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by Good Bteeter

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Abstract

Attention-deficit hyperactive disorder (ADHD) has been known over the past years to affect many children worldwide, and the effects continue until adulthood. There is a negative ¹association between Attention Deficit Hyperactivity Disorder symptoms and social relationships in children aged four to nine years. For the success of the study, 100 participants were randomly selected. Out of the 100, 70 were hyperactive, while 30 were used as controls. Cross-sectional study design was used to carry out the research. Observation of the study participants was made on the cases and controls. Follow up was made for five years as results were recorded. Results indicated a significant relationship between children with hyperactive symptoms and the controls in the level of satisfaction in social relationships. Making friendships with children living with ADHD significantly contributed to better social relationships. 90% of the parents reported that they provided emotional support to their children, who contributed positively to building peer relations at school and home. In conclusion, there was a negative ¹association between Attention Deficit Hyperactivity Disorder symptoms and social relationships in children aged four to nine years.

Introduction

Attention-deficit hyperactive disorder (ADHD) has gained more relevance over the past years to affect many children worldwide, and the effects continue until adulthood. ADHD is a neurodevelopmental disorder that occurs in children causing them to be hyperactive and impulsive above the normal levels. Children with ADHD rarely pay attention, are more active than healthy children, and cannot control their behaviors; thus, they act without thinking (Wilens & Spencer, 2010). In the United States, many children have been reported to have ADHD. The results of the survey conducted in 2016, results indicated that 6.1 million children in the United States were diagnosed with this disorder (CDC, 2016). According to the study, more boys (12.9%) were diagnosed with the disease than the girls (5.6%) with a ratio of 3:1.

Data from the National Survey of Children's Health indicates an increase in the number of children with ADHD in children between 4 and 17 from 2014 to 2015. 5.3% of children worldwide are suffering from this disorder, although the numbers vary (CDC, 2019). Diagnosis of ADHD often occurs at seven years of age as symptoms are mostly recognized when children are 3-6 years old. Children of all races, blacks, Latinos, and whites are affected by the disorder with 5.5%, 9.8%, 9.5%, respectively (CDC, 2019). Most parents seek treatment for their children immediately they realize their children are suffering from this condition. One out of five children diagnosed with the disease did not receive treatment. This research paper aims at exploring ADHD at a broader angle in understanding the symptoms of ADHD and its' treatment.

Research hypothesis

There is a negative relations between symptoms of this disorder and social relationships in children aged four to nine years.

Research Question

- i. What is ADHD, and does its symptoms impact on social relationships in children aged four to nine years?
- ii. What are the aspects of making friendships among teens living with ADHD?

Literature Review

As mentioned earlier, ADHD is a mental disorder most common in children. Possible roots and risk factors of this disorder are unknown, although recent studies reveals genetics plays a significant role. Other possible causes include environmental exposure during pregnancy, low birth weight, injury to the brain, alcohol, and substance abuse (Brown, 2013). Symptoms of ADHD are categorized into three; inattention hyperactivity, impulsivity, and combination of the three. These categories of symptoms are also types of ADHD. Common symptoms of ADHD include little concentration and focus, getting easily distracted, interrupting people during conversations, and forgetting to complete tasks assigned. Children with ADHD cannot sit still as they are hyperactive (Wender & Tomb, 2016).

Symptoms of this disorder vary depending on the type of the disease. For predominantly inattentive ADHD children, they cannot focus; thus, they forget to finish the tasks provided, and they hardly follow instructions. The hyperactive-impulsive type is second kind of ADHD in which kids cannot wait patiently for their turn, fidget, and interrupt people during conversations. The combined inattentive and hyperactive-impulsive is 3rd type of disorder where children show all symptoms in both types (Wender & Tomb, 2016). ADHD diagnosis involves using a rating checklist that contains signs, and history is taken from the teachers, parents, caregivers, and the child if older.

