



The Application of Art Activity For Changing Inappropriate Behavior In Elementary School Children Aged 8–12 Years Old With ADHD

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Abstract

The objective of this research was to study the results of the application of art activities for the adjustment of inappropriate behaviors of elementary school students with ADHD. The sampling included students with ADHD. Their ages ranged from 8 to 12 years. The selection was conducted through particular case study of 5 students who were diagnosed by a doctor and given medical certificates of hyperactivity. The results of the research showed that: The inappropriate behaviors of students with ADHD before and after the application of art activities (assessed by parents), it was found that the students' inappropriate behaviors, after the application of art activities were lower than those before the application of art activities with statistical significance level of .05. It indicated that the application of art activities could reduce inappropriate behaviors of students with hyperactivity. For inappropriate behaviors of students with ADHD before and after the application of art activities (assessed by class teachers and teachers in charge), it was found that inappropriate behaviors of students, after the application of art activities were lower than those before the application of art activities with statistical significance level of .05. It indicated that the application of art activities could reduce inappropriate behaviors of students with hyperactivity.

Keywords: Art Activity , Inappropriate Behavior , Elementary School , ADHD

Introduction

School is an educational institute comprising headmaster, director, teachers, students, parents and educational and other personnel working in various departments at school. They have different roles and responsibilities, but they cooperate in working.

The relationships between teachers and students are not less than those of parents and children. At school, teachers have a duty to teach, train and instill self-discipline to students. The relationships between teachers and students are thus close. Class teachers and teachers in charge will observe students' daily behaviors and these behaviors can be clearly seen after they take place

frequently. Children's behaviors are various. Some students have self-discipline. They are responsible to their assignments. They have good working and social skills. They get along well with friends and teachers. These students are humble and speak politely. On the other hand, we cannot deny that there is another group of students who have opposite behaviors to those of the first group. Students do not have self-discipline while they do not have self-discipline while they do not have sufficient responsibilities to their assignments. They do not work systematically. They have problems in terms of emotion and social environment as well as association. These problems lead to many more problems if students

do not receive assistance in their behavior adjustment. Their behaviors can be observed when students are at school, especially in classrooms. For example, students do not have good self-control skills. They have little patience and short concentration. In classes, students always interrupt or ask questions while teachers are teaching which block other students' attention in classes. If these behaviors always take place, students will not have good relationships with their classmates. Students will have low self-esteem and lack social skills. The atmosphere in classes will not be smooth.

Teachers act as the second parents. The difference is the time and place. Teachers will observe students' behaviors when they are at school. Therefore, teachers can help adjust students' behaviors in classes. Moreover, students spend more time at school than at home. Teachers can observe students' behaviors better than parents can do at home. Students do not see their parents when they return homes sometimes, because their parents must work. After returning homes, children must stay with their babysitters. The babysitters do not pay sufficient attention to children's behaviors and causes, or children stay with grandparents after returning homes. Grandparents are too old to observe children's behaviors. Presently, in educational circle, children with inappropriate behaviors have been found. The medical circle has studied and found that the disease really exists and it has been found in 2-5% of pre-school children. It means that in one classroom, there are 1-2 students with short concentration. The word "short concentration" has been misunderstood that it means children with a problem of short concentration. However, in reality, the research has indicated that the problem of children who suffer the disease does not concern with concentration control alone, but it concerns with self-control in many ways including concentration, emotion and movement.

Therefore, children who are diagnosed to have "short concentration disease" often have other symptoms apart from defective concentration. Children are usually naughty and quick-tempered. Children are untidy, etc. (Dr. Theerakiat Charoensetthasilp).

The difference of each child in terms of gender, maturity, intelligence, care in family and environment make children have different behaviors. The disease is not caused from bad care, but bad care makes children have similar symptoms to the disease. Moreover, incorrect care makes children have more symptoms.

According to the study about the causes of short concentration children's inappropriate behaviors, the symptoms include short interest and attention, improper work, hyperactivity, overactivity and love of climbing. Children cannot sit still. They will move all the time. They are alert and cannot wait. They are moody and cannot control themselves. They like to interrupt when other people say. These behaviors are caused from heredity. Children often have fathers or cousins who were naughty and bad-tempered when they were young. Their fathers or cousins might suffer the disease. In case of twins, the twins often suffer the disease both. Children may have a brain problem. For example, they may have a brain accident or encephalitis, etc. Sometimes the causes cannot be found clearly. Children tend to have several problems in their lives. For example, they may have a low learning result. They may also have a problem of relationships with other people. They have a problem of self-adjustment. Based on the observation of children, the researcher thinks that a school is like a children's second house. School is an educational institute. Teachers will teach and train children so that children will become good citizens and have morality. As the researcher is both the art teacher and class teacher who has observed and seen students' inappropriate behaviors in the classroom,

the researcher thinks that children's inappropriate behaviors should be corrected after having been detected. Inappropriate behaviors can be adjusted applying an art as a mean for creative expression. Art will help adjust short concentration children's emotion so that children can express their emotion in a creative way. Art will help ease the children's mind. Children will be proud in themselves. They will see their values and can adjust themselves to surrounding people and environment.

