

Case Study of a Attention Deficit/Hyperactivity Disorder Patient

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Abstract: Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent problems of inattention and/or hyperactivity-impulsivity that interfere with functioning or development. This research uses a qualitative outline, more specifically using interview and observation methods. Based on the results of interviews, observations, and assessments conducted by a psychologist to the subject, the subject has attention deficit/hyperactivity disorder. The final result of this research will describe the characteristics and symptoms of ADHD experienced by the subject and examine the role of the environment, especially the family, in supporting or overcoming the challenges faced by the subjects.

Keywords: Attention Deficit/Hyperactivity Disorder, Skinner's Behaviorism Learning Theory, Clinical Psychology

1 INTRODUCTION

Clinical psychology emphasizes the study of behavioral abnormalities and other psychological disorders that occur in humans. Clinical psychologists can research, diagnose, and treat psychological disorders. In order to realize the understanding of students in the specialization of clinical psychology, Field Work Practice is held. This field work practice aims to introduce students to the work environment and learn to apply the knowledge learned in the world of work in real life. In clinical psychology, there are many psychological disorders that can be analyzed from small to large psychological cases, one of which will be discussed, namely attention deficit hyperactivity disorder.

Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent inattention and/or hyperactivity-impulsivity problems that interfere with functioning or development (American Psychiatric Association, 2022). Inattention is characterized as individuals having difficulty maintaining focus, failing to complete assigned tasks and being disorganized. Hyperactivity is characterized by excessive motor activity such as excessive restlessness. Then impulsivity is characterized as hasty behavior that individuals experience without prior thought, which may be harmful or detrimental to the individual. The global prevalence of ADHD ranges from 3-7% of the primary school child population. ADHD cases in Indonesia are quite high with the number reaching 26.4%. The National Bureau of Statistics in 2007 stated that the total population of children in Indonesia was 82 million where one in five children and adolescents under the age of 18 had mental health problems with 16 million of them experiencing psychiatric problems including ADHD (Hayati & Apsari, 2019). This research uses a qualitative outline, more specifically using interview and observation methods. The researcher will analyze the subject's symptoms through observation and will also dig deeper information about the subject through interviews. The final result of this research will describe the characteristics and symptoms of ADHD experienced by the subject, examine the role of the environment, especially the family, in supporting or overcoming the challenges faced by the subject.

2 MATERIALS AND METHODS

Materials

Attention Deficit Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder (ADHD) is a disorder of neurodevelopmental issues that individuals experience persistent problems of inattention and/or impulsive hyperactivity function or development (American Psychiatric Association, 2022). Children who have ADHD can be identified through several criteria that appear based on DSM-V TR, there are two criteria namely inattention and hyperactive-impulsive.

Skinner's Behaviorism Learning Theory

Skinner considers that the relationship between stimulus and response that occur through interaction in the environment will cause changes behavior. B.F. Skinner is known for his approach directed instruction model (direct instruction) and believe that behavior is controlled by operant-conditioning (Lu & Hamu, 2022).

Methods

In compiling an article about Case Study of a ADHD patient, the researcher chose to use a qualitative method using interview and observation methods. The author used the interview method to find out more about the patient's condition, the condition of the subject's family at home, and also the patient's condition at school. The interview lasted for 1 hour and was conducted in a place that was comfortable for the subject and the subject's mother so that they felt free in sharing information. Each interview was recorded with the participant's permission and transcribed for further analysis. The questions asked were about identity, subject's medical history, parenting provided, subject's social relationship with others. The observation method is used so that the author can know directly how the subject's condition is, so that it can be compared with the results of the interview. There are two indicators used for observation, namely the ability to deal with attention problems and the ability to restrain oneself to remain calm. Interviews were conducted twice, while observations were made four times since the first time he came to the psychology clinic. Data collection was carried out on March 18, March 19, April 5, April 26, 2024.

3 RESULTS

Observation and Anamnesis Results

The subject was born prematurely at 8 months of gestation, after induction. During pregnancy, the subject's mother often experienced spots and bleeding. In medical history, the subject had suffered from indigestion and dengue fever. From an early age, the subject showed normal physical and cognitive development, such as being able to speak at 14 months old and walk at 12 months old after going through the crawling stage. The subject is known as an outgoing and ignorant person and has been very active since childhood. At school, the subject experienced difficulties in social relationships, especially with the new homeroom teacher, who was considered more ignorant than the homeroom teacher in grade 1. The subject was also a victim of bullying by two classmates who often invited him to fight, although the subject chose to remain silent. Nevertheless, the subject's relationship with other friends is quite good, although sometimes the subject is ignorant. As a result of the bullying experienced, the subject became hesitant to play with his friends, even though there was a desire to play. In grade 1, the subject's teacher reported to his parents that the subject was hyperactive and had difficulty concentrating in class. The subject often moved from seat to seat and could not stay still. The teacher's efforts to address this were unsuccessful, so the subject's parents decided to take him to the pediatric clinic, where the doctor recommended taking the subject to a psychology clinic. At the psychology clinic, the subject was diagnosed with ADHD.

Subject's Relationship with Parents and Subject's Activities at Home:

The subject's relationship with his parents was generally good, but the subject was closer to his mother, with whom he often interacted and depended on in various daily activities. The subject's relationship with his sister is like "Tom and Jerry," often arguing but remaining close. At home, the subject tends to spend time playing games on his phone or watching YouTube on TV. When playing games and losing, the subject often reacted by shouting and hitting his cell phone. However, after the visit to the psychology clinic, the subject began to play less on the phone and chose to play with toys such as legos. Although the subject has been given the responsibility to study, tutor, and recite the Quran, he prefers to do his assignments at the tutoring center rather than at home, but he gets easily carried away if his friends are busy. The subject has been able to do some independent activities such as bathing and eating alone, but often has to be forced or given instructions by his mother. Nevertheless, the subject still often asks to be bathed or fed.

