

Abstract

Title: A social competence intervention program using drama therapy and how it can improve peer relations among children with Attention-Deficit Hyperactivity Disorder

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This research paper will be measuring the way children who suffer from Attention Deficit Hyperactive Disorder (ADHD) feel about their peer group before and after the application of an intervention program based on drama therapy techniques that aim to improve social competency. The effectiveness of the social competence intervention program will be evaluated according to the following criteria: the child's ability to communicate with his or her peers and the ability to decode emotions based on facial expression, body language, and vocal cues.

This study aims to help children gain a better understanding of the social cues of others, leading to an improvement in their peer relations. Drama therapy techniques such as improvisation and role play will be used to help children gain the tools they need to better understand the responses of others (Guli, 2004). Drama therapy techniques that explore self-expression, positive communication, space and distance, concentration, organization, speech, and symbolism will be used.

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