

CHAPTER V

DISCUSSION AND CONCLUSION

This study was conducted to study problems of ADHD children toward their guardians and classroom and study the self-management strategies of guardians and teachers for helping children with ADHD. In-depth interviews were utilized to get these informations. There were 32 teachers and 19 guardians participated the present study.

5.1 Knowledge about ADHD

Average point of teacher test was 7.094 and average point of guardian test was 6.895 from total points of 12. We test whether teachers and guardians know about the treatment of ADHD. All teachers and guardians knew that the most effective ADHD treatment is the combination treatment between medication and behavior modification. Teachers and guardians didn't know the cause of ADHD because they think that it is not importance and need not to know the causes. They are more interested in knowing the treatment method than the causes of illness.

This test revealed that teachers did not know about side effect of ADHD medications and misunderstood their efficacy. Normally, guardians brought the medicine to the teacher for administering it to their children. Teachers were the important people to detect medication side effect because it could occur while children were in schools. If teacher had no knowledge about side effect, the consequences of not knowing them will be harmful to children. Guardians will not be informed from teachers therefore, their children will not get dose and times adjusted from doctors.

The result showed that guardians also did not know about side effects. Some guardians stop medication without informing doctors. The immediate ceasing of medication causes more symptoms in children. The correct way to cope with side effect was to inform doctors in order to get dose adjusted for their children. Doctors and pharmacists should provide the information about side effects and how to handle their children when the side effect occurred to all patients.

When asking about the channel of getting ADHD information, no one used an Internet search because they do not have computers or skills. Thus, Internet is not a good channel to distribute ADHD information to this sample group or those who have similar socioeconomic as this group.

5.2 Perception about the trend of children with ADHD

Some teachers felt that number of ADHD children is increasing but some felt not. This study was not designed to collect the actual number of ADHD. In the past, the information of ADHD is not widespread so we hardly identified whether children who had strange behaviors or abnormal personality were ADHD patients. Furthermore, the acceptability of the treatment may help identify more cases of ADHD. These might make we think that the trend of children with ADHD nowadays is increasing.

5.3 Symptoms and Behaviors of ADHD Children

Knowing about symptoms of ADHD is very important for teachers and guardians. If they don't have knowledge or have incorrect information, they may be unable to distinguish children with ADHD from normal children. ADHD children may not get a special care.

Teachers and guardians knew that there were a variety of ADHD symptoms and behaviors. Most of ADHD children have the same core symptoms but are different in behaviors and habits. Teachers told us about children behaviors from their experiences that if children came from broken family, they will be aggressive. On the other side, if they came from intact family, they will be good children but talkative and energetic and will not hurt their friends.

