

## **THE ROLE OF TEACHERS IN HANDLING *ATTENTION DEFICIT AND HYPERACTIVITY DISORDER* CHILDREN IN ELEMENTARY SCHOOL**

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### ***Abstract***

*In handling children with Attention Deficit Hyperactivity Disorder, teachers play a crucial role. Teachers require flexibility in time and energy to pursue ongoing professional development and continuously adapt their practices. The aim of this research is to analyze the role of teachers and the strategies they employ in managing children with ADHD. Data analysis involved data reduction, data presentation, and final processing of data obtained from observations. The researcher utilized two types of data sources. The research employed qualitative analysis involving data collection, summarization, presentation, and drawing conclusions. This study utilized a qualitative research approach with a case study design. A qualitative approach is useful for comprehensively detailing a phenomenon by collecting non-numerical data such as texts, images, or documents. The subjects of this study were teachers handling children with Attention Deficit Hyperactivity Disorder in elementary schools. The research findings indicate that the roles of teachers in managing children with ADHD include: 1) creating a supportive classroom environment, 2) engaging in discussions with parents, 3) using teaching methods tailored to the students' needs, and 4) employing specific approaches for students with ADHD.*

**Keywords:** ADHD Students, Teacher's Role, Elementary School

## INTRODUCTION

Children with special needs do not have the same signs of psychological and physical development as the average child their age. However, there are also children who show emotional, mental or physical difficulties when in a social environment. In this case, teachers play an important role in helping and assisting students' development for their future. This can be interpreted as humans are social creatures who need other humans in their development, as well as students. According to (Ndasi et al.)2023) in early childhood education and basic education, teachers are responsible for teaching, instructing, guiding, directing, training, assessing, and evaluating students. According to (Alya et al., 2023) teachers mean planners, implementers, and curriculum developers for their classes, in the teaching and learning process of course it is not only the teacher who plays a role, but it is also necessary to have the original work of students or learners, when the teaching and learning process takes place, many things can cause the learning objectives not to be achieved, one of which is the deviant attitude or behavior of children or students.

*Attention Deficit Hyperactivity Disorder* (ADHD) is a developmental disorder in which children's motor activity increases, causing them to do things excessively, such as sitting or standing . Hyperactivity is defined as a condition of aberrant behavior arising from a neurological disorder. One of the main symptoms is difficulty concentrating. (Susanti et al.)2022) (Susanti et al., 2022) define hyperactive children as those who often move their hands or feet while sitting or squirming, often leave their seats when they should be sitting quietly, often climb or run excessively in inappropriate situations, have difficulty performing or participating in activities calmly, appear to be always moving as if their bodies are being driven by machines, talk excessively, and have difficulty waiting in line. In addition, children with ADHD often exhibit heightened sensitivity, over-activity, and excessive fussiness. Students with ADHD have unique attributes that affect their learning process. Therefore, they require individualized instruction to facilitate retention of material. (Comparative et al., 2023).

(Pernama & Madjid, 2019) confirms that the challenges experienced by ADHD children are caused by dysfunction in self-control of behavior. *Attention Deficit Hyperactivity Disorder* (ADHD) is a neurodevelopmental disorder characterized by brain dysfunction, which causes challenges in impulse control, behavioral inhibition, and impaired or impaired attention span. Individuals diagnosed with ADHD exhibit symptoms such as impulsivity, brooding, excessive restlessness, distractibility, and general academic difficulties. According to authorities, ADHD falls into three different categories. The first is characterized by poor executive function (e.g., poor working memory; sustained planning and attention problems; and altered reinforcement and incentive processes), which appears to be underpinned by fronto-striatocerebellar circuit disruption. The former is characterized

by an inability to concentrate, the latter by impulsivity and hyperactivity, and the third by a combination of both (Nurfadhillah et al., 2022).

