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APPENDIX I

DATA SHEET

NAME OF THE SCHOOL: ________________________

NAME OF THE STUDENT: ________________________

1. Parent’s name: ________________________

2. Parent’s education: ________________________

3. Annual Income: ________________________

4. No. of children: ________________________

5. No of people at home: ________________________

6. Additional information about your child that you would like to share with regards to home and school behaviour:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Please Note: All the information provided by you will be kept strictly confidential and will be used only as statistical information for the sake of this research project.
Thank you.
Regards,

Natasha D’Cruz
APPENDIX II

ADHD RATING SCALE-IV: SCHOOL VERSION

Child's name: __________ Sex: M F Age:____ Grade:__
Completed by: ____________

Circle the number that best describes this student's school behavior over the past 6 months (or since the beginning of the school year) where 0 = Never or Rarely; 1 = Sometimes; 2 = Often; 3 = Very often.

1. Fails to give close attention to details or makes careless mistakes in schoolwork. 0 1 2 3
2. Fidgets with hands or feet or squirms in seat. 0 1 2 3
3. Has difficulty sustaining attention in tasks or play activities. 0 1 2 3
4. Leaves seat in class or in other situations in which remaining seated is expected. 0 1 2 3
5. Does not seem to listen when spoken to directly. 0 1 2 3
6. Runs about or climbs excessively in situations in which it is inappropriate. 0 1 2 3
7. Does not follow through on instructions and fails to finish work. 0 1 2 3
8. Has difficulty playing or engaging in leisure activities quietly. 0 1 2 3
9. Has difficulty organizing tasks and activities. 0 1 2 3
10. Is "on the go or acts as if driven by a motor" 0 1 2 3
11. Avoids tasks (e.g., schoolwork, homework) that require sustained mental effort. 0 1 2 3

12. Talks excessively. 0 1 2 3

13. Loses things necessary for tasks or activities. 0 1 2 3

14. Blurt out answers before questions have been completed. 0 1 2 3

15. Is easily distracted. 0 1 2 3

16. Has difficulty awaiting turn. 0 1 2 3

17. Is forgetful in daily activities. 0 1 2 3

18. Interrupts or intrudes on others. 0 1 2 3

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## APPENDIX III

### ADHD RATING SCALE- IV: HOME VERSION

Child's name: __________ Sex: M F Age:_____ Grade:__  
Completed by: ____________

Circle the number that best describes your child’s home behavior over the past 6 months, where 0 = Never or Rarely; 1 = Sometimes; 2 = Often; 3 = Very often.

1. Fails to give close attention to details or makes careless mistakes in schoolwork.   0 1 2 3

2. Fidgets with hands or feet or squirms in seat.   0 1 2 3

3. Has difficulty sustaining attention in tasks or play activities.   0 1 2 3

4. Leaves seat in class or in other situations in which remaining seated is expected.   0 1 2 3

5. Does not seem to listen when spoken to directly.   0 1 2 3

6. Runs about or climbs excessively in situations in which it is inappropriate.   0 1 2 3

7. Does not follow through on instructions and fails to finish work.   0 1 2 3

8. Has difficulty playing or engaging in leisure activities quietly.   0 1 2 3

9. Has difficulty organizing tasks and activities.   0 1 2 3

10. Is "on the go or acts as if driven by a motor"   0 1 2 3
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<td>11. Avoids tasks (e.g., schoolwork, homework) that require sustained mental effort.</td>
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<td>12. Talks excessively.</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>13. Loses things necessary for tasks or activities.</td>
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<td>1</td>
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APPENDIX IV

MUSIC INTERVENTION ACTIVITIES

1. Name Game using tunes- This served as a great introduction means, which helped the group get acquainted with each other. Here, depending on the syllables in the name of the subject, he has to come up with a tune for his name. After which, the whole group sung back his tune. After every one had a tune for their name, the whole group sang each name in succession making a song out of their names.

2. Rhythm song- Here each subject was instructed to make rhythms within a 4/4 tempo, using anything to make sound. Again, after solo performances, it was done as a group.

3. Breathing to vowels- The subjects were taught abdominal breathing and were taught to exhale using different vowels and combinations of vowels, at the same time controlling the flow of breathe.

