Abstract

This study was carried out to ascertain the effect of training of life skills on the adjustment level and academic achievement of the adolescents having conduct disorder and attention deficit hyperactive disorder. One hundred fifty children of ADHD and conduct disorder from Delhi state in India were given life skill training through the art of storytelling. Pretest and posttest of adjustment level, academic achievement and life skills was done. Tools used for the study were Bell’s adjustment inventory, academic performance rating scale and life skill indicator. The result of the study showed that before the intervention (pretest), majority of the children reported unsatisfactory adjustment and poor to average academic profile. Children with conduct disorder had low level of adjustment but better academic performance as compared to children with ADHD. No significant difference was observed in adjustment level and academic achievement of male and female children, prior to intervention. After life skill training (posttest), there has been a significant improvement in the adjustment level, academic performance and life skills of children with ADHD and conduct disorder. Major areas of adjustment viz. home, health, social and emotional adjustment, had significantly improved posttest. The results of the posttest showed that the intervention was equally effective for male and female children. This study showed that life skills training (through the art of storytelling) may be imparted as a complementary intervention for improving adjustment level and academic performance of children with ADHD and conduct disorder.