Behavioral disorders in children usually appear during the transition to primary education. Students with ADHD seem unable to concentrate, focus, attend and complete tasks for long periods of time. These children miss important information that can affect their learning later in life. These children do not learn to follow instructions, listen and hear, and contribute to class discussions. In addition, they miss out on some pronunciation, language nuances and fine articulation. This is in accordance with the statement (Salim et al., 2020) that efforts are needed to ascertain the origin of these circumstances. In addition, it will motivate students to carry out their responsibilities diligently, including studying and behaving politely towards the teacher. It is true that it is very important to foster intrinsic motivation among students, or rather, provide them with the drive to acquire knowledge.

From several studies, many focus on how to treat ADHD children, there are still minimal discussions about how to improve the concentration of ADHD children who are less able to concentrate. (Masrum et al., 2023). By increasing the concentration of ADHD children, then automatically little by little a teacher can be said to be able to handle ADHD children properly and correctly. Hopefully, they will develop into well-behaved elementary school students. It is expected that under these circumstances they will show proficiency in assimilating into the social environment and completing academic tasks. In addition, no early signs of behavioral disorder symptoms were observed. Intellectually and physically taxing group projects can contribute to the development of social maturity during the academic process. According to (Fauziah) how to educate hyperactive/ADHD children is different from children in general. Children's behavior is strongly influenced by various environmental factors, including parents, families, older individuals, and local communities, all of which play an important role as important role models in the development of behavior. (Minsih, 2023). Therefore, it is very important for parents of children with ADHD to communicate frequently, be patient, and provide greater affection to their children to maintain behavioral control.

In the world of education, learning applied to children with ADHD is not entirely the same in terms of the treatment given by teachers. Teachers must modify classrooms and learning environments in inclusive schools to ensure that every student can succeed. To engage in continuous professional development and adapt their practice, educators need time and effort to. (1) acquire knowledge through ongoing experience; (2) introspect; (3) formulate hypotheses regarding the most effective approaches to meet the collective and individual needs of students; and (4) consistently acquire knowledge with colleagues. The responsibilities and position of teachers as professionals in

the field of education are actually quite complicated, more than just the occurrence of educational exchanges in the classroom, which is colloquially referred to as the "teaching and learning process". In accordance with the ten competencies they have, educators also carry out roles such as administrators, evaluators, counselors, and others. (Burmaizar et al., 2023).. Teacher professional competence as defined by (Mia & Sulastris, 2023) is a collection of knowledge, abilities, and behaviors that must be owned, internalized, and mastered by educators in order to fulfill their responsibilities as educators. The following are examples of teacher professionalism competencies: 1) knowledge of subject matter, frameworks, principles, and scientific thought processes underlying the subjects taught; 2) mastery of basic competencies and competency standards of subjects or development areas; 3) creating effective learning materials; and 4) always fostering professionalism through reflective practice. 5) Using information and communication technology to facilitate student collaboration.

Teachers must see the diversity of their students as a challenge that can be dealt with effectively. Because there is limited recognition and understanding of the existence of children with disabilities, teachers must have the necessary skills and knowledge to deal with children with disabilities. (Azmi & Nurmaya, 2020).. The lack of educational preparation that takes into account special requirements creates a challenging environment for most primary school instructors when assisting students with special needs. Thus, teachers must be better able to understand what to do in implementing learning for children with ADHD. Mature strategies must be applied so that the transfer of knowledge can run well and learning objectives can be achieved and teachers also become more prepared in carrying out learning.

The purpose of this study is to analyze the role of teachers and strategies carried out by teachers in handling children with *Attention Deficit Hyperactivity Disorder (ADHD)*. Therefore, this study examines the involvement of educators in supporting students with ADHD disorder, in addition to partnerships with the parents of these students, to provide challenges and guidance that are appropriate to the cognitive capacity of students and allow them to regulate their behavior when interacting with the social environment.