An application of art to the development of children's behaviors can be both negative and positive expressions. For a negative expression, children will have a chance to vent their internal mood. They can get rid of their feelings and express their internal needs. Such a negative expression will reduce and disclose children's internal feelings. Expression by other means including playing and talking is not as good as art work. Art can vent their perception, feelings and needs. A positive expression includes the development of body, emotion, social environment and intelligence. (Wirun Tangcharoen. 1994: 706)

Art expression is one of children's natures that help build up children's efficiency and energy which will affect children's perception, behavior and expression. Children's expression shows children's development in terms of body and mind. It also demonstrates children's uniqueness. Symbols used for communication by children in art works have indicated children's emotions and feelings and helped reduce bad mood. They have also helped increase children's self-confidence. (Wirun Tangcharoen. 1996: 49)

Wirat Pitchayapaiboon (1980: 1) has mentioned that art is an activity created

by intelligence, problem solving, feeling expression and emotion from an imagination received from reality and leads to pride. Children will have good mind health and self-confidence leading to good personality.

For short concentration children, they will have a problem in terms of emotion, social environment and behavior. Children with short concentration will have short attention, get bored easily, are hyperactive, work improperly. Children are too naughty. They enjoy running and climbing. They cannot sit still, so they move all the time. Children with short concentration will be quick-tempered. They do not know how to wait. They are moody and act hastily and cannot control themselves. Children like to interrupt when other people are talking. The researcher believes that an application of art activity to children having inappropriate behaviors is very interesting so that the study can be brought to develop classes for short concentration children. The study can also be applied to adjust short concentration children's inappropriate behaviors. Therefore, in this research, the researcher is interested in studying the effect of art activity application to adjust short concentration elementary students' inappropriate behaviors. The researcher believes that an application of art activity to children with inappropriate behaviors who have participated in the experiment can change children's behaviors, so that children can have better behaviors and can get along better with surrounding people and environment. Children will know how to act appropriately to other people. Their

classmates will be happier while classes are smoother and more efficient.

Aims

To study the effect of an application of art activity to adjust short concentration students' inappropriate behaviors

Material and Method

The research results will be beneficial to teachers in charge and people working with children with short concentration in an application of art activity to adjust short concentration children's inappropriate behaviors. Moreover, the study can be applied to behavior treatment.

Scope of Research

1. Sample group

Populations used in the research include five children of 8-12 years of age with short concentration studying at elementary level of Pitchayasuksa School, Pak Kret District, Nonthaburi Province, under the supervision of the Office of the Private Education Commission. They have been diagnosed to have short concentration disease by a medical doctor with a medical certificate showing short concentration.

2. In-depth interview

Populations used in the research are students of 8-12 years of age with short concentration studying at the elementary level of Pitchayasuksa School, Pak Kret District, Nonthaburi Province, under the management of the Office of the Private Education Commission. The five students have been selected by particular case study. They have been diagnosed by a medical doctor and had medical certificates showing that they have short concentration, and have inappropriate behaviors in both actions and words. The researcher has asked for cooperation from the class teacher to select the samplings based on the criteria stated by the researcher. The

researcher has also asked for cooperation from the Consultation Department, Department of Student Affairs and the parents for assistance in providing data concerning students for verifying students' behaviors prior to the application of an art activity set and after the application of art activity set for adjusting inappropriate emotional and social behaviors.

Research Definition

1. Children with Short Concentration means children who have symptoms of not being able to pay attention to work and have high movement which is a symptom of short concentration disease of which the symptom can be classified into three aspects including inattention means short attention and improper work. Hyperactivity means children often move. They enjoy running and climbing. They move all the time and are bad-tempered. Impulsiveness means the symptom of not being able to wait and bad mood. They act hastily and cannot control themselves. They also like to interrupt when other people are talking.

2. Inappropriate Behavior means the acts expressed by students that appear to be aggressive toward other people. Students do not know how to control themselves which differ from normal children. They can harm other people.

2.1 Inappropriate Behavior Expressed Behaviorally including bad temper, difficult to please, boast or not speaking politely. Students are too sensitive to criticism. They are always in a bad mood. They like quarreling and blaming other people. They do not listen to teachers.