Observation of Subject Behavior at the Psychology Clinic and Home:

First Meeting (March 18, 2024): At the first meeting at the psychology clinic, the subject showed a cooperative attitude but moved a lot while sitting. Nonetheless, the subject was able to understand the instructions well and completed the given test well.

Second Meeting (March 19, 2024): At the second meeting, the subject took the WISC test. The subject still moved a lot while sitting, but showed enthusiasm and answered questions quickly, especially on the block design and object assembly subtests. The subject was able to do and complete the test very well.

Third Meeting (April 5, 2024): During the home visit, the subject initially showed shyness and preferred to play inside the house. However, after being called by his mother, the subject began to interact with the author, although still shy. The subject seemed to have difficulty maintaining her sitting position and moved around a lot.

Fourth Meeting (April 26, 2024): At this meeting, the subject was more open and welcomed the author with food and drink treats although a little shy. When invited to paint, the subject was able to maintain his focus even though he still moved a lot in his seat. After painting, the subject moved on to playing with legos and showed the ability to create various shapes with good detail, although often in a hurry and lacking caution. The subject tends to get anxious if his work does not meet expectations and shows a tendency to report to his mother after completing the activity.

During the activity, the subject showed an inability to remain still even when performing relatively simple tasks, such as drinking ice or playing conch. He was constantly moving and shifting around, exhibiting typical symptoms of ADHD, including the inability to maintain focus in less structured situations. These observations portrayed the subject as a highly active individual with hyperactive tendencies and difficulty staying focused, despite having good cognitive abilities and creativity.

4 DISCUSSIONS

Based on the criteria for ADHD “AttentionDeficit/Hyperactivity” in the DSM - V TR (American Psychiatric Association, 2022), the subject meets several criteria, including:

1. Inattention

- Often fail to pay careful attention to meticulous attention to detail or make careless mistakes in schoolwork, at work, or during other activities. The subject lacks attention to detail during lessons so that his academic grades are less.
- Often has difficulty maintaining attention in tasks or play activities. When given lengthy instructions, the subject becomes unfocused and confused.
- Often does not follow through on instructions and fails to complete schoolwork, homework or workplace tasks. While eating and playing, the subject's focus is very easily distracted.
- Subjects often forget and lose erasers while at school.

2. Hyperactive-impulsive

- Since he first came to the Psychology clinic until the author conducted a home visit, the subject could not stay still in his seat. The subject always wriggled in the seat.
- While in class, the subject often moved around in his seat during the middle of the lesson.
- The subject suddenly tells excessive and very exciting stories to his mother.
- Often unable to play or do leisure activities quietly. When assembling legos, the subject assembles in a hurry until a lego is broken.
- Often throws out answers before the question is finished. Sometimes the subject immediately answers his mother without waiting for his mother to finish speaking.
- The subject often teases his friends and his sister.

Based on Skinner's theory, the behavior that the subject shows is a result of the interaction between stimulus and response. Where, the subject will be easily influenced by what the people around him are doing. Positive reinforcement as a stimulus, can increase the occurrence of repetition of that behavior while negative reinforcement can cause the behavior to decrease or disappear (Asfar et al., 2019). The subject will become crowded, when the subject's friends are crowded. Vice versa, when his friends are quiet, the subject will also be quiet and focus on the activities he is doing. Basically, the stimulus or stimuli given to children will affect the form of response that will be given (Abidin, 2022). The subject reacts to environmental stimuli spontaneously and freely, he or she imitates the observed behavior without considering the possible consequences or repercussions. In the subject's case, angry behavior to the point of shouting at home can be considered as a respondent response. The stimuli that caused the subject to be angry were frustration and difficulty in maintaining attention in a job, as well as bullying by classmates.

The subject's behavior that is difficult to maintain attention in a task, often moving from one seat to another, not concentrating during lessons, and being ignorant to his friends can be considered as an operant response. The stimuli that reinforce this behavior are the lack of appreciation for the tasks that have been done, the lack of appreciation, and the absence of punishment for unpleasant behavior. Therefore, to understand children's behavior correctly, it is first

necessary to understand the relationship between one stimulus and another, understand the response that is likely to appear, and understand the consequences that are likely to arise as a result of the response (Abidin, 2022).

5 CONCLUSIONS

Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent inattention and/or hyperactivity-impulsivity problems that interfere with functioning or development. Inattention is characterized as individuals having difficulty maintaining focus, failing to complete assigned tasks and being disorganized. Hyperactivity is characterized by excessive motor activity such as excessive restlessness. Then impulsivity is characterized as hasty behavior that individuals experience without prior thought, which may be harmful or detrimental to the individual.

Based on the results of interviews, observations, and assessments conducted by a psychologist to the subject, the subject has attention deficit/hyperactivity disorder. The subject experiences problems that become diagnostic criteria for ADHD disorder, such as the subject is less careful during lessons so that his academic grades are less, the subject becomes unfocused when given long instructions, the subject's focus is very easily distracted, the subject often removes the eraser, the subject cannot stay in his seat, the subject is very rushed when assembling lego, and sometimes ignorant of his friends and brother. The subject has hyperactive-impulsive type ADHD, where the subject experiences 6 symptoms related to hyperactivity-impulsivity according to DSM V-TR criteria.

Based on Skinner's theory, the behavior that the subject shows is a result of the interaction between stimulus and response. Where, the subject will be easily influenced by what the people around him do. The subject will become crowded, when the subject's friends are crowded.

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