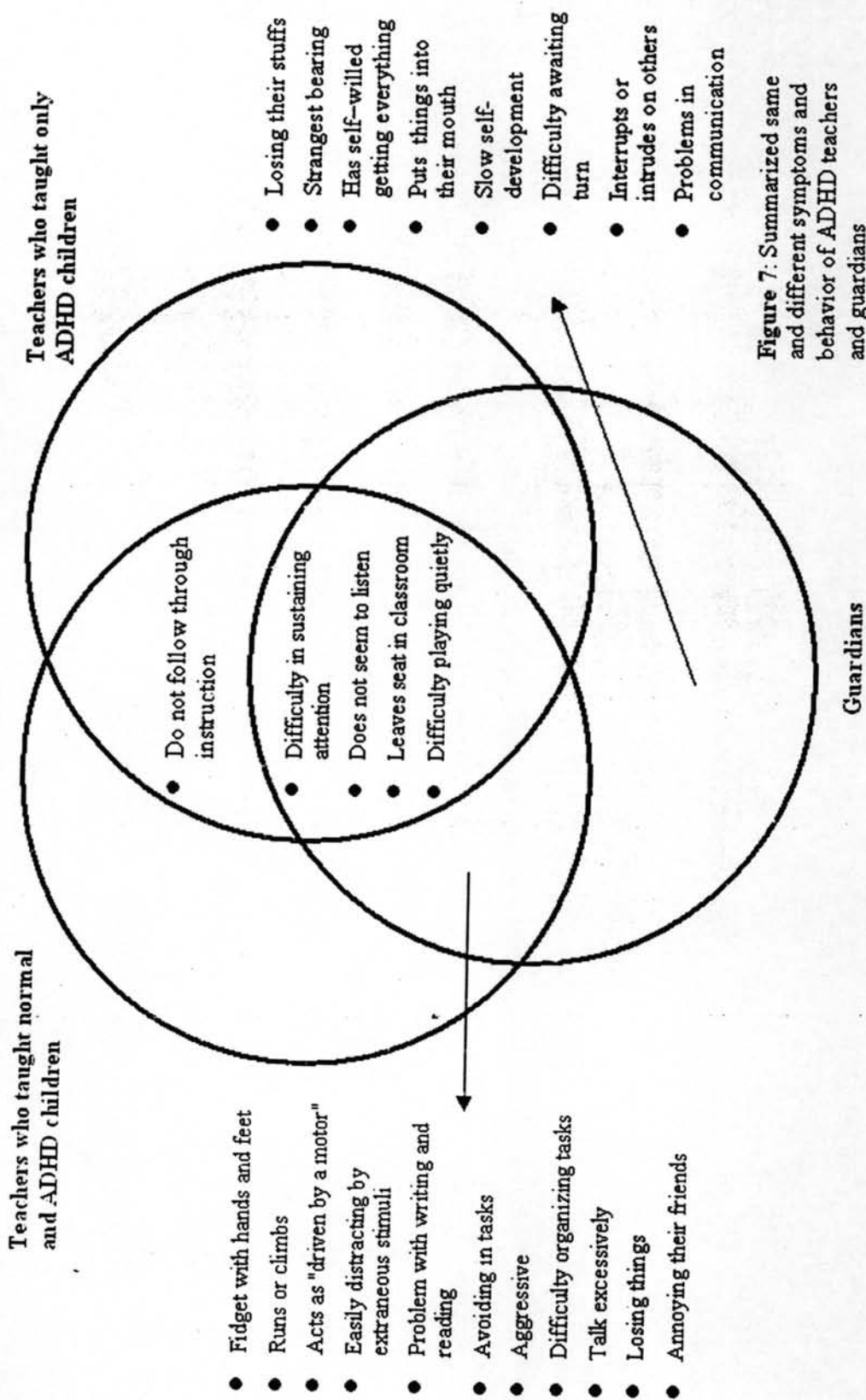


Figure 7: Summarized same and different symptoms and behavior of ADHD teachers and guardians

5.4 Punishment

Flogging method was one of the punishments that most teachers used to punish them. It may work well to stop them from doing bad behavior suddenly but it is not the best way to change their bad behavior in the long term. Teachers should tell them the reason why they were flogged. If children did not know the reasons why they were punished, they were more likely to do it again.

Timeout strategies are popular forms of behavior management in today's schools. We found that no teacher used timeout strategies with ADHD children. Actually, these strategies were very effective when child's misbehavior exists. Children who display severe aggressive behavior response especially well to this technique. We suggested that teachers should try to use timeout strategies for managing behavior problems in ADHD children.

5.5 Problem management

ADHD children always avoided their task that require sustained mental effort such as schoolwork and homework. Teachers who taught both normal and ADHD children let ADHD children copy normal children's works to solve this problem. This strategy may inappropriate because ADHD children may get used to copying other works. They will not try to do it by themselves.

In the class teacher used buddy method with ADHD children. Teachers assign normal children to be their buddy for helping them doing activities especially learning activity. Buddy method benefits both normal children and ADHD children. Not only ADHD children get improvement but also normal children learn how to help people in society.

Teachers taught some ADHD children base on their working capability, for example, teacher used 4th grade lessons to teach ADHD children even though, they were in the 6th grade. It is not reflect the real situation. When ADHD children finished primary school, but actually, their intelligent level was in the 4th grade level. It is not good to do this way. Those children should be repeated in the same class until at least they pass the examination of each level.