2.2 Inappropriate Behavior Caused from Hyperactivity comprising movement all the time. Make an inappropriate loud noise. Students must get what they want immediately. They like bothering other students. They move all the time and get excited easily. They strongly want teachers' attention.

2.3 Inappropriate Behavior caused from Defective Concentration consisting of short concentration or attention. Students are absent-minded. It is easier for them to be persuaded by friends. They do not have leadership skills. They cannot complete their works and act younger than their ages. Also, they have a learning problem.

3. Art Activity means the activity that allows children to express their feelings creatively. Children can use their imagination, feelings and understanding. Children will have an art experience from working processes. In this research, the art activity can be divided into three types comprising Drawing and Painting, Molding and Paper Work. There are three procedures for art activity arrangement which are as follows:

3.1 Introduction (Five Minutes) Introduction is done by means of talking and questioning and answering about inappropriate behaviors that the researcher wants to reduce in each activity.

3.2 Operations (25 Minutes) The researcher explains art activity procedures and demonstrates them to students. Students practice an art activity and record it in report in every time.

3.3 Conclusion (15 Minutes) Students and the researcher conclude the activity that they have practiced.

Suggestions they have received from all activities. In addition, the researcher finally concludes again.

Research Process and Data Collection

In this research, the researcher follows the research instructions as follows:

1. Population and Sampling Specification
2. Tools Used in the Research
3. Data Collection
4. Data Implementation and Analysis

Research Tools

Tools used in the research can be divided into two types including:

1. Tool for classifying students with short concentration who have inappropriate behaviors consisting of:

1.1 Medical Certificate Showing That Students Have Short Concentration.

1.2 Class Teacher's, Teacher in Charge's and Parents' Behavior Assessment Form

2. Tool for Organizing an Art Activity

2.1 Art Activity Set 12: Populations used in this study include elementary students of 8-12 years of age with short concentration studying at Pitchayasuksa School, Pak Kret District, Nonthaburi Province, under the management of the Office of the Private Education Commission. The five students have been selected by particular case study. They have been diagnosed by a medical doctor and had medical certificates showing that they have short concentration, and have inappropriate behaviors in both actions and words. The researcher has asked for cooperation from the class teacher to select the samplings based on the criteria stated by the researcher. The researcher has also asked for cooperation from the Consultation Department, Department of Student Affairs and the parents for assistance in providing data concerning students for verifying students' behaviors prior to the application of an art activity set and after the application of an art activity set for adjusting inappropriate emotional and social behaviors as well as activity.

2.2 The Researcher's Experimental Observation Record Form for studying the effects of an application of the 12 art activities.

Data Collection

The researcher has experimented following the research form which can be classified into three phases as follows:

1st Phase: Prior to the Experiment

The researcher has used tools for students' data collection as follows:

Inappropriate Behavior Assessment Form (Parents) for Six Aspects of Assessment

Inappropriate Behavior Assessment Form (Class Teacher and Teacher in Charge) for Four Aspects of Assessment

The scores earned are collected as scores prior to the art activity.

2nd Phase: Upon the Experiment

The researcher has experimented by herself by applying 12 art activity sets for students with short concentration who have inappropriate behaviors. The experiment has started in the Second Semester of Academic Year 2009. The experiment has taken place on daily basis from Monday to Friday. Each experiment takes 45 minutes during 7.45 – 8.30 Hrs. for 12 times continuously. From 23 November to 9 December 2009, upon all experiments, the researcher has applied Students' Inappropriate Behavior Observation Record Form by dividing record times into three phases upon experiment including five minutes (Introduction) 25 minutes during art activity (Teaching) and the last 15 minutes (Conclusion). In all experiments, the researcher has observed inappropriate behaviors after activity in the first class of every day during 8.40 – 9.20 Hrs. by applying before and after behavior assessment forms. Scores earned have been collected as scores during an art activity and presented with a bar graph.

3rd Phase: After the Experiment

The researcher has applied similar tools for students' data collection to those prior to the experiment as follows:

1. Inappropriate Behavior Assessment Form (Parents) for Six Aspects of Assessment

2. Inappropriate Behavior Assessment Form (Class Teacher and Teacher in Charge) for Four Aspects of Assessment. Scores earned have been collected as scores after an art activity.

3. Observation Record Form for Assumption Analysis Before and After the Application of an Art Activity

Data Analysis

1. The researcher has compared the scores of before and after the experiment that a teacher has filled out Student's Behavior Assessment Form. The scores of class teacher, teacher in charge and of parents have been analyzed for hypothetical test.

