

Effectiveness of Play Therapy in Promoting Socialization among the Attention Deficit Hyperactivity Children.

*Prof. V. Hemavathy & **S. Saradha Devi

Abstract

The study was conducted to assess the effectiveness of play therapy in promoting socialization among the attention deficit hyperactivity children. Pre experimental one group pre test and post test design was adopted to examine the effects of play therapy among ADHD children Modified Vineland social maturity scale was used to assess the effectiveness of play therapy. The therapy was administered as an intervention for a special period of 4 weeks and the post assessment was done during the last one week. The findings of the present study showed that 76[63.3%] of subjects had moderate level of socialization 34[28.3%] had adequate level of socialization 10[8.4%] had inadequate level of socialization. The overall score mean score was 22.99 with a SD 8.96 and paired value was 69.87 which reveals that is highly significant at level of $P < 0.001$. The study findings supported that play therapy was effective in promoting socialization among ADHD children.

KEYWORDS: Effectiveness, attention deficit hyperactivity children, socialization, play therapy.

Introduction

Attention deficit hyperactivity children have a deficit in adaptive behaviour and impaired level socialization. Play is a natural and most easily available outlet for children expression of need and feeling. The stimulation is necessary for optimal development. 5-15% of children suffer from mild ADHD. The integration of games into therapy provides and enhance the therapeutic process. Kinder training is a play based professional development training model designed for early elementary school teacher. It is established therapeutic approach for working with children and families in the West. Play therapist often work with children desirable as oppositional and aggressive. The Marschak interaction method is a play-based observation used to evaluate parent-child relationship.

Objectives

- To assess the level of socialization before the play therapy among attention deficit hyper activity children
- To assess the level of socialization after play therapy among attention deficit hyper activity children
- To assess the effectiveness of play therapy in socialization of attention deficit hyper activity children
- To associate post assessment level of socialization with selected demographic variables

Materials and Methods:

ADHD children who are getting special education in Day care center. Pre experimental one group pre test and post test design was adopted to examine the effects of play therapy among ADHD children. Observational checklist was [Modified Vineland social maturity scale] used. Everyday 1st 30 mints, doll therapy was

provided, next 30 mints game was provided, next 30 mints building blocks were provided and the last 30 mints toys were given. The research tool consist of socio demographic variables, like age, sex, type of stay, educational status, birth order, number of siblings.

Scoring

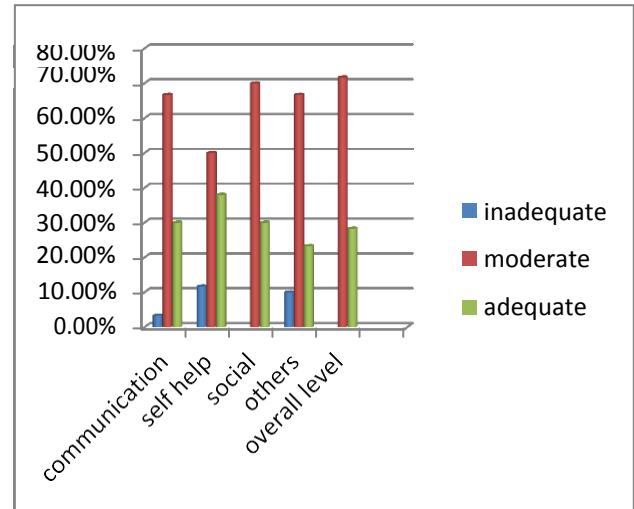
POSITIVE ITEMS	NEGATIVE ITEMS
NEVER-1	NEVER-3
OCCASIONAL-2	OCCASIONAL-2
ALWAYS-3	ALWAYS-1

Results and Discussion

The study was Pre experimental [pre test and post testdesign].Random sampling was used to select the sample for the study. A sample size of education in Day care center. Modified Vineland social maturity scale was used to assess the effectiveness of play therapy. The therapy was administered as an intervention for a special period of 4 weeks and the post assessment was done during the last one week. The findings of the present study showed that 76[63.3%]of subjects had moderate level of socialization 34[28.3%] had adequate level of socialization 10[8.4%] had inadequate level of socialization. The overall score in the mean score is 22.99 SD 8.96and paired value is 69.87 which reveals that is highly significant at level of P<0.001.The study findings supported that play therapy was effective in promoting socialisation among ADHD children.

➤ Overall level of socialization in the pre test shows 86(71.7%) had inadequate level of socialization 20(16.7%) had moderate level of socialization , 14(11.6%) had adequate level ofsocialization.

**Level of Socialization among ADHD Children in the Posttest
N=120**



Variables	Inadequate		Moderate		Adequate	
	No	%	No	%	No	%
Communication skills	4	3.3	80	66.7	36	30.0
Self Help Skills	14	11.7	60	50.0	46	38.0
Social skills	-	-	84	70.0	36	30.0
Other skills	12	10.0	80	66.7	28	23.3
Overall Level Of Socialization	-	-	86	71.7	34	28.3

➤ The overall level of socialization in the post test shows 34(28.3%) had adequate level Of socialization and 86(71.7%) had moderate level ofsocialization

Comparison Of Pretest And Post Test Socialization Scores

LEVEL OF SOCIALIZATION	IMPROVEMENT IN MEAN	SD	PAIRED T VALUE	P VALUE
Communication skills	22.99	8.96	19.87	0.001
Self help skills	21.39	10.33	15.97	0.001
Social skills	24.42	8.63	21.91	0.001
Other skills	19.92	9.66	15.97	0.001
Over all level of socialization	15.05	12.59	6.81	0.001

The overall improvement score was 22.99 (SD8.96) and paired t value is 69.87 which reveals that it is highly significant at level of P<0.001.

Conclusion

The study was conducted to find the effect of play therapy in promoting socialization among ADHD children. The study findings revealed that there is a significant improvement in the level of socialization among the attention deficit hyperactivity children after providing the playtherapy.

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