

Cognitive-behavioral Counseling Model to Optimize Cognitive Potentially and Adaptive Behavior of Attention Deficit Hyperactivity Disorders Students

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Keywords: adaptive behavior, attention deficit, cognitive, counseling model.

Abstract: The purposes of this research is to find out effectiveness of counseling model cognitive-behavioral which optimizing cognitive ability and adaptive behavior of ADHD students, to find out correlation between cognitive ability and adaptive behavior to ADHD students, to examine contribution of counseling model cognitive-behavioral, both of simultaneous and one by one toward the optimizing cognitive ability and adaptive behavior of ADHD students, and to find out the contribution of counseling model cognitive-behavioral in optimizing cognitive ability and adaptive behavior of ADHD students. This research uses quantitative and qualitative methods all together. This research is conducted in order to analyze the tendentious of learning difficulties of ADHD students, its causes and teacher's effort in guiding ADHD student's learning difficulties using participative- collaborative in examining the worthiness of hypothetic counseling model cognitive-behavioral to attack learning difficulties of ADHD students. The results of this research showed that counseling model cognitive-behavioral in effect to optimizing cognitive ability and adaptive behavior of ADHD students.

1 INTRODUCTION

Cognitive-behavioral counseling model of effectiveness to optimize cognitive potentiality and adaptive behavior of attention deficit hyperactivity disorders students (Moreau and Conway, 2013). Cognitive development is related with adaptive behavior on ADHD students, therefor researchers are interested to analyze further more about cognitive ability and adaptive behavior on ADHD students. (Campbell, 1995) Empirical data related with cognitive issue and adaptive behavior of ADHD students and all of its implications indicate the need of counseling. A theory of inter professional collaborative learning process of cognitive-behavior counseling's students was engaged in a collaborative learning experience with students from other allied health disciplines. (Strand, Abramovitz, Layne, Robinson, and Way, 2014) Data consisted of semi-structured interviews with nine ADHD students from four different inter professional collaborative learning experiences at three schools. The emergent

theory explained counseling cognitive-behavior students' need to build a culture of mutual respect among disciplines in order to facilitate inter professional collaborative learning (Howell, 2009).

Implementations of cognitive-behavioral counseling model at elementary schools have reported by only few (Golis, 1995; Sucuoglu, Akalın and Pinar, 2014; Salisbury, and McGregor, 2002). Hence, questions on how far its implementation in Indonesia should get attention. This study purposed at exploring issues concerning with how to evaluate values of cognitive-behavioral counseling model happened at schools especially in instructional processes.

This research uses quantitative and qualitative methods all together. This research is conducted in order to analyze the tendentious of learning difficulties of ADHD students, its causes and teacher's effort in guiding ADHD student's learning difficulties using participative-collaborative (Chen and Chang, 2016) in examining the worthiness of hypothetic counseling model cognitive-behavioral to

attack learning difficulties of ADHD students. In this research, the researcher concluded the main hypotheses as follows: “Cognitive Behavioral Counseling Model gives contribution to optimizing of

cognitive development and adaptive behavior of ADHD students” and investigated the influence of ADHD’s motivation on the collaborative discovery learning process.