## METHODS

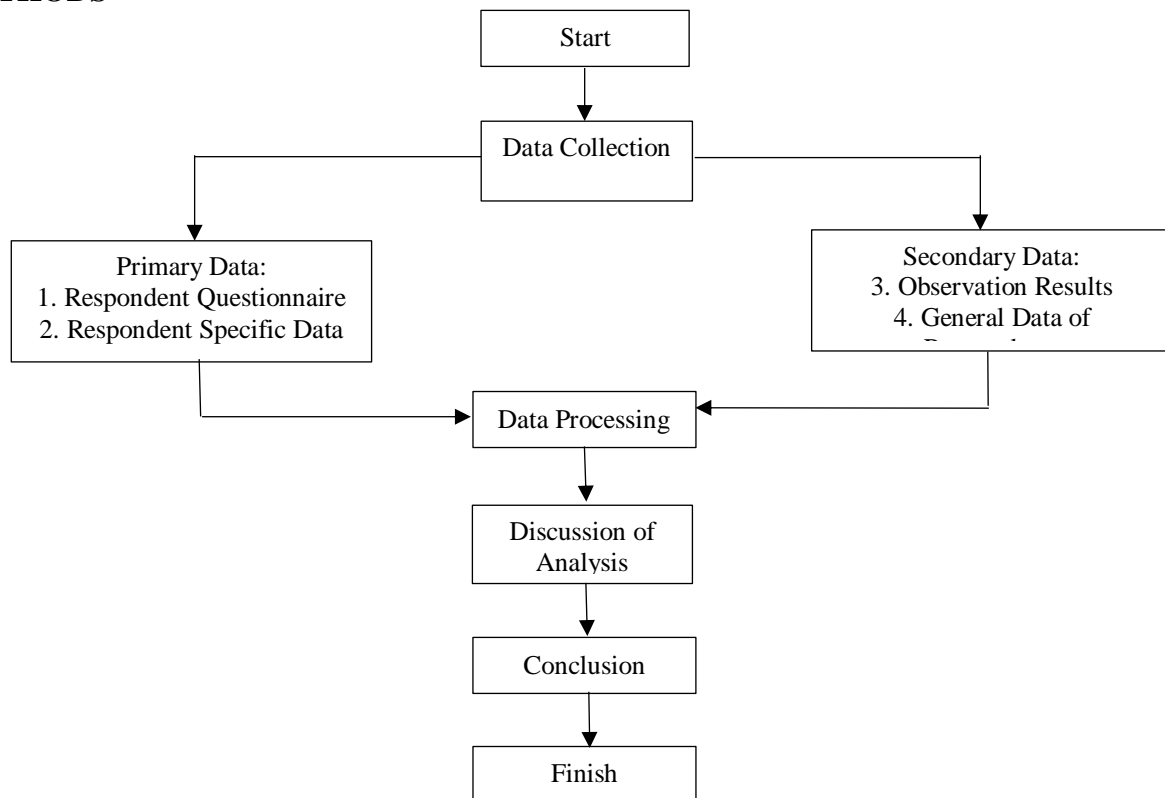


Figure 1: Flow chart of research method

The method used in this research is qualitative research. This can be explained as a research approach to detail a phenomenon comprehensively by collecting non-numerical data analysis instruments, such as text, images, or documents. The subject of this research is the Role of Teachers in Handling *Attention Deficit And Hyperactivity Disorder* Children in elementary schools based on 4th grade teachers with the initials NN and 6th grade teachers with the initials DR and students. The main focus of this method is on in-depth description and interpretation of the phenomenon being investigated. (Education et al., 2024).

Researchers use a variety of data collection methods, including interviews, observation, and the use of questionnaires. (Novia Sari et al., 2020) Data analysis is carried out by reducing data, presenting data, and processing the final data obtained from observations of researchers using two types of data sources. The first is referred to as the main data source, which comes from teachers and students in elementary schools. The second is called additional data sources, which are secondary in nature consisting of a review of several previous theories. To check the validity of the data using source triangulation. In this study using data analysis in the form of collecting data, summarizing data, presenting data and drawing conclusions . Thus, it is necessary to conduct research to describe the Role of Teachers in Handling *Attention Deficit and Hyperactivity Disorder* Children in Elementary Schools.

## RESULTS AND DISCUSSION

### RESULTS

The results of this study are based on the findings in the field based on data analysis related to the handling of ADHD children in the school environment with interviews with one of the 4th & 6th grade elementary school teachers on November 10, 2023, researchers collected data through short interviews.

