The Effectiveness of Group Play Therapy on Hyperactivity and Attention Deficit Symptoms in School Children

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Abstract

Objective:
This study was conducted to explore the effectiveness of group play therapy on decreasing excessive activity and attention deficit in school children.

Method:
This study was semi-experimental with pre-test, post-test and control group. The Statistical population of this study consisted of all of the elementary school students of Tehran-district 5 who were studying during 2015-2016 school year. This study included 40 individuals who were selected based on availability and randomly assigned to two experiment (n= 20) and control (n= 20) groups. In order to assess the hyperactivity and attention-deficit variable, the fourth revision of the Swanson, Nolan and Pelham Profile (SNAP-IV) of attention deficit and hyperactivity disorder was used. The experiment group participated in 10 sessions of group play therapy during 5 weeks, while the control group received no interventions. The results were analyzed using analysis of covariance (ANCOVA).

Results:
The results of ANCOVA showed that there was a significant difference between the post-tests of the two groups.

Discussion and conclusion:
The results showed that group play therapy intervention is effective in decreasing the symptoms of hyperactivity and attention-deficit of school children. Play therapy, along with other therapeutic interventions, can be applied as an intervention rich in constructive and effective relationships which has positive side effects on reducing hyperactivity and attention deficit symptoms of children.