The figure 8 below summarized the same and different strategies for problem management in ADHD children between teachers and guardians

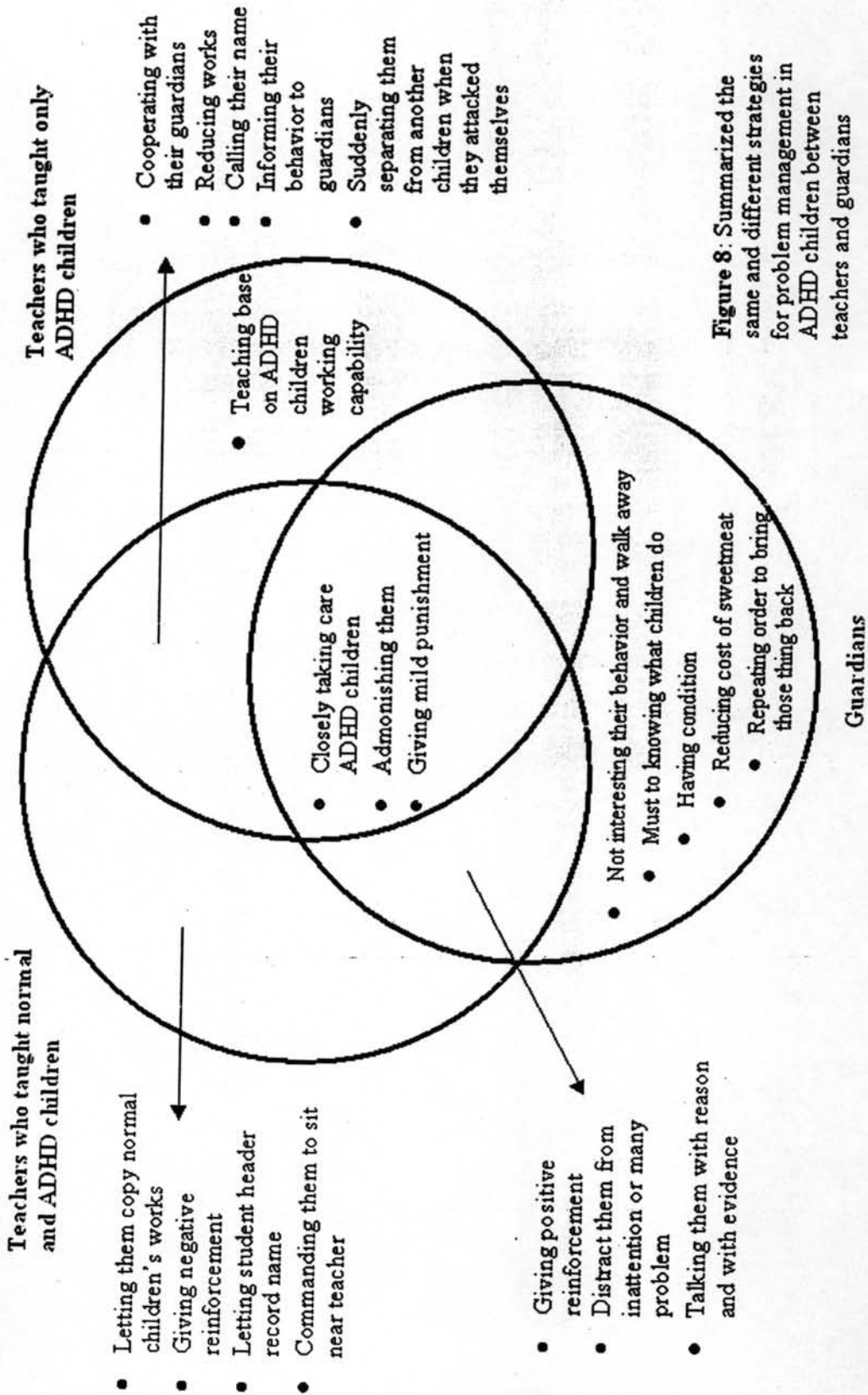


Figure 8: Summarized the same and different strategies for problem management in ADHD children between teachers and guardians

5.6 Teaching method

Special teaching techniques are required for ADHD children because they have problems in concentrating the study. ADHD children may not be able to focus the lesson in the whole study period. If teacher only taught academics without any enjoyment or motivation, it will be a tense and boring class. In order to draw their attention to the lesson, teachers sometimes had to insert some games, activities during the teaching. Some ADHD children had problems in learning mathematics because of reading problems. Some had the comprehension problems. Forcing them to learn difficult lesson was not only reduce the development of their knowledge, but also cause improper fundamental skills.

