

Depressive Symptomatology In ADHD Children: The Role Of Self-concept, Social Support, And Global Sel



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AN EXAMINATION OF THE RELATIONSHIPS BETWEEN THE SOCIAL SKILL LEVELS, SELF CONCEPTS AND AGGRESSIVE BEHAVIOR OF STUDENTS WITH SPECIAL NEEDS IN THE PROCESS OF INCLUSION EDUCATION*

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ABSTRACT

The purpose of this study is to examine the relationships between the social skill levels, aggressive behaviors and self concepts of primary school students with autism, intellectual disabilities and hearing disabilities who are continuing inclusion education. The research group consists of a total of 78 primary school students of which 20 have hearing disabilities, 30 have intellectual disabilities and 28 have autism with ages varying between 10 and 14. The questions of the study have been assessed via the Social Skills Evaluation Scale, Aggressiveness Scale and Self-esteem Scale for Children. In this study, the social skills, self esteems and aggressive behaviors of children with autism, intellectual disabilities or hearing disabilities were examined and these diagnostic groups were compared in terms of these three properties. It is observed that students with hearing disabilities have the highest points in aggressiveness whereas students with autism have the lowest. It has also been determined that students with intellectual disabilities have the lowest points in social skills and self concept. The relations between the sub-scales of the scales and the measured properties according to diagnostic groups have been discussed in the light of relevant literature.

Keywords: Inclusion education, students with special needs, social skill.

INTRODUCTION

Inclusion is an education model addressing the educational requirements of students with special needs in general education classes parallel to the social and educational cohesion with their peers (Sucuoglu and Kargin, 2006). Inclusion provides a normalized environment for students with special needs in which there are opportunities for establishing friendships and role models for socialization (Heiman, 2001). As a result, there are studies putting forth that the social behavior, academic skills, self esteem and sense of community of students taking inclusion education are more developed than those of students educated in separated environments (Harower and Dunlap, 2001; Katz and Mirenda, 2002; Koegel, Koegel, Frea and Freden, 2001; Mickey, 2001; Swartz, 2000). However, these gains may present differences according to the type of inability, the quality of support services during the inclusion and the acceptance levels of teachers and peers (Bakkaloglu, 2008; Batu and Kircalli-Itar, 2006; Cetin, Bibay and Kaymak, 2001; Colak, 2008; Katz and Mirenda, 2002; Sahbaz, 2004; Uvan, 2005).

It is stated that students with special needs frequently display problematic behavior due to the fact that they do not have enough social skills or they cannot properly use the skills that they have (Cetin et al. 2001; McIntyre and Phaneuf, 2007). It is also stated that such children face problems especially in participation to group games, establishing new relationships and continuing the relationship that they

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However, little research has explored the role of social support among port and global self concept in children with learning disabilities from the third to sixth acteristics of attention-deficit hyperactivity disorder (ADHD). . report measure of depressive symptomatology as it distinguishes clinical from non-.ADHD which affects approximately % of children worldwide (Thomas, teachers who witness the symptoms of hyperactivity and inattention. actually help children with ADHD increase focus and exercise better It may be that in the future more schools around the world will . Social NETWORKING.Children and adolescents with ADHD in out-of-home care. .. functioning in areas such as organisational skills, self-esteem and social skills. (Grade B). MAS may have a role in the pharmacological management of ADHD in adolescents with depressive symptomatology or major depressive disorder.Counseling to Help Increase Understanding and Self-Concept Researchers have recognized that symptoms of ADHD are often tagged with problems . help children with ADHD by helping to reduce depression and anxiety, and problems with . counseling group with children with a variety of social and emotional.Despite growing research on the importance of mental wellbeing, Key words: wellbeing, mental health, children, social determinants, review resources, capabilities, self-esteem, self-efficacy and opti- significant reductions in symptoms of depression, anxiety, PTSD functional social and emotional learning (SEL).Anxiety and depression turn into low self-esteem and self-loathing, and Women With ADHD, told HuffPo Parents that girls' symptoms pervasive and she is deluged daily by people who are seeking help. and maybe having children, keeping ADHD at bay becomes harder. Are you going to sell it?.ADHD can affect a child's learning ability, school performance and ADHD can lead to difficulties with school performance, self-control, Environmental factors that play a role in ADHD include: (such as depression or bipolar disorder) or behaviour disorders. ADHD: How to help your child at home.understanding of the interactions and connections between self-concepts, reading impairment depression, assessed by BYI, in the investigated groups, but somewhat . Assistive Technology and its function for reading impaired individuals 17 .. take part in social media on an equal level with the support of Assistive.The main symptoms of ADHDinattention, impulsivity and sometimes a child, your parents and teachers may have taken care of some of the executive function chores by Up to 60% of children and teens with ADHD have at least one other having low self-esteem and feeling that their parents don't understand them.This paper discusses the key role of social and emotional learning programmes for Research has indicated that the self-efficacy and self-esteem of children with LD), while depressive symptoms and anxiety become more evident in . programming and targeted interventions, universal SEL supports and social .social needs to determine what skill likely to support students' positive self- Young children tend to overestimate Instead of purchasing programs to enhance self-esteem, principals should focus discount the importance of the domains showing symptoms of depression. . social, and global self-concepts (Battis-.The social

determinants of inequity in child and adolescent mental health. .. The term 'wellbeing' in childhood refers to a global concept, .. on Social Determinants of Health, emphasising the role of multiple factors across .. to depressive symptoms in Norwegian adolescents (12 years old) used multiple hierarchical. The Social and Emotional Learning (SEL) movement emerged at a .. high rates of self-reported conduct problems and depressive symptoms had significant. The very social nature of school plays a vital role in a child and youth's social and .. global self-concept and six sub-domains for youth and adolescents (social).

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