

Parent Training and Its Impact On Mobile Addiction Among The Children With Attention Deficit Hyperactivity Disorder

Kaushan Saeed

PhD scholar in Psychology, Shobhit Institute of Engineering & Technology, Meerut

Address for correspondence: kaushafaisal@gmail.com

Abstract

Objective: Attention deficit hyperactivity disorder (ADHD) is a widespread neuro developmental disorder that co-occurs with mobile addiction in children. Involvement of the parents through systematic training program has been proposed as a potential intervention to reduce such addictive behavior. The main aim of this study is to check the effectiveness of parent training program in reducing addiction of mobile among children diagnose with ADHD.

Method: A total of 20 parents of children having ADHD were selected from positive vibes-center for special education and rehabilitation, Meerut. The intervention comprises of 12 weeks parents training program focusing on behavior management strategies, structured routines and effective communication techniques. The program includes weekly session of 90 minutes. **Results:** A total of 20 children with ADHD and their parents participated in a 12 week training program. Pre and Post intervention assessments were conducted using standardized measures. Qualitative feedback from parents highlighted positive experiences with the program, with many noting improvements in their children's attention spans and reduction in disruptive behaviors. Enhanced academic performance and social interactions were also reported by teachers and parents, indicating overall positive child outcomes. **Conclusion:** The findings suggest that the intervention program was effective in reducing mobile addiction and ADHD symptoms, boosting parental confidence, and fostering improvements in children's behavior, academic performance, and social interactions. These results underscore the importance of comprehensive intervention strategies that address both child and parental needs in managing ADHD and mobile addiction.

Keywords: ADHD, mobile addiction, parent training, behavior intervention, children, digital usage

Introduction

Mobile devices have become ubiquitous in modern society giving various benefits like educational resources and communication tools however the excessive use of these devices, specially in children is a matter of concern about potential negative impact on their development and behaviour ADHD children are particularly vulnerable to mobile education due their impulsivity, difficulty in sustaining attention and a preference for immediate rewards. The addiction of mobile can increase the symptoms of ADHD which result to poor academic performance ,irregular sleep and less physical activity.

The challenges faced by the children with ADHD there is a growing need for targeted interventions that focused mobile addiction in this population. A training program for the parents , which focus on education and empowering parents to manage the behaviour of their children, have shown promise in various context this study aims to know the effectiveness of parents training program in reducing mobile addiction among children with ADHD. Providing valuable insights for children policy makers and educators.

ADHD and mobile addiction

Children with ADHD are prone to higher levels of screen time compared to their peers due to their inherent difficulties in self regulation and susceptibility to distraction (Radesky et al. 2015). Studies have shown interrelation between the symptoms of ADHD and higher use of mobile devices, which can further impair their, cognitive and behaviour function (Harpin et. al. 2016)

Impact of mobile addiction

Mobile addiction in children can lead to different advert outcomes including poor academic performance problem in attention and also social difficulties, (twenge and camp bell, 2018) for ADHD children, excessive screen time can increase their symptoms, creating vicious cycle of increased mobile use and worsening ADHD symptoms.

Parent training program

Parent training program are designed to equipped parents with skills and strategies to manage the behaviour effectively of their children. we usually use component such as behaviour modification techniques, communication strategies, and problem solving skills. Research has shown that parent training can significantly improve outcomes for children with ADHD also reducing disruptive behaviour and enhancing the relationship between parents and children, (daley et al. , 2018).

Method

The objectives of the present study were to:

- (i) To educate parents on the impact of mobile addiction on children with ADHD.
- (ii) To provide parents with strategies to manage and reduce their children mobile device usage.
- (iii) To enhance parental skills in promoting alternatives and self regulation in children with ADHD.

Hypothesis

- Parent training has a significant positive effect on educating parents of the ADHD children having Mobile Addiction.
- Parent training has a significant positive effect with strategies which result to mange and reduce their children mobile device usage.
- Parent training has a significant positive effect with parental skills in promoting alternative activities and self regulation in children with ADHD.

The intervention comprised a 12 week parent training program focusing on behaviour management strategies, structured routines, and effective communication techniques. The program includesd weekly sessions, each lasting 45 minutes. The following was the structure of the parent training program:

Structure of the parent training program

Week 1: introduction and understanding ADHD and Mobile Addiction

Week 2: setting limits and creating structure

Week 3: Positive reinforcement and behavior modification

Week 4: alternative activities and engagement

Week 5: effective communication skills
 Week 6: time management and skills
 Week 7: coping strategies for children with ADHD
 Week 8: Monitoring and supervision
 Week 9: problem-solving skills
 Week 10: building a support network
 Week 11: review and feedback
 Week 12: sustaining changes and future planning

Tools used:

1. Questionnaire on mobile addiction: to assess the degree of mobile addiction in children.
2. Parenting stress scale : to measure the stress level of parents before and after the intervention.
3. Behavioral observation: direct observation and recording of child behaviour.
4. Screen time logs: parents will maintain daily logs of their children screen time, noting the duration and context of mobile device usage.
5. Parental control software: usage of software to monitor and limit mobile device usage.