4. Rhythm with props- Subjects were asked to come up with as many sounds as they could produce from a steel tumbler and spoon, after random sounds, they were asked to develop some sort of rhythm with these sounds.

5. Rhythm with props – This time the subjects were asked to bring any material readily available in the house, which could be used as sound props, the choice was left up to them. The props ranged from pots and pans to marbles, handkerchiefs and paper. They were then encouraged to explore the range of sound elicited from these objects.
6. Group Rhythms with props- The subjects were randomly assigned to groups among themselves, and were given the task to compose music with the help of any props that they liked. This was not only an exercise in music development but provided an opportunity to observe group dynamics and encouraged team playing.

7. Rhythm using the body as a prop- The subjects were encouraged to explore the range of sound available to them, using their body as an instrument, after which, they came up with a pattern of sounds that they could make using different body parts.

8. Imagery- Emotions- The subjects were made to sit comfortably in a relaxed position and listen to Ravin’s “secret love”, while being reminded to continuously breathe. Before the music begun, they were asked to pay attention to feelings and emotions that the music induced, after listening to the piece, the same was discussed.

9. Write words- The subjects were asked to write down rhymes about things or people that were important to them, after which, they were shared with the group.

10. Put music to the words- Picking up from the previous activity, the subjects were asked to put a tune to the words they had written earlier, then they could perform it for the group using any props they desired.

11. Learned song they wrote- From the songs written by the group, one was chosen, based on the choice of the majority and the whole group learned to sing that song.
12. Using numbers and symbols made music – Using numbers 1 to 8 as being the 8 notes of a scale and symbols like dots and dashes as the value of notes, the children were asked to make their own pattern of numbers and dots and dashes, which was then played on the piano by the facilitator. In this way the creativity of the child was given an outlet, in spite of not being able to read or play music.

13. Imagery- Place- The subjects were made to sit comfortably in a relaxed position and listen to Strobe's Nanafushi (Satori Mix) - Kodo, while being reminded to continuously breathe. Before the music begun, they were asked to imagine, what place the music reminds them off and to imagine themselves in that setting where the music is being played. After listening to the piece, the same was discussed.

14. Rhythm with crossed hands on the floor – All the subjects, sat on the floor with their palms on the floor, in such a manner that everyone’s right hand was in front of the person’s on his right and the left hand was behind that of the person on his left. Thus forming a crisscross pattern of hands. Then, the subjects were instructed to hit their hand on the floor, in succession, if the direction of the claps were to be changed, they were to hit their hand double time on the floor. This is an excellent exercise in concentration and co-ordination.

15. Learned a song- The subjects were provided with the lyrics of the song “Like a River” by Marti Lunn Lantz and David Lantz III. The meaning
of the lyrics and any questions arising thereof were explained. After which the song was taught to the subjects.

16. Learned song- The song learned on the previous day was completed and revised and the subjects were encouraged to improvise using rhythm and claps while singing the song.

17. Improvisation Rhythm solo- The subjects were taught a rhythmic pattern and were required to vary the pattern and then return to the original pattern.

18. Improvisation Rhythm group- Standing in a circle the whole group was taught a rhythm, which they were required to play continuously, while one person from the group in succession would improvise on the given rhythm, coming back to join the original rhythm in every case.

19. Rhythm Imitation- The subjects were individually and then in groups were given certain rhythmic patterns, which they were required to imitate as accurately as possible.

20. Auditory focus- The subjects were asked to sit in comfortable positions, with their eyes closed, they were made to relax and asked to listen and make a note of all the sounds that they could hear. They were asked to be aware of the sounds that were close as well as far.

21. Creative sounds- The subjects were divided into teams and were given time to come up with as many sounds as they could, imitating sounds from nature, their surroundings or making up sounds was encouraged. They
were then required to demonstrate the sounds to the whole group. The group with the most sounds was awarded points.

22. Music Appreciation- While listening to Claude Challe’s Weather Storm – Craig Armstrong, the subject were asked questions, regarding the instruments, the time, the mood, the use of rhythmic changes etc. which urged them to listen more intently and meaningfully.

