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CHAPTER SIX
RESUMÉ

6.1 INTRODUCTION

The present chapter exemplifies in brief the whole research process, the analysis employed, the results obtained and its implications for this research study.

6.2 SUMMARY

The present research attempted to study the effect of Music and Dance on children with ADHD. The ADHD symptoms of the subjects were measured using the ADHD Rating Scale IV by DuPaul et al., (1998). This scale is available in Teacher and Parent versions, and has 3 subscales of Inattention, Hyperactivity-Impulsivity and a Combined subscale for both the versions. Based on available literature the following hypotheses were framed:

1. Music intervention significantly reduces ADHD scores derived from teachers’ as well as parents’ ratings of the study group weighed against that of the comparison group.

Hence:

i. Inattention Scores – Teacher version of the study group are lower after Music intervention as weighed against that of the comparison group.
ii. Hyperactivity-Impulsivity Scores - Teacher version of the study group are lower after Music intervention as weighed against that of the comparison group.

iii. Combined Scores – Teacher version of the study group are lower after Music intervention as weighed against that of the comparison group.

iv. Inattention Scores – Parent version of the study group are lower after Music intervention as weighed against that of the comparison group.

v. Hyperactivity-Impulsivity Scores – Parent version of the study group are lower after Music intervention as weighed against that of the comparison group.

vi. Combined Scores – Parent version of the study group are lower after Music intervention as weighed against that of the comparison group.

2. Dance intervention significantly reduces ADHD scores derived from teachers’ as well as parents’ ratings of the study group weighed against that of the comparison group.

Hence:

i. Inattention Scores – Teacher version of the study group are lower after Dance intervention as weighed against the comparison group.

ii. Hyperactivity-Impulsivity Scores - Teacher version of the study group are lower after Dance intervention as weighed against the comparison group.
iii. Combined Scores – Teacher version of the study group are lower after Dance intervention as weighed against the comparison group.

iv. Inattention Scores – Parent version of the study group are lower after Dance intervention as weighed against the comparison group.

v. Hyperactivity-Impulsivity Scores – Parent version of the study group are lower after Dance intervention as weighed against the comparison group.

vi. Combined Scores – Parent version of the study group are lower after Dance intervention as weighed against the comparison group.

3. There is no significant difference between the effects of music and of dance interventions.

Hence:

i. Inattention Scores – Teacher version are not different for the Dance and Music Intervention groups.

ii. Hyperactivity-Impulsivity Scores – Teacher version are not different for the Dance and Music Intervention groups.

iii. Combined Scores – Teacher version are not different for the Dance and Music Intervention groups.

iv. Inattention Scores – Parent version are not different for the Dance and Music Intervention groups.

v. Hyperactivity-Impulsivity Scores – Parent version are not different for the Dance and Music Intervention groups.
vi. Combined Scores – Parent version are not different for the Dance and Music Intervention groups.

4. There is no significant difference between the pre-intervention and post-intervention ratings of the comparison group.

Hence:

i. Inattention Scores – Teacher version are not different for the pretest and posttest of the comparison group.

ii. Hyperactivity-Impulsivity Scores – Teacher version are not different for the pretest and posttest of the comparison group.

iii. Combined Scores – Teacher version are not different for the pretest and posttest of the comparison group.

iv. Inattention Scores – Parent version are not different for the pretest and posttest of the comparison group.

v. Hyperactivity-Impulsivity Scores – Parent version are not different for the pretest and posttest of the comparison group.

vi. Combined Scores – Parent version are not different for the pretest and posttest of the comparison group.

The subjects for the study consisted of 90 boys from English medium schools in the age range of 10 to 12 years. They were from middle-class families and lived with both parents. The parents of the subjects were well-versed in English and none of the subjects were being medicated for ADHD at the time.
of the research. The boys were initially identified by their respective class teachers following which the parent version of the test was administered to the subjects’ parents, so as to obtain a delineation of home and school behavior. The participants were randomly assigned to either, the Music intervention group, the Dance intervention group or the Comparison group. Thus, there were 30 subjects in each group. Both the intervention groups participated in 30 sessions of Music and Dance respectively, over a period of 6 weeks approximately after which all the groups were tested again. Keeping in mind the hypotheses and the objectives of the study ANCOVA was carried out with the obtained data, which revealed significant differences between the comparison group and the music and dance intervention groups.

6.3 CONCLUSIONS

The conclusions drawn from this study were:

1. Music intervention significantly reduced ADHD scores derived from teachers’ as well as parents’ ratings of the study group weighed against that of the comparison group.

2. Dance intervention significantly reduced ADHD scores of the teachers’ as well as parents’ ratings of the study group weighed against that of the comparison group.
3. There was no significant difference between the results of music and dance interventions.

4. There is no significant difference between the pre-intervention and post-intervention scores of the comparison group except for the Inattention Parents subscale which showed an increase at the time of the posttest.

6.4 LIMITATIONS OF THE STUDY

Due to unavailability of resources, the study is not as exhaustive as it could have been, hence has its share of limitations, which are listed below:

1. The sample was restricted to only boys, hence no comparison or generalization in terms of gender is possible. As ADHD is more rampant among the male population, identifying male subjects was relatively easier. However, future research using female subjects is a requisite.

2. The effect of the therapist variable could not be studied as there was only one therapist who worked with both the intervention groups. It would be interesting to study, if different therapists or therapists of different genders would have yielded varying results.

3. Though a cursory attempt at obtaining case histories of the subjects was made, it was by no means sufficient. Moreover, regular meetings and feedback from both parents and teachers would have painted a more lucid picture of the progress of the interventions as well as the history of the child.
This is important so as to formulate a more tailor-made intervention program for the child.

4. There were no follow ups to ascertain if the obtained results were sustained and if they were for how long. The sample consisted of school going boys, after the treatment period, as the schools were pressed for time, and were not able to accommodate any research follow ups due to the strict Zilla Parishad time table and it was arduous to follow up with such a large group outside of school.

6.5 SUGGESTIONS FOR FUTURE RESEARCH

In order to be able to generalize across populations, the study could be replicated with different age levels and genders. This would provide a deeper understanding of the effectiveness of Music and Dance in the emancipation of ADHD symptoms.

As mentioned earlier, studying the therapist variable would be of interest, as this could determine the effectiveness of the treatment. If confounding is observed, it would better help to plan treatment alternatives for children based on gender. Also, patient identification with the therapist can be studied.

This study concerned itself only with reduction of ADHD symptoms, however, in the course of research it was observed that ADHD associated problems, like peer acceptance and academic achievement were positively
affected. Hence, it would be worth while to study in detail the kind of effects Music and Dance interventions would have on ADHD associated complications, like peer acceptance, academic achievement, and disorders that accompany ADHD.

Given the nature and constraints of the study an in depth qualitative study was not possible. Qualitative analysis could have thrown light on several factors that may have had an effect on the outcome. For instance, would the subject being musically inclined, have a bearing on the outcome? Hence a study, taking into account the preferences of the subjects would be of use to provide a better tailor-made therapy.

National Institute of Mental Health (2000) conducted a study with combined treatments that had positive results. The results of the present study demonstrate the efficacy of music and dance intervention independently. However, the effects of these interventions along with traditional existing therapies can be explored.

Art based interventions seem to hold a lot of promise, especially for children and those adults that are looking for alternative treatment options. Hence research with other disorders like autism, mental retardation, depression etc. should be carried out. Moreover, since they are in their nascent stage any research at this point will simply add to the existing body of knowledge and will not be redundant.
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APPENDICES