Result and discussion

A total of 20 children with ADHD and their parents participated in a 12 week training program. Pre and Post intervention assessments were conducted using standardized measures. Qualitative feedback from parents highlighted positive experiences with the program, with many noting improvements in their children's attention spans and reduction in disruptive behaviors. Enhanced academic performance and social interactions were also reported by teachers and parents, indicating overall positive child outcomes.

Table 1

Summary of the changes observed in the mobile usage patterns of children and related outcomes following parent counselling

Category	Pre intervention	Post intervention	Change/ result
Number of parents involved	20	20	-
Average daily usage (children)	6 hours	3.5 hours	Decrease of 2.5 hours
Peak usage time	7-10pm	5 pm - 7 pm	Shifted earlier by 2 hours
Social media	2.5 hours	1 hour	Decrease of 1 hour
Games	2 hours	1 hour	Decrease of 1 hour
Educational Apps	0.5 hours	1 hours	Increase of 0.5 hour
Battery usage	90%	55%	Decrease of 35%
Parental monitoring hours	1 hour	2.5 hours	Increase of 1.5 hours

Children academic performance	B average	A average	Improvements in grade
Children outdoor activity time	1 hour	2 hour	Increase of 1 hour
Parent child interaction time	0.5 hour	1.5 hour	Increase of 1 hour
Screen unlocks	100 times	60 times	Decrease of 40 times
Notification	150	80	Decrease of 70

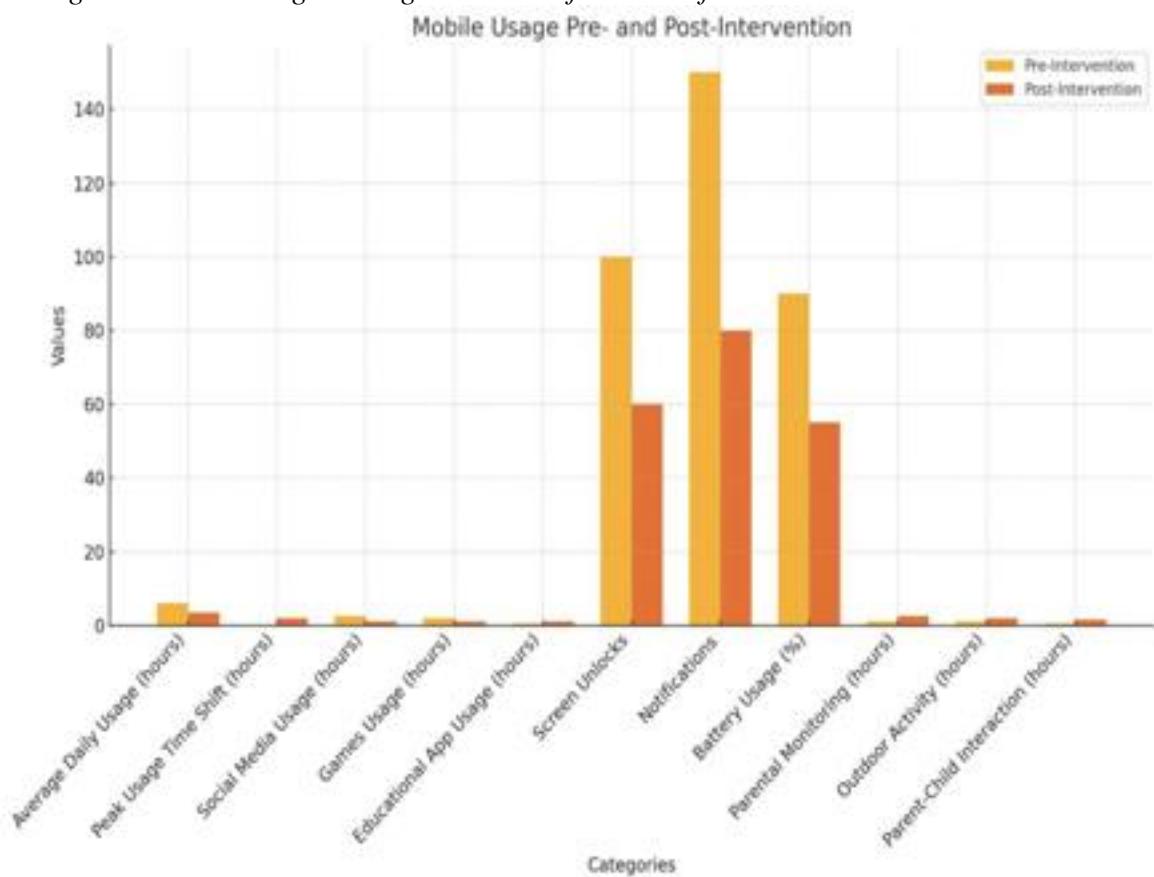
Figure 1*Changes in mobile usage among children before and after the intervention*

Figure 1 shows a comparison between the pre and post intervention data highlighting the significant improvements achieved through parent counselling.

Conclusion

The findings suggest that the intervention program was effective in reducing mobile addiction and ADHD symptoms, boosting parental confidence, and fostering improvements in children's behavior, academic performance, and social interactions. These results underscore the importance of comprehensive intervention strategies that address both child and parental needs in managing ADHD and mobile addiction.

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