There is a shred of growing evidence indicating that ADHD symptoms are more likely to impact the children's ⁵ social relationships negatively. Research suggests that children with ADHD hardly

make friendships with their peers as it is challenging. Their peers often reject these children, and they do not have close friends. This trend is observed primarily in children with hyperactive-impulsive symptoms (McQuade & Hoza, 2015).

According to McQuade & Hoza (2015), ADHD kids face rejection from their fears, which leads to anxiety, mood, and disorders, which are more likely to result in problems for their long term development. Children with this condition are aggressive towards their colloquies as this is one of the main symptoms of hyperactivity, which can lead to rejection from other children. Children with inattentive ADHD also face social problems in relationships as they often tend to be withdrawn and shy to their peers (Hoza, 2007).

Parents are less likely to report on the social behaviors of the children to teachers. Research also indicates that there is hope as not all children face difficulties in getting along with their peers. There are also ways through which these problems can be resolved in various ways that can help the child build strong social relationships with peers. First, parents should communicate with teachers and caregivers so that they can understand their children's social development progress. In contrast, Teachers, caregivers, and parents should ensure that they involve the child's peers in helping the child develop strong interactions (Moyá et al., 2014).

It is essential to show love, affection, and friendship to children with ADHD. Aspects of making friends with children involve parents doing social autopsies with their children. This will help the children to identify where they went wrong and what they should have done differently. People should be cautious as not to provide negative feedback to children since it's likely to lower their self-esteem (Moyá et al., 2014).

Methodology

Study sample and sample size

For the success of the study, 100 participants were randomly selected. Out of the 100, 70 were hyperactive, while 30 were used as controls. Out of the 100 study participants, 60 were boys, while 40 were girls. Children aged three to seven years showing signs and had already been diagnosed with ADHD followed up with the parents' and teachers' help. The same age group was used for the control group.

Procedure

Cross-sectional study design was used to carry out the research. Observation of the study participants was made on the cases and controls. Follow up was made for five years as results were recorded. During the study period, the researchers conducted several interviews with the participants, and data was recorded.

Informed consent

Before conducting the research, an informed consent form was offered to the study participants to request participation in the study. The consent form also contained a statement that participation in the survey was voluntary, and the study's benefits. Purposes, procedures, and duration of the study were also explained in the consent form.

Data collection

Data were collected through observation of hyperactive behaviors exhibited by the children. The parents and teachers filled questionnaires, and data were analyzed.

Data analysis

Data were analyzed using mean differences. A chi-square was also used to analyze data from the questionnaire.

Results

On average, the participants were 5.6 years old, and most of them were attending preschool programs. The average age of the parents, teachers, and caregivers was 25.9 years old. To measure the satisfaction of the social relationship of the children with ADHD, a rating scale was used with several aspects. These aspects included the number of friends the child has and joint activities with friends. Children with hyperactive disorder pointed out that they only had one to three friends with whom they were involved in joint activities. For the cases, they reported having more than five children with whom they were engaged in collective activities. The level of satisfaction with social relationships was correlated with the number of friends that participants were involved in joint activities.

To develop overall satisfaction scores, parents, teachers, and caregivers were involved in filling out the questionnaires. Results indicated that there was a significant relationship between children with hyperactive symptoms and the controls in the level of satisfaction in social relationships. Making friendships with children living with ADHD significantly contributed to better social relationships. 90% of the parents reported that they provided emotional support to their children, who contributed positively to building peer relations both at school and home. Teachers and peers also played a significant role in helping the children develop a strong sense of self-esteem. No child was on medication for symptoms of ADHD during the study period.

Conclusion

In conclusion, there was a negative relations between symptoms of this disease and social relationships among children aged four to nine years. The hypothesis is correct, as results indicated that children between the age of four and nine had poor social relations, as evidenced by the reduced number of friends compared to their controls. For the success of the research, epidemiological studies were significant in observing the children's behavior for five years. From the studies, emotional

support is essential to the children, and it has been known to contribute positively to the recovery process. Making friends with hyperactive children will help them develop good self-discipline, avoid frustrations and anxiety (Moyá et al., 2014). Further research should be conducted on long term developmental impacts of ADHD to get to know this disorder deeply.

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