

What Games are Children with AD/HD Attention Deficit Hyperactivity Disorder Playing?

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Introduction: The Attention Deficit/Hyperactivity Disorder (TDA/H) is a neurodevelopment disorder that causes alterations in the motor, perceptual, cognitive, and mannering systems, compromising the learning of children with adjusted intellectual potential (Fisher et al., 1985). Children with TDA/H experience difficulties in daily activities, mainly playing. Playing in preschool age provides stimulations to the development of the motor, social, emotional, and cognitive areas and of language (Emmel et al., 2000). *Objectives:* To study playing of children with TDA/H. *Methods:* 16 low economic level school children with TDA/H (from 7 to 11 years of age) participated in this study. From the acceptance and signature of the Informed Consent Term, the questionnaire on infantile playful behavior was applied (Pfeifer, 2006). For this study, only the category "what games are children playing" was analyzed, the results of which were quali-quantitatively analyzed. *Results:* All the games were grouped into 5 categories: **Global activities or street games** (soccer, a variation of hide-and-peek, rubber band jumping, skate, flying kites, hide-and-peek, hop-scotch, bowling, marble, who's got the ring), **Symbolic games** (playing with dolls, playing with miniature cars, make believe games (let's pretend...), theater, "my little house", "my little school), **board games** (sand castle, building games (Lego), domino, **Graphical activities** (drawing and coloring), **Electronic games** (video games and computer games). Twenty five percent (25%) of the children said they enjoyed global activities or street games best as well as electronic games; 31.25% played symbolic games most; 12.75% enjoyed graphical activities best, and no children enjoyed building or board games. *Conclusion:* These results suggest that playing for children with TDA/H are structured in games that do not require too much attention and reasoning and provide certain freedom. In larger study, these data will be compared to playing for children with typical development. *Contribution to occupational therapy evidence-based practice:* Alterations in playing can cause problems its occupational development; therefore, it is important to identify this kind of behavior in children with TDA/H, in order to contribute to designing intervention strategies.

Reference List:

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