



# 'EFFECTIVENESS OF TEACHING-LEARNING MODULE FOR SCHOOL TEACHERS ON KNOWLEDGE REGARDING BEHAVIORAL THERAPY FOR CHILDREN WITH ADHD'

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## Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is the most frequently encountered and most extensively studied neurobehavioral disorder of childhood, yet mental and psychiatric services for children lag behind those for adults in developing countries. Therefore, a pre experimental one group pre-test, post-test design was used to find out the Effectiveness of Teaching Learning Module for School Teachers on Knowledge, regarding Behavioral Therapy for Children with Attention Deficit Hyperactivity Disorder (ADHD) in Selected Schools of Hassan, Karnataka. The sample consisted of 100 schoolteachers, selected by convenient sampling method. Data were collected by structured knowledge questionnaire prepared by the investigator. After collecting base line data, teaching learning modules were given to schoolteachers and after 7 days post-test was conducted using the same questionnaire. The results showed that the module was effective in increasing the knowledge of teachers ( $t_{99} = 28.99$ ). In Post-test significant association was found between knowledge scores and demographic variables like age ( $\chi^2 = 7.21$ ), gender ( $\chi^2 = 5.90$ ), religion ( $\chi^2 = 3.89$ ) and earlier information ( $\chi^2 = 4.40$ ). Thus H<sub>2</sub> was accepted.

**Key words:** Attention Deficit Hyperactivity Disorder (ADHD), Behavioral therapy.

## Background

Children are supremely important asset of a nation. Their healthy upbringing is our prime responsibility. Children's programs should find a prominent part in our national plans for the development of human resources in each sector, so that our children grow up to become responsible citizens. Equal opportunities for development to all children during the period of growth should be our aim (Shastri PC, 2009)<sup>1</sup>. There is no health without mental health. The future of the country, therefore, depends on the mental health and strength of young people (Anant mane 2008)<sup>2</sup>.

In India, though children constitute nearly 40% of the population, child mental health care has received scant attention in service, research and training. Child and adolescent psychopathology is a major concern among health professionals and educators in the developed countries. A few surveys conducted in India have revealed that 7-30% of children under the age of 12 years need either evaluation or continuing psychiatric care (Col

S Chaudhury et al)<sup>3</sup>. School age is a formative period, physically as well as mentally, transforming the school child into a promising adult. Health habits formed at this stage will be carried to the adult age, old age and even to the next generation (Mahajan B.K.Gupta, 1995)<sup>4</sup>. The teachers have an immense impact on young children's mental health. Teacher's services have been utilized for school health programs in health status assessment and health education. Since there is considerable shortage of mental health professionals, school teachers can make important contributions in the promotion of mental health of the children. The opportunity that the teachers have for interpersonal relationship with children and their parents, greatly contribute to the mental health of the children (Dr. Prasad mata 1996)<sup>5</sup>.

It is estimated that about 50% of students with ADHD do not qualify for special education services and are accommodated full-time in the general education classroom. It is also estimated that of the other 50% of students with ADHD who qualify for special education services, approximately 85% of these students receive at least part of their instruction in the general education setting. Thus, it is crucial to examine what general education teachers know about ADHD. There are many interventions which can be implemented by teachers that

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