

Enhancing Emotional Literacy among children with Attention Deficit Hyperactivity Disorder (ADHD) through Cognitive Behavior Therapy.

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Abstract

Emotional literacy or Emotional intelligence is a positive characteristic which needs to be developed in all individuals. Emotional literacy refers to the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others. This study measures the emotional literacy of 50 ADHD and 50 Non ADHD children between the ages of 9 and 10 years. The study also demonstrates the use of Cognitive Behaviour Therapy to improve the emotional literacy of children with ADHD. This study shows that, ADHD children differ from Non ADHD children on emotional intelligence. There is also a significant difference in the parents' reports of emotional literacy between ADHD and NON ADHD children. Cognitive Behaviour Therapy is imparted to 20 ADHD children, and post assessment results show a significant improvement in emotional literacy of children with ADHD, as reported by parents. The implications of the findings are discussed and the importance of enhancing the emotional literacy among ADHD children is emphasised. The teachers and school counsellors must identify the children with ADHD and help them to develop emotional intelligence in order to have healthy interpersonal relationships. This should begin early in the children's lives. It should be the primary aim of schooling. Along with training in academics, training to enhance the various components of emotional literacy, such as Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills should be imparted to children. The study puts forward an intervention module which can be adopted by school counselors and therapists to help ADHD children to develop their emotional literacy which should pave the way for inclusive education.

Keywords: Emotional Literacy, ADHD, Cognitive Behavior Therapy