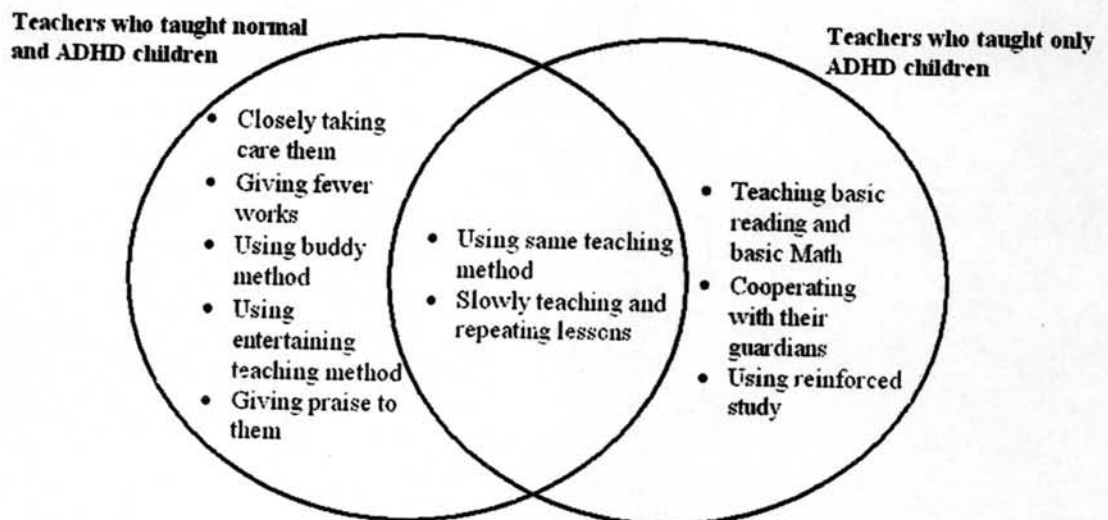


Figure 9: Concluded same and different teaching method between teachers who taught normal and ADHD children and teachers who taught only ADHD children

5.7 Education Evaluation

We found that when ADHD children had reading problem, teacher would read examination questions and marked the answer sheet for them. This method can help teacher evaluate whether ADHD children know about the content of knowledge even though they can not read the examination question. If teachers did not use this method, they may misunderstand that ADHD children can not comprehend the contents of the knowledge. Actually, they can comprehend but they can not read. Teachers should train their reading and writing skill after school time.

In mixed class, teachers provided more time for ADHD children to do the same test with normal students. Providing more time can help them finish the test but sometimes it made them feel inferior.