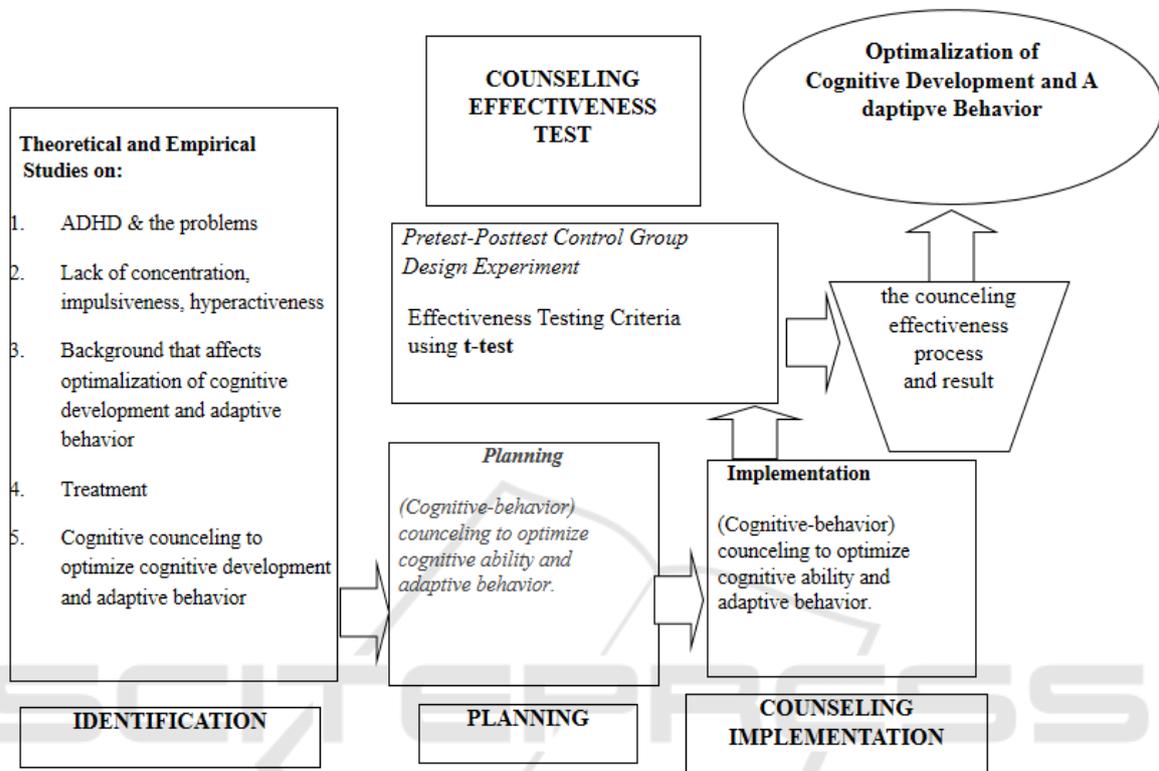


Figure 1: Cognitif-behavioral counseling procedure.

Despite treatment guidelines for Depression placing group cognitive behavioral therapy group cognitive-behavioral counseling between low- and high-intensity evidence-based psychological interventions, the validity of the placement remains unknown. We aimed to systematically review evidence for the efficacy and acceptability of group (cognitive-behavioral) counseling in patients with depression compared to four intensity levels of psychosocial interventions (Okumura, 2014).

Cognitive-behavioral counseling is the first-line treatment for young people with ADHD, but most children do not have access to this treatment. Thus, innovative ways to increase the access ability of cognitive-behavioral counseling are needed. The objective of this trial was to evaluate the efficacy of counselor-guided internet-based on cognitive-behavioral counseling for children with ADHD (Lenhard et al. 2017).

Many individuals struggle with residual symptoms or continue to face significant functional problems, such as disorganization, procrastination,

and poor problem solving, which require additional psychosocial interventions, although there is little guidance for psychotherapists who treat child’s ADHD have answered the call for evidence-based treatment guidelines for child ADHD.

Mastering Your Child ADHD: A Cognitive-Behavioral Treatment Program, both the counselor guide and its companion client workbook, represents the first empirically supported psychosocial treatment manual for child ADHD. To explain the correlation and influence among variables, the above theory framework can be visualized in Figure 2.

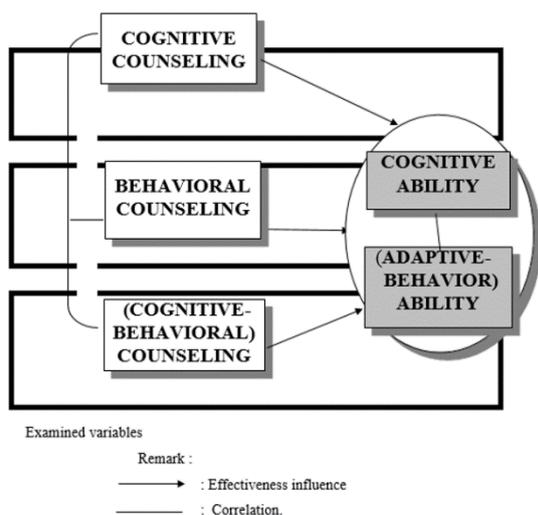


Figure 2: Research paradigm scheme.

