behavior strategies and interventions.

The researcher gathered primary data from observing ADHD students in the Creche Integrated Studies Centre's Inclusive Education Program and the teachers and parents of the students being observed. The participants' parents and teachers were formally informed of the study's purpose by the researcher. The researcher ensured that he took ethical consideration into account by obtaining permission from parents and teachers and explaining the rights and privileges of the investigation's subject. Furthermore, the researcher informed the parents and teachers of the study subjects that they had the right to withdraw at any time during data collection. As a result, before presenting the results, the researcher sought permission to allow the researcher to present in other forums or fora.

The researcher interviewed teachers in Special Education (SPED). The SPED teachers suggested three students from the Early Childhood Special Education Program. The SPED teachers provided information about the chosen participants' current cognitive level and adaptive abilities. At the same time as the researcher conducted an observation, the teachers and parents were given a checklist to fill out and return for a week. Parents were also asked to fill out questionnaires about their children's personal histories. The researcher then used an open-ended interview to gather information about SPED teachers' strategies and interventions.

Based on the checklist answers provided by parents, teachers, and researchers, this study developed the proper behavioral intervention by identifying the specific objective. This study used secondary data from books, magazines, journals, and electronic sources to develop the strategies and intervention. The resources required and the suggested time frame and evaluation were all considered when creating the Behavioral Intervention

3. RESULTS AND DISCUSSIONS

As respondents, the selected students had been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in all three cases (ADHD). They are enrolled in the Creche Integrated Studies Centre-Inclusive Education Program. They were given the Kaufman Assessment Battery for Children (K-ABC) to test their intelligence and achievement. The Vineland Adaptive Behavior Scales were used to assess their individual and social adequacy from birth to adulthood.

Case 1 is a 9-year-old boy with fair skin and a medium build. The following are some of the findings based on his development assessment: a) average hand movement; b) average number call; c) average faces and places; d) below average reading and decoding His communication skills were adequate, his daily living skills were adequate, and his socialization skills were low. His overall adaptability is satisfactory. He cannot pay close attention to details or is negligent in school tasks or other activities, has difficulty focusing on assignments or play activities, fails to follow through on instructions, and cannot complete homework, errands, or workplace responsibilities.

Case 2 is a 9-year-old girl with fair skin and a medium build. The following are some of the findings based on her developmental assessment:

1. Hand movement is above average.
2. Number recall is average.
3. Faces and places are average.
4. Reading and decoding are at the upper end.

Her communication skills were adequate, her daily living skills were sufficient, and her low socialization skills. Her overall level of adaptability is adaptable. She has trouble organizing assignments and responsibilities, and she avoids activities that require concentration because she is easily distracted by irrelevant stimuli.

Case 3 is a 12-year-old boy with dark skin and a medium build. The following are some of the findings based on his development assessment: a) average hand movement; b) average number recall; c) average faces and places; d) average reading and decoding His communication skills were adequate, his daily living skills were average, and his socialization skills were moderately low. His overall adaptability is satisfactory. Irrelevant stimuli easily perplex him, and he is forgetful in everyday tasks.

4. CONCLUSION

The researcher came to the following conclusions based on the study's findings: (1) the three subjects were diagnosed with ADHD. Their adaptive level was adequate, and their development was average. (2) Each pupil's inattentive behaviors, as observed by parents, teachers, and researchers, are most likely visible in all of the behaviors displayed. (3) Common strategies and interventions used by teachers include: (a) asking the student to repeat their schoolwork whenever they make a mistake, (b) frequently repeating their instructions with the student and working closely with the child to ensure that the child completed their schoolwork, and (c) implementing a routine regarding the task and act, such as (d) the teacher ensuring that the child's work desk is free of distractions, and (e) the teacher checking the diary daily.

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DOI: <https://doi.org/10.15379/ijmst.v10i2.1154>

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