

Knowledge of performance feedback among boys with ADHD.

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Abstract

BACKGROUND:

Children with attention deficit-hyperactivity disorder (ADHD) often experience delays in acquiring competence completing fundamental motor skills. The effects of augmented prescriptive knowledge of performance feedback (PKP) have not been explored as a possible component solution.

AIMS:

The purpose of this study was to test the motor learning effects of KP among boys with ADHD.

METHODS AND PROCEDURES:

Thirty-one boys with ADHD, randomly selected into either a treatment or a control group, completed a series of cornhole games. It was hypothesized that PKP feedback administered to treatment group participants would increase motor learning. Dependent variables included cornhole scores and quality of performance measures.

OUTCOMES AND RESULTS:

Both groups improved in cornhole scores and improvement was not dependent upon KP. Treatment group participants performed significantly better in quality of performance of the underhand toss compared to the control group.

CONCLUSIONS AND IMPLICATIONS:

PKP feedback improves motor skill performance learning among children with ADHD above knowledge of results feedback only. Recreational program directors should consider using KP feedback when teaching motor skills to boys with ADHD.