A theory of the inter professional collaborative learning process of cognitive - behavior counseling’s students who were engaged in a collaborative learning experience with students from other allied health disciplines. Data consisted of semi-structured interviews with nine ADHD students from four different inter professional collaborative learning experiences at three universities. The emergent theory explained counseling cognitive - behavior students' need to build a culture of mutual respect among disciplines in order to facilitate interprofessional collaborative learning (Howell, 2009).

This research uses quantitative and qualitative methods altogether. This research is conducted in order to analyze the tendencies of learning difficulties of ADHD students, its causes and teacher’s effort in guiding ADHD students’ learning difficulties using participative-collaborative (Chen and Chang, 2016) in examining the worthiness of hypothetic counseling model cognitive behavioral to attack learning difficulties of ADHD students. In this research, the researcher concluded the main hypotheses as follows: “Cognitive Behavioral Counseling Model gives contribution to optimization of cognitive development and adaptive behavior of ADHD student” and investigated the influence of ADHD’s motivation on the collaborative discovery learning process. We aimed to systematically review evidence for the efficacy and acceptability of group (cognitive-behavioral) counseling in patients with depression compared to four intensity levels of psychosocial interventions (Okumura, 2014).

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problems, such as disorganization, procrastination, and poor problem solving, which require additional psychosocial interventions, although there is little guidance for psychotherapists who treat child ADHD have answered the call for evidence-based treatment guidelines for child ADHD. Mastering Your Child ADHD: A Cognitive-Behavioral Intervention Program, both the counselor guide and its companion client workbook, represents the first empirically supported psychosocial intervention manual for child ADHD. On that count alone, it should be considered an extremely important and much overdue contribution to the ADHD clinical literature.

The purpose of this research is to find out counseling model cognitive-behavioral which optimizing cognitive ability and adaptive behavior of ADHD students, to find out correlation between cognitive ability and adaptive behavior of ADHD students, to examine contribution of counseling model cognitive behavioral, both of simultaneous and one by one toward the optimizing cognitive ability and adaptive behavior of ADHD students, and to find out the contribution of counseling model cognitive-behavioral in optimizing cognitive ability and adaptive behavior of ADHD students.

2 METHOD

The purpose of this research is to find out effectiveness of counseling model cognitive-behavioral which optimizing cognitive ability and adaptive behavior of ADHD students, to find out correlation between cognitive ability and adaptive behavior to examine contribution of counseling model cognitive behavioral, both of simultaneous and one by one toward the optimizing cognitive ability and adaptive behavior of ADHD students, and to find out the contribution of counseling model cognitive-behavioral in optimizing cognitive ability and adaptive behavior of ADHD students.

In this research, research methodologies (variables, instruments, data analysis, sample) both qualitative and quantitative approach is used. According to Cresswell (2002), there are three qualitative-quantitative models, which are: two-phase design, dominant-less dominant design, and mixed method design sequence. This research use mixed method design sequence approach, since the integrated qualitative and quantitative approach issued and both are supporting each other. Quantitative approach is used to examine cognitive ability optimization, adaptive behavior, and cognitive-behavioral counseling model effectiveness

to handle ADHD students' learning problems caused by concentration and attention deficit, and impulsive behavior, while the qualitative approach is used to find out the rational validity of cognitive-behavioral counseling hypothetic model in handling concentration and attention deficit, and impulsive behavior.

This research is conducted in order to analyze the tendentious of learning difficulties of ADHD students, its causes and teacher's effort in guiding ADHD student's learning difficulties using participative-collaborative (Chen and Chang, 2016)

The main limitation of this work is the absence of blinded independent evaluations of treatment outcomes. However, the two previous large studies of CBT (Counseling Behavioral Treatment) in medicated clients, as well as the recent four-group trial, reported effects of very similar magnitude for independent ratings and self-report ratings of ADHD symptoms and to decrease its causes such as; less of concentration, hyperactive behavior, and impulsive ADHD student both of elementary and secondary school.

3 RESULTS AND DISCUSSION

The results of this research is obtained through preliminary study to gain empirical data of: data profile of implementation of cognitive counseling, behavioral counseling, and cognitive-behavioral counseling to optimize cognitive ability and adaptive behavior of ADHD students; profile of optimizing problem of cognitive ability and adaptive behavior of ADHD students; profile of cause factor of optimal difficulties of cognitive ability and adaptive behavior of ADHD students; and profile of teachers efforts in implementing cognitive-behavioral counseling model to optimize cognitive ability and adaptive behavior of ADHD students.

