

The effect of verbal self-instruction on the recovery of inattention, hyperactivity and impulsivity symptoms in elementary school students with attention deficit/hyperactivity disorder

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Abstract:

Introduction: It is now broadly accepted that the application of behavioral-cognitive multimodal program including contingency management, self-control and self-instruction training can affect student's success in reading and doing homework, increasing attention, decreasing anger. One of the procedures based on cognitive-behavioral methods is verbal self-instruction. The present study aims to examine the effect of verbal self-instruction training on improvement of inattention, hyperactivity, and impulsivity symptoms of ADHD.

Material & Methods: A sample of 50 boys (age 8;2 years old) from elementary schools who recognized ADHD by using Child Symptom Inventory-4 (teacher's form) selected and interviewed by a clinical psychologist through standards of Diagnostic and Statistical Manual of Mental Disorders (4th edition-text revised). Then, 30 boys from 48 children who were diagnosed ADHD and received no medication, selected randomly and matched according to age, class level and intelligence quotient. Subjects assigned to control and experimental groups equally. The experimental group participated to 8 intervention sessions (each session one hour) and received verbal self-instruction training program. Data analyzed by using dependent t-test.

Results: The findings showed that there is a meaningful difference between the scores of ADHD symptoms in experimental and control group. The symptoms decreased significantly in experimental group.

Conclusions: The intervention caused children react normally to instant stimuli and sudden events. This training causes children to become able to inhibit behaviors which lead to immediate outcomes so that they will maximize delayed outcomes.