2. The researcher has compared the scores of before and after the experiment of both two times and analyze them for hypothetical test and presenting results with a bar graph from the 1st student until the 5th student.

3. The researcher has presented the result of art activity application received from behavior record by applying Inappropriate Behavior Record Form upon experiment of the researcher all the time in the experiment and present it with a bar graph.

4. After the end of the experiment, the researcher has brought the scores received from the experiment for analysis by means of statistics for research conclusion in the future.

Conclusion and Discussion

When comparing short concentration students' inappropriate behavior prior to and after the application of art activity by the assessors comprising a class teacher, a teacher in charge and parents respectively. It has appeared that mean of students with short concentration in terms of behavior, not knowing how to wait, no resistance, concern and swaying short concentration index after the application of art activity is lower than that of before the application of art activity with statistical significance level of .05 showing that the application of art activity can reduce short concentration students' inappropriate behaviors. Meanwhile, the learning problem and physical symptom after the application of art activity have been lower than those of before the application of

an art activity with no statistical significance. For the assessment done by a class teacher and a teacher in charge, it has appeared that mean of the five short concentration students' inappropriate behaviors in terms of behavioral problem, swaying concentration and defective concentration, swaying concentration index after the application of art activity has been lower than that of before the application of an art activity with statistical significance level of .05 showing that the application of art activity can reduce short concentration students' inappropriate behaviors. It means that the application of the 12 art activities can reduce short concentration students' inappropriate behaviors. It means that the application of the 12 art activities can reduce short concentration students' inappropriate behaviors, because an art activity helps develop children in terms of body, emotion, social environment and intelligence. Art activity arrangement can also act as a promotion of children's EQ by applying art as means for the development of children's emotion. Children will be great, good and happy.

Art activity can treat or adjust children's problem of defective behavior. Art activity including activity focusing on emotion expression can help analyze patient's emotional condition. Under the care of the treatment activist as Lertsiri Bovornkitti has explained that art treatment uses both art and psychology in treating patient's mind by applying art work expressing emotion such as visual art, music and performing art and play, etc. However, as international standard, art treatment activist and psychiatrist enjoy using visual art or painting and sculpture for the treatment only. These means of art are "Symbolic Language" expressing freedom of emotion, feeling, conflict as well as needs that can be analyzed and diagnosed for emotional condition and mind. (Lertsiri Bovornkitti. 2006, 68-69) (Kantarat Pairin. 2003: 118; based on Prasarn Malakul. 1980: 37-38)

Prasarn has mentioned that activities concerning art have a treatment capacity. For example, art helps children to vent their tense emotions such as angeriness, fear and anxiety. Also, art helps increase self-esteem, self-desire and self-confidence. Art also helps other people to understand children's problems and needs, which is in line with Charnnarong Pornrungrot's view who has mentioned that understanding children's needs means that children at this age want to see, learn and know new things. Art activity must not put pressure on children. For example, it should not be set as a rule that score will be counted. There should not be any comparisons among groups of students. The aim of an art activity should be for fun. Children should have fun and feel relaxed. (Charnnarong Pornrungrot. 2001: 114)

Recommendations

1. Recommendations for art teacher

1. Art teacher understand short concentration disease, its symptom and expressed behaviors.

2. Art teacher can create an appropriate learning design and it relates with children's behaviors. Activity can lead to concentration, fun, entertainment and relaxation.

3. Art teacher allows students to present their works of art in class. Art teacher admires children's works of art, so children are more self-confident, proud and have high self-esteem. They will be able to express their feelings and opinions. Students will be trained to be good listeners. They will have a chance to practice waiting when their classmates are presenting their works in class.

2. Recommendations for teacher in charge

1. Children's desks should be placed in the first row in the front or close to teacher's desk, because children will move all the time. Teacher can warn them immediately.

2. Children should be admired when they

do something good or when they have good behaviors. Moreover, when children do something wrong, they should be sincerely soothed and advised on how to correct their mistakes.

3. Children should be given opportunities to correct their mistakes by warning and warning should not be done in front of other people. Furthermore, children should not be severely punished, because children with short concentration are naughty. Children will be clumsy and act hastily. Children should always be reminded about appropriate behaviors.

3. Recommendations for parents

1. Parents should accept and understand the condition that children have a short concentration disease.

2. Parents should search for knowledge about short concentration or seek psychiatrist's consultation for treatment and advice on how to adjust behaviors.

Recommendations for future research

1. There should be the study of the effect of an art activity toward short concentration children's behavioral, emotional and social developments by means of Buddhism's teachings.

2. There should be the study of the effect of an art activity toward children's behavioral development and children who need other special cares including children who suffer learning disability.

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