23. Shop- This is an exercise that requires a good deal of concentration and auditory prowess. One person from the group is select to leave the room, in the persons absence the groups decides on a shop e.g. Fruit shop, then the person is asked to enter the room again, and on the count of 3 everyone shouts out different articles that are available in that shop. It’s the person’s task to guess what shop it is.

24. Music Interpretation – The subjects were made to listen to Yanni’s Keys to Imagination, and were asked to interpret the music, they were asked to think about what according to them the composer is trying to convey and how it relates to their personal lives.

25. Sound Game- The subjects were told to make certain sounds on the presentation of certain stimuli, the subjects that reacted the fastest got a point. For e.g., the right hand was an indicator for a clap, the left hand for stomping of feet etc.

26. Emotional expression with sound – While standing in a circle, the facilitator called out one emotion at a time, and the subjects were required to make a single sound that according to them best described the emotion.
27. Emotional expression with song- The group was given a song that everyone was familiar with and then the facilitator called out the name of the subject with an emotion, and the subject was required to sing that song, with the emotion that had been called out.

28. Music Duets- The subjects were assigned into pairs and were asked to come up with tunes, where each partner did something different but presented it as a duet.

29. Music Performance in groups- The groups were instructed to combine, activities done over the course of these days and come up with a song, that they wrote themselves, which they had to perform in front of the whole group.

30. Recap and De-briefing- All the activities done up until now, were reviewed and some activities were repeated. There after, the subjects were debriefed.
APPENDIX V

DANCE INTERVENTION ACTIVITIES

1. Breathing and warm up exercises- Every session commenced with breathing and warm up exercises, these activities ranged from typically deep breathing exercises followed by body movement in isolation and then combined to loosen the muscle and joints and ready the body for the movement that follows in the session.

2. Name dance- This activity is a good ice-breaker. The group stands in a circle, and they are asked to break up their names into syllables. Thereafter, they are asked to make gestures or movements for every syllable of their name. After everyone has said his name with the movements, then the group performs these together along with saying the name of the person, this ensures that everyone learns everyone else’s name.

3. Feet dance- Standing in a circle, every child is given instructions to come up with movements that involve only the feet to 4 bars of a 4/4 piece, after which the whole group performs everyone’s movements in sequence to form a dance.

4. Hand dance- The same process as in activity 3 is carried out, but this time with only hand movements.

5. Feet hand combined- As the name suggests this is a combination of activity 3 and 4. The final outcome being that the group choreographed a complete dance by themselves.
6. Ice cream- The subjects are asked to shut their eyes and imagine that they are their favorite ice creams, they can choose to be any flavor they like. Then they are instructed to take the shape of the ice cream. Slowly they are directed to melt, like an ice cream would, changing their shape and contours of the body as slowly as an ice cream would melt.

7. Game, 5, 10, 15, 20 - The subjects are told that each number is associated with a particular movement. After, having learnt the sequence, the numbers are randomly called out and the subjects are required to do the corresponding action as soon as possible, the last to do so is given a forfeit.

8. Variation on 5, 10, 15 game- In addition to the actions in activity 7, the facilitator adds the positions of Starfish, Baby, Knees and Sitting to the combination of movements.

9. Follow finger- The subjects are instructed to move their index finger as slowly as possible, using all the levels in space, while doing so, the subject is to follow his finger with his whole body. The next part, requires the subjects to be assigned partners, after which they follow the finger of the partner with their whole body and roles are reversed, so that the follower becomes the followed and so on.

10. Look into eyes- This activity is deceptively difficult, especially for children with ADHD. They are required to be in partners and seated facing each other on the floor. They are simply required to look into the eyes of their partner, at first they will be unable to do this at all, and gradually they are able to do it for longer durations.
11. Body Scan- Participants are requested to lie down on their backs in scattered positions around the room, so no one is touching the other. The facilitator guides the groups through the body and asks them to focus their attention on different parts of the body one at a time, with a pause of at least 25 seconds at each body part.

12. Seed growing- The subjects are in scattered positions around the floor and are asked to imagine that they are tiny seeds, they are asked to let their bodies take the shape of the seed. Gradually, they are asked to imagine that the seed is slowly growing and becoming a plant, so they are asked to let their body take the form of the seed growing.