Table 1: Test of counseling cognitive-behavior model.

	X1	Y1	T1-X1	Rank	Rank Positive	Negative
A	89	96	+7	8.00	8.00	
B	83	89	+6	7.00	7.00	
C	76	74	-2	4.00		-4.00
D	72	90	+8	9.00	9.00	
E	85	87	+2	4.00	4.00	
F	68	67	-1	1.50		-1.50
G	70	79	+9	10.00	10.00	
H	87	92	+5	6.00	6.00	
I	75	77	+2	4.00	4.00	
J	72	71	-1	1.50		-1.50

Based on the statistical calculation of Wilcoxon test on first hypothesis with real degree (significant) 0.005 prove that Ho is rejected and H1 is accepted. This means that ADHD students who receives cognitive counseling reach a higher cognitive ability score compare with ADHD students who receives behavioral counseling (Lenhard et al., 2017). Base assumption is that the relation between visual (see objects, words), motor (holding, writing, and tracing), and auditory (mentioning objects, letters/words simultaneously as the student write of tracing a word) as the implementation of cognitive counseling, is a suitable counseling process to help ADHD students who usually has cognitive ability disorder, such as: understanding concept of objects, reading difficulties, which is difficulties in understanding the relation between letters and sound, and sound similarities.

Furthermore, the study on second hypothesis shows that Ho is accepted and H1 is rejected at real degree (significant) 0.05, or it is shown that there is no significant differences between the cognitive ability's score of ADHD student who receive cognitive-behavioral counseling and ADHD students who receives cognitive counseling. Base assumption of this is the cognitive ability disorder of ADHD students are understanding relation between speaking, sound, and symbol. This can be handled through visual learner or visual thinking and tactile procedure, as the implementation of cognitive-behavioral counseling. The cognitive weakness of ADHD students shows that their way of thinking is nonverbal. Cognitive skill of ADHD students can be achieved without spoken language or another process.

The third hypothesis also shows that Ho is rejected and H1 is accepted at the real degree 0.05 or in other words the ADHD students who receives cognitive-behavioral counseling reach higher cognitive ability score compare with students who receive behavioral counseling. If the fourth hypothesis is analyzed, it proves that Ho is rejected and H1 is accepted at real degree 0.05. It can be said that ADHD students who receives behavioral counseling, reach higher adaptive behavior compare with ADHD students who receives cognitive counseling. With assumption that ADHD students can remember adaptive behavior examples easily through structured visual stimulation in stages, while the implementation of cognitive counseling process is focused more on increasing memory aspect and object understanding concept (cognitive process) through multisensory technique.

Based on the fifth hypothesis, it is shown that Ho is rejected and H1 is accepted at real degree 0.05. It can be said that ADHD students who receives

behavioral counseling reach higher adaptive behavior ability score compare with students who receives (cognitive-behavioral) counseling. Behavioral counseling is one of the relevant counseling methods that is used to stimulate the adaptive behavior ability of ADHD children in stages.

The sixth hypothesis shows that Ho is accepted and H1 is rejected at the real degrees 0.05, or it can be said that there is no significant difference between the score of adaptive behavior ability of ADHD student who receives cognitive-behavioral counseling compare to ADHD students who receives cognitive counseling. Furthermore, if the ADHD students who receives cognitive counseling is compared with ADHD students who receive behavioral-cognitive counseling, it shows no significant increase on their adaptive behavior ability. (McNamara and Horan, 2006).

4 CONCLUSIONS

The conclusion of the study of cognitive-behavioral counseling model development to optimizing the cognitive ability and adaptive behavior of ADHD students are as follows: ADHD students who receives cognitive counseling reach higher cognitive ability score compare with ADHD students who receives behavioral counseling. Hence the conclusion is cognitive counseling is more effective than behavioral counseling in optimizing cognitive ability of ADHD students. A theory of the inter professional collaborative learning process of cognitive-behavior counseling's students who was engaged in a collaborative learning experience with students from another allied health disciplines.

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