CONTROL FOR CHILDREN WITH RISK OF ATTENTION DEFICIT HYPERACTIVITY DISORDER

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Abstract

Children with risk of Attention-deficit/hyperactivity disorder (ADHD) is the most common neurobehavioral disorder of childhood and can profoundly affect the academic achievement, well-being, and social interactions of children with risk of Attention Deficit Hyperactivity Disorder exhibit deficits on numerous experimental and neuropsychological tasks that are interpreted as difficulties in executive functions. ADHD is the most common neurobehavioral disorder of childhood and can profoundly affect the academic achievement, well-being, and social interactions of children. Reduced academic achievement is prominent among Children with risk of Attention Deficit Hyperactivity Disorder and academic problems may be obvious in the first few years of school. Failure is indicated by low achievement test scores, low school grades, being held back in grade, and placement in education classes. Executive functions are involved in planning and organizing actions and in self-regulation, inhibition of behavior, regulation of emotion, and motor control. These higher order processes are associated with the frontal areas of the brain and their connections. Teachers tend to be directive and controlling when interacting with Students.

Key words: Executive Function, Learning Experience Package, Emotional control, Children with risk of Attention Deficit Hyperactivity disorder

INTRODUCTION

Attention-deficit hyperactivity disorder (ADHD) is characterized by developmentally inappropriate attention, impulse dyscontrol and excessive activity levels (American Psychiatric Association, 1994). Recent neuropsychological studies suggest that ADHD may be a frontal lobe disorder with deficits predominantly in prefrontal-lobe mediated self-regulating and executive functions. (Batkley RA, Grodzinsky G, Du paul GIJX, 1992).

Research in the past decade has ignited great interest in the construct of self-regulation, especially as it relates to the education of young children. In particular, with the increased academic focus of many early school environments, self-regulation has been heighted as a critical component of school readiness and success. Although most children move from preschool to a more structured kindergarten classroom with relative ease, a large number of children without adequate self-regulation experience difficulty once get to kindergarten. (MacClelland, Morrison, & Holmes, 2000).

This is especially important because recent research has highlighted self-regulation as an important predictor of school readiness and academic achievement. Moreover, studies suggest that children with poor self-regulatory skills are risk for experiencing peer rejection and academic difficulties. (Sektnan, McClelland, Acock, & Morrison, 2010). Early academic skills are often cumulative, so children who fail to acquire these skills are at risk of falling behind their peers and facing achievement gaps that widen over time (Entwisle, Alexander, & Olson, 2005). Within the domain of emotion, control is generally labeled emotion regulation and is defined as the ability to inhibit, enhance, maintain, and modulate emotional arousal to accomplish one’s goals (Eisenberg et al., 1997). In a landmark paper on the nature of emotion regulation, Cole, Martin, and Dennis (2004) emphasized the
importance of providing a clear conceptual definition of emotion as being either regulating or regulated. Eisenberg and Spinrad (2004) further refined the definition of emotion regulation, as it is most commonly studied, as being regulated. Consistent with this, in the context of the present article, emotion control refers to an individual’s ability to regulate his or her own emotional reactions.

Executive functions are cognitive skills, including working memory, inhibition, and cognitive flexibility, that are involved in performing goal-directed actions (Blair & Razza, 2007). Studies suggest that executive functions are involved in a broad range of cognitive and behavioral process critical to daily functioning: defects in these skills have been implicated in developmental disabilities, learning disabilities, and behavior problems. However, the mechanisms driving the relationship between executive functions and achievement are not fully understood. One possible explanation is that strong executive functions support the performance of adaptive behaviors that contribute to learning, commonly referred to as children’s approaches to learning. The current study examined this possibility by testing relations between cognitive flexibility (one component of executive functions), approaches to learning, and academic school readiness in preschool children at risk for school failure because of disability. Children who have strong cognitive flexibility may be better able to select and activate positive approaches to learning in response to learning situations compared to children with poorer cognitive flexibility, leading to better academic school readiness.

Learning Experience Package is a set of activities organized in the form of integration activities through play. Situated in outdoor activities by the Ministry of Education has set out by the playground of Thailand to organize a series of activities to experience for the children. These activities are activities that develop thinking skills management. The emotional regulation to kids who gave children the opportunity to exercise the body out of the classroom. Children receive free expression and the development of emotion regulation in children can be in the rules work with others. Can not wait for the order Known calm when angry And flexibility was not willful.

OBJECTIVE
How to development of learning experience package for enhance executive function in emotional control for children with risk of attention deficit hyperactivity disorder.

METHODOLOGY
There are three phases that have been conducted through this research, they are:
1. Phase 1: study of context and synthesis of basis data and related documents.
2. Phase 2: Screening children with ADHD.
3. Phase 3: development of learning experience package for enhance executive function in emotional control for children with risk of attention deficit hyperactivity disorder and lesson plan and observation form for record of students’ learning. The evaluation from for expertise. This learning package is for early childhood with risk of ADHD.

RESULT
The executive function learning package to enhance learning readiness for Early childhood with ADHD consisted of 7 element: 1) concept and theory .2) Title –identifies the topic. 3) Introduction–provide a setting for the topic , 4) Content- States the problem or considerations to be dealt with. 5) Behavioral objectives-identifies what behavior is sought and at what level of proficiency. 6) Learning experiences-list suggested or required learning experiences for meeting the behavioral objectives. 7) Proficiency assessment –determines if
the behavioral objectives have been met. In Learning Experience Package instructional materials and activities, concern is commonly demonstrated for one or more of the following elements: 1) Provision for variability in societal, parental and student expectations concerning the subject matter and behaviors to be learned. 2) Provision for variability in interactions among students, between students and teachers and between students and materials. 3) Provision for variability of subject matter that most efficiently and effectively support the behaviors being sought. 4) Provision for variability in instructional settings in which interactions can take place, subject matter can be learned and behaviors can be practiced. 5) Provision for the motivational appeal of the interactions, materials and setting. Approaches to clarify the Structure of Executive Functions, Interpretation of meta-analysis is complicated by the fact that many executive task involve multiple neurocognitive processes.

Thus, it is difficult to be certain that failure on a Emotional Control, planning, working memory, or response inhibition task is really due to a weakness in the construct for which the task is named. To clarify the interpretation of different EF task, future studies should attempt to develop tasks that are better able to isolate specific parameters of interest.

This may be accomplished through careful task analysis or by developing appropriate within-task and between – task controls. However Learning Experience Package for Enhance Executive Function in Emotional Control for Children with risk of Attention Deficit Hyperactivity Disorder should implementation in next phase.

CONCLUSION

Executive dysfunction in domains such as response inhibition, emotional control, planning, vigilance and working memory plays an important role in the complex neuropsychology of special need child. Nonetheless, EF weaknesses are neither necessary nor sufficient to cause all cases of ADHD. Additional research is needed to assess the impact of diagnosis and neuropsychological heterogeneity and to clarify the relations between various EF dimensions, as well as the relations between EF and other neurocognitive and emotional motivation domains.

BIBLIOGRAPHY


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