

P01-233 - IMPROVING THE DICTATION IN ATTENTION DEFICIT HYPERACTIVITY DISORDER BY USING COMPUTER BASED INTERVENTIONS: A CLINICAL TRIAL

M. Najafi

Shahrekord University of Medical Science, Esfahan, Iran

Objective: The aim of the current study was to assess the impact of computer games and computer-assisted type instruction on dictation scores of elementary school children with attention deficit - hyperactivity disorder (ADHD).

Method: In this single-blind clinical trial, 37 elementary school children with ADHD, selected by convenience sampling and divided into group I (n=17) and group II (n=20), underwent eight one-hour sessions (3 sessions per week) of intervention by computer games versus computer-assisted type instruction, respectively. 12 school dictation scores were considered: 4 scores preintervention, 4 scores during interventions, and 4 scores post-intervention. Dictation test was taken during each session. Data was analyzed using repeated measure ANOVA.

Results: Two groups were matched for age, gender, school grade, medication, IQ, parent's and teacher's Conners' scale scores, having computer at home, history of working with computer, and mean dictation scores. There was no significant difference in dictation scores before and after interventions and also between the study groups. The improvement in school dictation scores had no significant correlation with age, gender, Ritalin use, owning a computer at home and past history of computer work, baseline dictation scores, Ritalin dose, educational status, IQ, and the total score of parent's and teacher's Conners' rating scale.

Conclusion: Absence of significant improvement in dictation scores in study groups may be due to the confounding effect of other variables with known impact on dictation scores. Further studies in this field should also assess the change of attention and memory.