Extended Summary

Research Attention Deficit and Hyperactivity Disorder on Graduate Thesis and Dissertation in Turkey

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Introduction

Attention Deficit and Hyperactivity Disorder (ADHD), is seen in separate environment such as home or school with behavioral problems that inappropriate for age that inattention, hyperactivity and impulsivity. These features have emerged before 7 years old and are required sustained for 6 years (APA, 2000).

There are a lot of researches related to ADHD searched by some specialist in education or medical area. It can though that the interest to ADHD is related with prevalence of ADHD in society. APA (2000) states that % 3 – 7 of school aged children have ADHD. Many researchers examined ADHD in theses and dissertation in Turkey (Bozbey Akalın, 2005; Kanay, 2006; Sancak, 2006; Aktaş, 2006; Almacıoğlu, 2007; Bahçıvan Saydam, 2007; Arslanoğlu, 2008; Baş Yılmaz, 2009; Turgut, 2008; Sergün Türe, 2010; Alpanda, 2010; Uskan, 2011; Küçük Doğaroğlu, 2012). Theses and dissertation are important and reliable source to intervention, implementation, method, data collection tools (Gül ve Diken, 2009). Yet, there is not any study having examined these theses and dissertation. Therefore this study is aimed for people, specialist or students of regarding ADHD.

Method

These studies are found on web site of the Higher Education Council. While browsing the official web site of the Higher Education Council, key words such as “hyperactivity”, “inattention”, “conduct disorder”, “oppositional disorder”, “special education” “learning disorder”, “academic achievement” and “social skills” were used. Theses and dissertation were selected according to these characteristics; a) These studies must related to ADHD, b) age of participant in studies must be between 6 and 18, c) these study must consist of thesis.

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and dissertation d) these study must be sustained on graduate school of education and social science and e) these studies must be carried on between 2000 and 2012 years.

Results

This study includes 12 theses and 1 dissertation on ADHD in Turkey.

When theses on graduate school of education examined, it was seen that one of all was studied on examining adaptive behavior, academic achievement and self concept on with / without ADHD children (Kanay, 2006), the other was examined a child with ADHD’s communication behavior in school break time (Baş Yılmaz, 2009) and the another study was adaptation an scale to ADHD and its comorbid (oppositional disorder, conduct disorder, depression and anxiety) (Küçük Doğaroğlu, 2012).

Theses on graduate school of social sciences were classified to three groups. One of them relate to with ADHD children’s family and teacher (Bozbey Akalın, 2005; Almacıoğlu, 2007; Arslanoğlu, 2008; Sergün Türe, 2010), one other is related to compare with / without ADHD children (Aktaş, 2006; Bahçivan Saydam, 2007; Alpanda, 2010) and the last group is relate to with ADHD’s children some characteristics (Sancak, 2006; Uskan, 2011).

Results and Suggestion

While searching the ADHD in current studies it was seen that those studies are related to ADHD’s characteristics and its effects on children’s family and teacher. There are a lot of studies about ADHD’s characteristics. All of them are important source to researcher and specialist. However some ADHD intervention programs are needed for family and teacher. Because it is known children with ADHD have some academic and social problems (Frederick ve Olmi, 1994; Ari, 2006) and their family or teacher doesn’t know what to do. Therefore it may be useful in preparation of intervention program, affectivities and assessment of its for ADHD, so some families and teachers can do some adaptation in home or school.