*Table 1: Interview results with grade 4&6 teachers*

| NO. | Perman<br>ce Initials | Aspect asked   | Interview Results   |
|-----|-----------------------|--|---|
| 1.  | NN                    | Approaches to teaching children with ADHD in the classroom   | The approach to teaching ADHD children is to understand that each child has different needs and it is important to provide appropriate support. Strive to create an inclusive and supportive classroom environment where every child feels welcome and supported in their learning. |
| 2.  | DR                    | Identify the needs and potential of children with ADHD in the classroom                                    | Identify the needs and potential of children with ADHD by observing their behavior patterns and responses to Learning materials. Be able to communicate openly with parents and other support teams to gain additional insight into the individual needs of each child.             |
| 3.  | NN                    | Strategies implemented to ensure children with ADHD remain engaged and focused during lessons              | One strategy is to use a variety of teaching methods that allow for different learning styles, such as the use of visuals, project-based approaches and the use of audio aids. Being able to set a clear time structure and provide short breaks to allow children to stay focused. |
| 4.  | DR                    | Handling situations where a child with ADHD has difficulty completing tasks or interacting with classmates | When children with ADHD are having difficulties, approaching them empathetically and supportively. By providing extra help or adjusting their tasks according to their needs.   |
| 5.  | NN                    | Specialized experience or training in supporting children with ADHD  | Attend additional training on inclusive and supportive learning approaches for children with special needs, including ADHD.   |

Based on the results of interviews conducted with grade 4 and 6 teachers NN and DR who also handle ADHD children in the classroom, the teachers' overall approach reflects a deep understanding of the individual needs of children with ADHD and a real effort to provide an appropriate and supportive learning environment for them.

*Table 2: Observation Results*

Students with ADHD are in grades 4 and 6. They have a variety of different problems, namely

| Aspects to be Observed                |   |
|---------------------------------------|---|
| Students During Interaction           | It is difficult to get along and does not have friends because it has a defect that has lice in the hair, therefore her friends stay away from LN and often play outside the classroom during learning. |
|                                       | He often disrupts his classmates, and likes to play outside the classroom by himself so much that he often does not participate in classroom learning.  |
|                                       | Often has a higher level of physical activity than other children of the same age. May appear restless, unable to sit still, or move around a lot.  |
|                                       | Children with ADHD may have difficulty restraining themselves and tend to get frustrated easily. They may become angry or agitated quickly when faced with obstacles or difficulties.                   |
| Teacher's role when dealing with ADHD | Separate learners who have ADHD and those who do not with different rooms   |
|                                       | Adapt learning materials and teaching methods to meet the individual needs of students with ADHD.   |
|                                       | Demonstrate understanding and patience with the challenges faced by students with ADHD, and provide emotional support.  |

1. Difficult to get along and have no friends, 2. Often disturb friends in their class, 3. Often have a higher level of physical activity than other children of the same age, 4. Children with ADHD may have difficulty restraining themselves and tend to get frustrated easily.



*Teacher activity with ADHD*

Observation with the Grade 6 teachers showed that the ADHD students in the class received very close attention. Teachers DR and NN have implemented some personalized approach methods for learning focused on students with ADHD. There are 3 students in grade 6 who have ADHD, and the teachers have organized special classes outside of class hours to handle them. The data shows that the treatment is effective, as seen from the way teachers provide parenting to children with ADHD. Teachers also approach parents by providing information and guidance about ADHD. Collaboration between teachers and parents is very important in handling children with ADHD at SDN Kaloran 2.

An interview with student DM in grade 4 revealed that he was hyperactive and often disturbed his classmates. DM students tend to play alone and do not focus on learning in class. This student is

difficult to advise because of his habit of using gadgets at home, which causes a high level of hyperactivity. At school, DM is too free, and his friends find it difficult to give him advice. The difference with other ADHD students, such as student LN in grade 6 who has difficulty getting along and often plays alone outside the classroom, and has a head lice problem that makes it difficult for him to have friends. Student FD is also hyperactive, making his friends cry and feel alienated. JK students experienced the type of behavior that is difficult to focus on learning, for example, in class they cannot sit quietly and pay attention to the explanation delivered by the teacher. Teachers are a key factor in overcoming ADHD symptoms in children. Teachers must understand and master the developmental characteristics of each ADHD child without discrimination, through the provision of educational services that suit their needs. Success in dealing with ADHD children does not only depend on parents or teachers, but through collaboration between the two. Parents are responsible for the child at home, while at school, this responsibility lies with the teacher. With this approach, it is hoped that children will be less irritable and can develop according to their development both at school and in their environment. In addition, the importance of cooperation between teachers and parents in dealing with children with ADHD to ensure consistency and optimal development.

