Evaluate the effectiveness of nursing intervention package in terms of knowledge, reported practice of parents and attention scholastic achievement and behaviour of children with attention deficit hyper activity disorder (ADHD) in selected schools of Kerala

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ABSTRACT

ADHD is considered to be a 20th century phenomenon affecting mainly children from developed nations. The worldwide incidence of ADHD in children is 3-5 per cent. In India, it is as high as 15.5 per cent.

Aim: To assess the effectiveness of nursing intervention package in improving the knowledge and reported practice of parents and attention, scholastic achievement & behavior of children with Attention Deficit Hyperactivity Disorder (ADHD)

Design: Quasi-experimental One group pretest and post test

Settings: St. Anne’s School, Viswajyothi Public School and Vimala Public School.

Participants: 119 primary school children with ADHD between the age group of 5 –12 years, their parents and teachers.

Measurements:
1. Socio-demographic data
2. Structured questionnaire to assess both knowledge and Reported Practice.
3. Modified Vanderbilt assessment Scale (Parent & Teacher)
4. Modified Home/School situations questionnaire (Parent & Teacher)
5. Meditation Compliance Checklist

Intervention:
The study was carried out in 5 phases. Started the assessment with the first phase(Pretest) and with the second phase the researcher started the assessment (Posttest-1) followed by interventions as planned and continued till the 5th phase of intervention.

The 5th phase also included the post intervention (Posttest-4) knowledge assessment of parents and assessment of progress in children.
Interpretations:

1. Regarding knowledge, the difference showed a marked improvement in the knowledge and practice score of parents.

2. Regarding the effectiveness, in knowledge and practice score of the respondents before and after intervention is significantly different.

3. There is a significant difference in the mean score value which reveals an increase in attention, scholastic achievement, and in behaviors the Home/school assessment scale in children with ADHD.

4. There is an association between reported practice of parents and demographic variables like sex, age in years, type of family and income per month. There is also an association between reported practice of parents and scholastic performance.

5. Scholastic achievement is increasing with increase in attention and scholastic achievement is decreasing with decrease in attention.

6. The desired behavior is increasing with increase in attention and behavior is decreasing with decrease in attention in the child as per the teacher assessment.

7. The result showed that the meditation has great impact in different areas if the subject is compliant to it.

Keywords:- ADHD, Parents, Teachers, Children, Scholastic Achievement, Behaviors, Attention, Meditation