EFFECT OF INTERVENTION STRATEGIES ON ATTENTION AND IMPULSIVITY OF STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER.

A SUMMARY OF THE THESIS
Submitted to the
FACULTY OF EDUCATION
PANJAB UNIVERSITY, CHANDIGARH
For the degree of
DOCTOR OF PHILOSOPHY
(2015)

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Attention deficit hyperactivity disorder (ADHD) is a common condition that affects nearly 3 to 5 percent children and adolescents. Though, usually medicines are used to deal with ADHD, but these medicines have varied side effects. Therefore, the investigator felt the need for exploring safer and more convenient alternatives, which could be of more use to teachers, parents and children in the Indian setting. The present study has been designed to see the effect of educational interventions on attention and impulsivity of students with ADHD. Sample of 60 students was selected from six schools of Tricity, between 8 to 11 years of age, who were identified with the help of Diagnostic test of ADHD by Wolraich (2012). For objective identification of ADHD, Test of Variable of Attention (TOVA) was used. Subjects were divided into three groups i.e. two experimental and one control groups of 20 each randomly. Two intervention strategies namely, Visual Concentration Attention Technique (VCAT) and Continuous Performance Test (CPT) were imparted to the two experimental groups for 20-25 minutes for 30 sessions each. However, subjects of control Group (CG) were not given any treatment. Results indicate that both the intervention strategies were equally effective in enhancing the attention and for reducing the impulsivity of subjects of experimental groups. Findings of the present study lead the researcher to conclude that many children with ADHD remain undiagnosed and go through life with the “hidden disability”. With early detection and interventions, teachers and parents can plan need based strategies to help them to deal with the life situations.

Key Words: ADHD, Attention, Impulsivity, Intervention Strategies