By providing additional classes, they will be greatly helped in learning and understanding the material being taught. In addition, teachers must also carry out and show directly how their role is in dealing with hyperactive children, namely as a good source of information, motivators who can motivate children's enthusiasm for learning, facilitators who can adjust children's needs, and good mentors in guiding children to learn even though sometimes teachers have to face obstacles such as parents who do not want to contribute to guiding their children in learning difficulties, teachers must be more optimal in guiding these children.

Then the teacher gives an understanding to hyperactive children about the impact that results from bad behavior such as destructive, defiant, unwilling to be advised, impatient attitude, and nosy towards their friends. The goal is for hyperactive children to understand the impact of their actions when doing the same thing, they will think about the impact that will occur, so they think not to do it again. Then, appreciate them for their efforts. By appreciating them, they will feel happy and more appreciated for trying their best. One form of appreciation is by giving praise and giving additional value to hyperactive children for something they have done well. That way, hyperactive children will be happier and more enthusiastic in learning and understanding the material that has been taught.



## DISCUSSION

Based on the results described above regarding ADHD children in the school, that the average ADHD child in the school is hyperactive. *Attention Deficit Hyperactivity Disorder* is a chronic neurodevelopmental disorder characterized by patterns of inattention and/or hyperactivity/impulsivity with significant impairments in occupational functioning. (Galili-Simhon & Maeir, 2023).. Hyperactivity that occurs in children is in the form of difficulty concentrating and controlling emotions. According to (Dwi Puspitasari & Miftakhul Ulum, 2020) from the psychological aspect hyperactivity is an abnormal behavior disorder, which is caused by neurological disorders with the main cause of not being able to focus attention. Children who experience hyperactivity have difficulty concentrating for longer than 5 minutes. In addition, children find it difficult to stay still for a long time and easily switch their attention to other things. (Amalia, 2021). The characteristics of hyperactive children include: lack of attention, low achievement, difficulty regulating emotions, lack of motivation from people around, and aggression. With this disorder, support is needed by teachers and schools.

Regarding the factors that cause hyperactive children according to (Sudarmansyah, 2024) there are two main factors, namely biological factors and psychological factors. Biological factors include genetic or hereditary elements as well as the influence of the environment around the child. When we talk about genetic factors, this refers to hyperactive behavior that can be passed down from other family members to their children. For example, a child may experience hyperactivity due to hereditary factors in the family. Meanwhile, environmental factors can also play a role in causing hyperactivity in children. Psychological factors, on the other hand, refer to a lack of stimulus from parents, teachers, or the surrounding community, such as family or neighbors. A hyperactive child may need more attention and support from their social environment. For example, hyperactive behavior can be regulated through social approaches such as rules, punishment, or positive reinforcement, but this is only effective if the social environment provides the right stimuli and stimulus. According to Antoniou et al (2021) the causes of ADHD, like other mental and medical disorders, are influenced by multiple genes with non-genetic factors and interactions. The interaction between genetic and environmental factors can lead to changes in sensitivity to risk as a gene-environment interaction with one of the main causes of ADHD being genetic.

*Attention Deficit Hyperactivity Disorder* (ADHD) is a disorder that starts in childhood. According to (Silitonga, 2023) confirmed that approximately 3 out of 100 children aged 4-14 years experience ADHD disorder. If it is only ignored without any attention from both parents and schools, this disorder will continue to occur until the child is an adult. So when at school, of course, the role of the teacher is needed in dealing with these disorders. Although the teacher is not entirely

responsible, cooperation between parents and experts can also help faster in dealing with ADHD in children. Because if there is no action, eventually ADHD disorders in children can cause more serious problems. According to Giannopoulou (2019) ADHD is characterized by difficulties in concentration, control, and inhibition, and is most likely associated with hyperactivity in degree and duration. In addition, ADHD affects several global and specific mental functions such as: intellectual functioning, control of psychomotor functions, cognitive flexibility, problem solving, and sequencing complex movements.