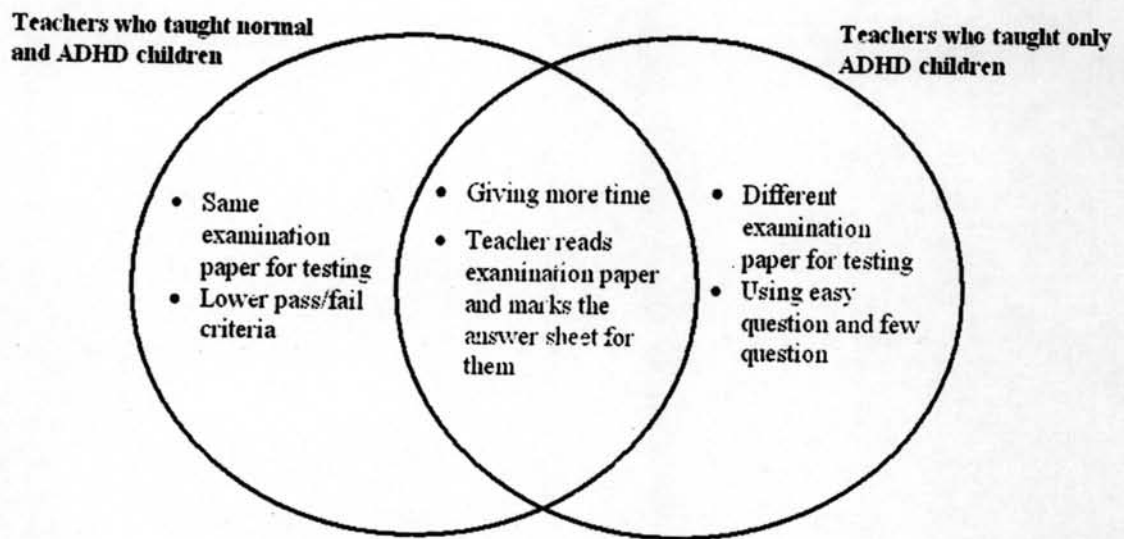


Figure 10: Concluded same and different education evaluation between teachers who taught normal and ADHD children and teachers who taught only ADHD children

5.8 Quality of life

Guardians told us that their quality of life were decreased since they knew that their children had ADHD. The guardian stress and emotional displays may affected psychological health in children. Doctors should concern not only the ADHD children but also their guardian minds.

Teachers also had lower quality of life after they taught ADHD children than before. Training teacher for coping their stress problem should be concerned. Teachers who were responsible for ADHD children should get more compensation in order to reward teachers for handling these burdens.

5.9 General strategies

Teachers who taught only ADHD children had never used bad word to call them while some teachers and guardians call them "stupid". Calling them "stupid" make children and guardians feel discouraged. In caring ADHD children, people around them should be aware their words.

In mixed classroom, teachers assigned an important task to ADHD children. Giving responsibility and practical assignments to them was a good strategy because it made children felt proud of themselves, wanted to come to school and did not cause more problems. It is interesting that other teachers should try it on their ADHD children.

Guardians had always observed their children behavior to detect whether they develop more new strange behavior. Detecting ADHD behavior in an early stage of disease can cure ADHD children more effective than in the late stage. From the interviewing, no teachers informed that they had always observed children new strange behaviors. Children spent 7 hours in school, therefor, teacher had more opportunity to detect abnormality in children. We suggest that should help detecting abnormal behavior and informing their guardians so that children can get treatment at the correct time.

