

## 11. EDUCATIONAL INTEGRATION OF CHILDREN WITH ADHD



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**Introduction.** Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition characterized by a persistent pattern of inattention, hyperactivity, and impulsivity. Although prevalence estimates vary widely (between 5% and 10%), there is a global trend indicating a decrease in incidence. According to recent systematic reviews, the prevalence of ADHD is 7.2% in school-age children, with an overall male-to-female ratio of 2-3:1. It stands among the most common neurobehavioral disorders of childhood, significantly impacting academic success, well-being, and social interactions in children. ADHD tends to persist into adulthood, even though with variable rates throughout life, and is therefore identified by long-term negative consequences, including an increased risk of substance abuse and dependence, antisocial and criminal behavior, and significantly higher personal and economic adversity. The practical implications of these findings underscore the need for individualized approaches in delivering education and educational support.

**Aim of study.** The research topic on ADHD and the difficulty of school integration is important and relevant in the context of knowledge. In a continually evolving society where the educational process becomes increasingly diverse and demanding, the recognition and profound understanding of the impact of ADHD in the school environment become vital. This research focuses on identifying and understanding the mechanisms contributing to the school integration difficulties of children with ADHD and explores personalized educational strategies and interventions to enhance their educational and social experience.

**Methods and materials.** The synthesis of relevant studies and systematic reviews on the research topic was conducted using the bibliographic databases (PubMed and GoogleScholar) from the recent period, specifically the last 5 years. This process resulted in a comprehensive synthesis of existing data, providing an updated perspective on the current state of knowledge in the respective field. The search terms included "ADHD," "school integration," and "academic performance."

**Results.** Following the examination of existing data, we highlighted that children with ADHD face difficulties in their school integration process due to complex and interconnected reasons. Multiple studies suggest that children with ADHD may exhibit dysfunctions in executive functions of the brain, such as impulse control, information organization, and planning. Concentration and attention maintenance difficulties can interfere with students' ability to process information efficiently and engage in academic tasks. Due to impulsivity and hyperactivity, children may encounter challenges in maintaining attention during group activities or social games, contributing to the deterioration of relationships with peers and teachers. According to research, these social difficulties can contribute to isolation and stigmatization among classmates, fostering an insecure and stressful school environment and, as a result, potentially affecting the integration of children with ADHD into the school community. Frustration caused by learning difficulties and challenging social interactions can lead to anxiety and stress. Additionally, issues of emotional self-regulation may arise, including rapid mood changes or impulsive reactions in conflict situations. Adapting to the school environment thus becomes a significant challenge. Longitudinal studies indicate that the difficulty of adaptation, insufficient academic performance, and poor educational outcomes associated with ADHD persist, thereby increasing the risk of dropout, repeating a grade, and ultimately leading to relatively low graduation rates from high school and post-secondary studies.

**Conclusion.** ADHD extends beyond the aspects of inattention, hyperactivity, and impulsivity; it brings forth a range of interrelated challenges associated with significantly lower academic performance, dysfunctional social relationships, and overall difficulties in adapting to the school environment.