From the literature Senol et al (2018) who linked ADHD children with socioeconomic status. Researchers found that compared to other children, ADHD children were more common in boys and children whose parents had low monthly income and mothers who were housewives. ADHD symptoms are about 2-5 times more common in boys than girls. It is characterized by lack of attention from the surrounding environment, poor impulse control, and hyperactivity. Children who experience these behaviors certainly need sensory stimulation to their bodies.

According to Septiani et al (2021) explained that parental attention also affects their children's learning motivation and daily behavior. Children with ADHD type Inattention show characteristics that appear calm and less physically active, but they take longer to absorb lessons and are difficult to communicate with. (Habsy et al., 2023). On the other hand, children with the hyperactivity type tend to be physically active, difficult to stay still, but they can still take lessons relatively easily and can be communicated with. Children with the combined ADHD type, on the other hand, face difficulties in absorbing lessons, are difficult to communicate with, and often exhibit disruptive behaviors, such as running around and disturbing their peers.

Teachers are professional personnel who have educational qualifications whose job is to teach, educate, guide, direct and evaluate children. (Nurfadhillah et al., 2021). Many teachers still view students with disabilities into the general environment as difficult and stressful. In this case the teacher has a very important role in the handling process. Teachers are also included in determining the process of healing symptoms in ADHD children. Teachers can understand and master some character development in ADHD children with the process of providing appropriate educational services to children. In addition, teachers can be informants and directors to form cooperation in dealing with ADHD children. The same service according to Di et al (2019) that teachers can do specifically for ADHD children, namely teachers can provide motivation to ADHD children, teachers can always try to build physical contact in the eyes and pat the shoulders of ADHD children.

Then the results of the analysis in relevant research that has been carried out previously Fitriyani et al (2023) that researchers focus on the ways and strategies of teachers in delivering learning materials and being able to control attitudes in children with ADHD disorders in the surrounding

environment. In this case the teacher has a role to determine the method or media that is appropriate to the child's condition, one of which is the use of visual media, project-based approaches and audio assistive media. Thus in accordance with Prakoso & Novami (2023) which explains that learning using LCD projector media can create conditions that are fun and not boring. The way ADHD children learn is done by teachers according to Prakoso & Novami (2023) that customized learning for ADHD students and students with other special needs begins with assessing students' initial abilities, including learning style assessment, which identifies students' learning styles and how they process information.

An elementary school teacher may feel unprepared to support children who have high levels of ADHD symptoms and thus, training is needed for teachers that focuses on improving relationships with their students with ADHD. In addition, intensive school-based non-academic services such as behavioral interventions and mental health services can be very helpful in improving the relationship between students and teachers. But keep in mind that these supports are usually only available to students with ADHD through special education services. (Rhinehart et al., 2022).. Furthermore, the knowledge teachers have about ADHD can also affect how they communicate and teach children diagnosed with ADHD. Understanding the symptoms of ADHD will allow teachers to change classroom management by adjusting the curriculum to have realistic expectations and using various learning strategies to create a positive and conducive learning environment. This will lead to academic, social and emotional success for students with ADHD.

In addition to teachers, in the handling process when knowing a child has ADHD disorder, there is help from parents. When parents already know, the child will be treated directly by the doctor. But teachers can also do initial handling by arranging several ways, including: arranging seating so that ADHD children can sit in front of the teacher's desk and the teacher can easily monitor the child's behavior, the teacher can convey material to children clearly and repeatedly, and give different tasks to ADHD children tailored to their learning style. So it can be understood if the role of the teacher is very important in the process of creating a superior next generation, both morally and intellectually. According to Rahmawati et al (2024) the strategies for dealing with ADHD children in the classroom are: children with ADHD follow learning like other children, but they need to sit close to the teacher; ADHD children are given more detailed explanations to help them complete tasks; ADHD children are continuously trained to develop thinking skills to overcome various questions; and the teacher's role is to help ADHD children in writing spelling by paying attention to the answers they give. According to Rofiah et al (2019) Education and training on the use of ADHD detection software for special mentor teachers in schools providing inclusive education is an important part of this commitment to this community because it is easier to find and assess ADHD.