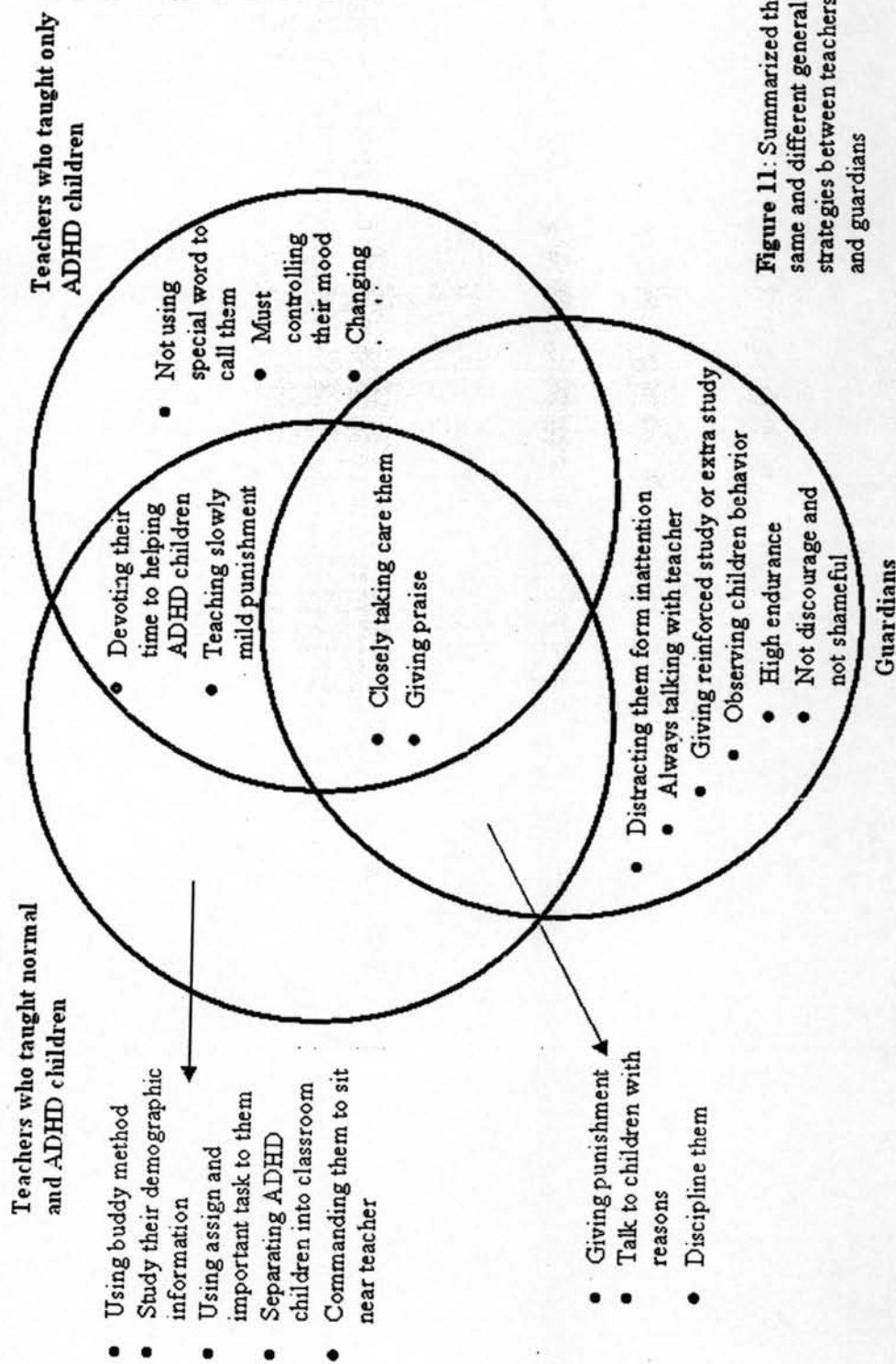


Figure 11. Summarized the same and different general strategies between teachers and guardians

5.10 Separation ADHD children form normal children

The results showed that a separation ADHD child from normal children is the better way to handle ADHD children in schools. The result showed contradicts with theory because theory suggests that the best way to develop ADHA children is to blend with normal children in order to have better social interaction skills. In this case, the separating ADHD children from normal students benefit normal students instead of ADHD children because they will not disturb teaching and learning process. In addition, they may be aware the consequences of not separating them from normal students are not only ADHD children may not get a special care but normal students may also imitate their abnormal personality or behaviors such as aggressiveness, annoying others, telling a lie or stealing things.

It means that the structure of separation itself did not make the children better but the special caring process from trained teachers made the children better. All teachers, thus, should have some competency to provide special care to ADHD children. In addition, the method of separation of ADHD children from normal children might not be the best way of practices. The ADHD children should have the interaction with normal students so that they can learn social life from normal children.

5.11 ADHD treatment

The campaign to raise awareness of the impacts of ADHD children toward society should be conducted in order to stimulate guardians taking their child to get early treatment and stimulate teachers pay more attention to seek knowledge about ADHD children.

Guardian must understand that ADHD is a chronic disease. It take more than six months to see the effectiveness of the treatment. Doctors should clarify guardians about the treatment that it is time consuming to treat ADHD children. Guardian should comply with the treatment and continually come to see the doctor. The cooperation between doctor and guardian in caring ADHD children is the most effective treatment. Guardians should not ignore what doctor told them to do.