The effectiveness of theatre therapy in reducing the symptoms of ADHD behavior of primary school boys in Isfahan

Introduction: children with ADHD, represent symptoms such as hyperactivity, low patience, distraction, loquacity, act without thinking or planning

Study objectives: the present study, beside cognitive therapy and drug therapy, studies the effect of theater therapy methods for controlling and more and better modification of behavioral symptoms of ADHD boys in elementary school

Methods: A group of students from elementary school boys which were homogenized according to family and natural intelligence, 30 individuals who had most of the characteristics of ADHD for more than 6 months, were randomly selected based on Conners ADHD symptoms questionnaire, completed by parents and school teachers. They were assigned to two groups of experimental and control and both groups benefited from the cognitive therapy and pharmacotherapy program but the experimental group took advantage of methods of theater therapy and the theater therapist worked with them individually and in groups in 12 sessions during the month. After one month, again for both groups Conners questionnaire was completed by parent and teacher and the results were analyzed through MANOVA test

Results: before performing theater therapy methods there was no significant difference between experimental and control after performing theater therapy methods on the experimental group, there was a significant difference between experimental and control groups in terms of ADHD symptoms including attention deficit, hyperactivity, and impulsivity (the dependent variable) and the research hypothesis was confirmed

Conclusion: According to the results of this study, theater therapy strategies functioned effectively in reducing and modifying ADHD symptoms

Keywords: ADHD, hyperactivity, attention deficit, impulsivity, theater therapy