13. Slow motion walk- The subjects are instructed to walk around the room, exaggerating the movements of walking. The activity has to be done as slow as possibly.

14. Following sound- All the participants are blind-folded and are instructed to walk in the direction of the drum beat that they heard periodically. This activity is a slow to medium paced activity.

15. Blind fold walk- Blind folded the subjects are instructed to walk slowly in any direction. In the event they bumped into someone else they were instructed to simply change their direction and continue walking. This is a slow paced activity.

16. Different zones- The room, was demarcated into different zones, in each zone certain movement was permitted at a particular speed. The subjects
were instructed to move around the room, once they were in any particular zone, they were to do only the designated movement to the permitted tempo.

17. Human snake- From among the group a leader is chosen, then a human chain is made by holding hands, the leader moves in and out of the circle, in different ways, followed by the whole group, until they get entangled, after which, without letting go of their hands, they try to entangle themselves.

18. Walk and Freeze- The facilitator beats a steady drum beat, the participants are required to move around the room and freeze as soon as the drum beats stop.

19. Variations on 18- Once the group is familiar with activity 18, then they can be made to vary the way they walk. They may be made to walk backwards, or in a crouched position or with hands in a horizontal position. They freeze may also be varied, for instance, they may be asked to freeze with a partner.

20. Touch and body - The group is divided into pairs. In each pair one partner closes his eyes and the other person touches different parts of his partner’s body very gently with his index finger, giving enough time for his partner to register the touch. Roles are then interchanged. Thereafter, the partner being touched moves very slightly that part of the body that is being touched. Partners interchange roles again. The pace of the exercise is slow and can be done with the eyes of the person being touched shut as well.
21. Space, Levels-Participants are told that space is divided into three levels, high, medium and low. It’s also divided into directions like left and right, diagonals, front and back. Participants are in scattered positions and using different body parts at different levels and positions are encouraged to explore the space around them.

22. Paint with body parts- Participants are scattered across the body and are asked to imagine with their eyes shut, that they are in a bubble and all the space around them is a canvas and using any or all parts of their body they can paint the canvas.

23. Splash paints- Carry forward from activity 21, the participants are asked to imagine that they removed the bubble and can splash colors and paints anywhere they want to.

24. Spatial Awareness- Participants are divided into two lines at different ends of the room, they are given certain actions which they are to do when the meet their partner at the center of the room, for e.g. shake hands, hug, bow to each other, stand back to back, do namaste. Then they are required to walk back to their original places. After they have memorized these actions, they perform the same activity blind folded.

25. Rhythm development- Standing in a circle, the participants are first made to stomp their feet in a particular rhythm, to that counts are added followed by claps. After the participants are familiarized with the pattern, then the sequence is varied.
26. Emotions and movement- Standing in a big circle, each person is given time to develop four movement actions based on any emotions they have experienced in the recent past. Each member shares these actions with the group in silence. Then the person names the emotions he depicted. Subsequently the facilitator asks the participants, if they would like to substitute certain emotions with the ones they have newly acquired.

27. Mirroring- The group is divided into pairs. In the first part of the activity one person of the pair is required to mirror the movements of his partner, just as if he were looking at his reflection in the mirror. Roles are reversed in the second part. And finally, the pair is instructed to move in such a manner that neither of the pair is leading, but they are still mirroring each other’s movements.

28. Statues- The facilitator beats a rhythm, when it stops the participants are required to strike a pose like a statue, they are encourages to use different levels in space, The statues should be spontaneous and the facilitator keeps increasing the tempo, making the statues quicker.

29. Memory and Movement- Participants are in scattered positions, they memorize 5 statues corresponding to the first five alphabets. The facilitator calls out the alphabets in a particular sequence at first then at random and faster. The participants are required to strike that position. There after alphabets are assigned by the participants to certain places on the floor, so that 2 people can have the same place but with different alphabets assigned
to them. When the alphabet is called the participants runs to his place and strikes his assigned statue. The activity can increase in pace gradually.

30. Recap and De-briefing- All the activities done up until now, were reviewed and some activities were repeated. There after, the subjects were debriefed.

Most of these activities are done without any music, however music can be used with some activities.