With some appropriate strategies and consistency, children with ADHD can experience improvements in managing their behavior in the classroom and maximizing their learning experience. In addition, it is important to always communicate with the teaching team and family to provide holistic and effective support for children with ADHD. The efforts made by inclusive primary schools include adjusting the curriculum according to the needs of children with special needs, assigning one special education teacher (GPK), integrating children with special needs through creative learning methods, implementing Individualized Education Programs, and improving facilities and infrastructure to support the interests and talents of children with special needs. (Wijaya et al., 2023).

Children with ADHD in elementary school often look different when their classmates begin to show the development of skills and maturity that allow them to learn successfully. Although a sensitive teacher may be able to adapt learning to suit the needs of ADHD children, they often face academic difficulties and rejection by peers. Children in community samples who exhibit symptoms of inattention, hyperactivity and impulsivity with a formal diagnosis of ADHD also tend to have poor academic and educational outcomes. In addition, children with ADHD often have difficulties in interpersonal communication due to barriers in thinking, which makes it difficult for them to integrate audio-visual information and understand others. (Maharani Suradi et al., 2022)..

Three main characteristics of children with ADHD according to Prasetyo & Dasnim (2021) are difficulty concentrating, impulsive behavior, and high activity levels. An assessment by an educational psychologist can help identify these children's learning strengths and difficulties, as well as provide advice on the type of support needed in the classroom. According to Nurfadhillah et al (2021) shows the role of the teacher in dealing with ADHD children, namely the teacher uses an individualized approach to ADHD children as a handling process. In addition, teachers also provide direction to parents with information and guidance regarding ADHD by forming cooperation. According to Miller & Venketsamy (2022) the lack of communication between teachers and parents results in not knowing the development experienced by children both at school and at home. So that parents are responsible for their ADHD children at home, while at school, the responsibility for ADHD children is borne by the teacher.

So from the results of this study, teachers can apply through approaches by paying more attention to children who experience ADHD such as: often being spoken to, placing ADHD children in the front seat to be closer to the teacher. Then the teacher can create varied learning through models and methods that are tailored to the child's condition. In addition, the teacher's efforts to maximize handling by collaborating with parents to have the same understanding and be able to work together in handling ADHD children.

## **CLOSING CONCLUSIONS**

Based on the results of the discussion above, it can be concluded from the observations and interviews that we have conducted, it is explained that children who experience *Attention Deficit Hyperactivity Disorder* (ADHD) have different characteristics or problems. These problems include: difficulty getting along with his friends, often disturbing his friends, and cannot control emotions or difficulty concentrating. However, the most prominent problem that occurs in elementary school children is hyperactivity in the form of difficulty concentrating and controlling emotions. Thus, a whole-teacher approach is needed that reflects a deep understanding of the individual needs of children with ADHD and a real effort to provide an appropriate and supportive learning environment for them. Teachers also have a role to determine methods or media that are suitable for children's conditions, one of which is the use of visual media, project-based approaches and audio-assisted media. So it can be understood that the role of the teacher is very important in the process of creating a superior next generation, both morally and intellectually.

## **SUGGESTIONS**

From the results of the analysis and conclusions, the researcher provides the following recommendations:

1. Research on the role of teachers in handling ADHD children can be done with an approach between teachers and children. This is to support and understand the needs of each child. So, the school can develop similar research that can provide positive changes in elementary school children.
2. Research on ADHD children cannot be denied if the disorder has different characteristics in ADHD children. That way, not all of these treatments can be successfully applied to ADHD children so there is a need for other similar research references that can be applied.
3. This study focused on the subject of teachers and children. However, in fact, collaboration between teachers and parents is needed by working together to handle ADHD children both at school and at home so that there is a great chance of success in handling ADHD children.

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