The Effect of Nominated Traditional Games on Symptoms Reduction of Attention Deficit/ Hyperactivity Disorder among the Primary School Students

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Abstract

The purpose of this study was to elicit the effect of selected traditional games on reducing symptoms of attention deficit/hyperactivity disorder of primary school students. This was a quasi-experimental research using a pre-test and post-test with control group design. The population was primary school students (7 to 12 years old) in Mashhad who was enrolled in the first semester 2015-2016. Then, 40 students with symptoms of attention deficit/impulsivity disorder according to DSM-V from 4 male and female schools were selected and randomly divided into two groups. Subjects were evaluated before and after local games intervention with teacher’s edition children symptom inventory-4. The data were analyzed with Pearson coefficient correlation and ANCOVA. Results showed that the effect of selected traditional games on reducing attention deficit and hyperactivity symptoms in children was significant (p<0.001). Therefore, traditional games could be exploited as an effective method of reducing the symptoms of children with attention deficit/hyperactivity disorders.