

주의력 결핍 과잉운동장애 아동에서 사회기술훈련의 효과*

EFFECT OF THE SOCIAL SKILL TRAINING IN ADHD CHILDREN

박순영** · 광영숙*** · 김미경***

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요 약 : (ADHD) 가 ,
가
ADHD 6 13
16 , ADHD , 가 ADHD ,
ADHD 3 ADHD 10
(Child Behavior Checklist, CBCL),
(The ADD - H Comprehensive Teacher's Rating Scale :
ACTeRS), 가 (Social Skills Rating Scale : SSRS), Matson 가
(Matson Evaluation of Social Skills for Youth : MESSY)
Wilcoxon Signed Ranks test ,
Kruskal - Wallis test
가
(p<05)가 , (p<0001)
가(p<05)
가 가

중심 단어 :

1997 11 1

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Division of Child & Adolescent Psychiatry, Seoul National

서 론 가 ADHD
 가 13)14), ADHD
 (attention deficit hyperactivity disorder, ADHD) 4 11 가
 1)2), ADHD
 3 5% 3), ADHD 가
 ADHD (inattention), ADHD가
 (impulsivity), (hyperactivity) (stimulant medication)
 가 (Minimal brain damage)⁴⁾, (hyperkinetic impulsive disorder syndrome)⁵⁾, (minimal brain dysfunction)⁶⁾ 15-18)
 DSM - II (1968)⁷⁾ ADHD 가
 (hyperkinetic reaction of childhood), ADHD 가
 DSM - III(1980)⁸⁾ (attention deficit disorder) ADHD
 (hyperactivity) . DSM - III - R(1987)⁹⁾ 가 (self - esteem)
 tion deficit hyperactivity disorder) .
 (inattention) - (hyperactivity/impulsivity) 가 가
 10). 가 가
 11), 가
 가 (heterogeneous)
 15
 . ADHD ADHD
 가 ADHD 가 , 25%
 , 1/3 , 20 25% (social knowledge) ,
 , 3% Tourette (comorbid disorders) 가 ,
 12).

(social skill acquisition)
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 , 가 가
 19) 가
 가
 가 20)21),
 가 22),
 가 23),
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 가
 24) ADHD
 ADHD
 6 11 ADHD
 10
 ADHD
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 연구대상 및 방법
 1. 연구 대상
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 DSM -

2. 연구 방법
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 seline data)
 가 (ME -
 (ACTeRS), Matson
 SSY)²⁶⁾, (SSRS)²⁷⁾
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 3. 평가 도구
 1) 아동행동조사표(Child Behavior Checklist : CBCL)
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 , 7
 25)28) 가
 (internalizing factors) - (schizoida -
 nxious, I), (depressed, II), (uncom -
 municative, III), (obsessive compulsive, IV),
 (somatic, V) , (exter -
 nalizing factors) (hyperactive, VI),
 (aggressive, VII), (delinquent, VIII)
 , (mixed factors)
 (social withdrawal, IX)
 CBCL , ADHD

2) 주의력결핍 과잉운동장애 포괄적 교사평정척도 (The ADD-H Comprehensive Teacher's Rating Scale : ACTeRS) 10

가
24
4
“(1) “ ”(5) 5 10
(Booster

3) Matson의 아동 사회기술평가 척도(Matson Evaluation of Social Skills for Youth : MESSY) session) 2 3 가
1 : 가
가
4 18
가 가 . Matson(Matson 1983) 2 : (, ,)
64
“(1) “ ”(5) 5 3 :
4 : (가

4) 사회적 기술 평가체계(Social Skill Rating System : SSRS) 5 :
6 :
7 :
8 : “ ”
9 :
10 : ()
3 18
가
5가
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5. 자료의 분석
SPSS/PC+ p<
0.05 p<0.01
가
Wil-

4. 사회기술훈련 프로그램 Chicago 6 11
coxon Rank Sum test Kruskal - Wallis Chisquare approximation method

결 과

1. 대상군의 인구학적 특성 및 각 집단의 특성

Table 1

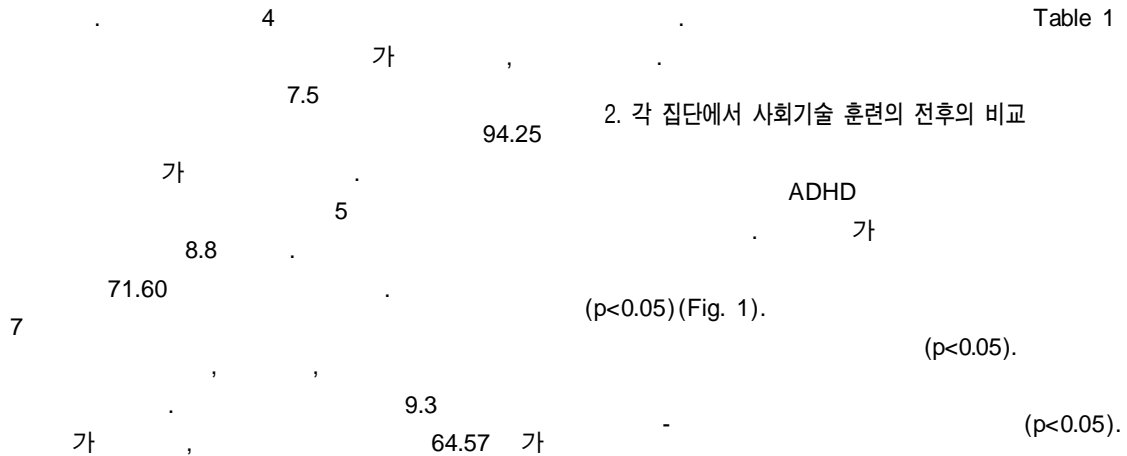


Table 1. Characteristics of the patient groups

	ADHD only (n = 4)	ADHD+CD (n = 5)	ADHD+Other (n = 7)
	Mean (S.D)	Mean (S.D)	Mean (S.D)
Age	7.50 (1.00)	8.80 (1.30)	9.29 (2.21)
IQ	94.25 (16.97)	71.60 (17.72)	64.57 (30.28)
Conners	20.75 (6.02)	18.00 (2.91)	18.71 (5.08)

(p<0.05), (p<0.05), (p<0.05)(Ta - ble 3)(Fig. 2).

3. 사회기술 훈련의 효과에 대한 각 집단간의 호전도의 비교

Table 2. Mean and difference scores in three groups

	ADHD only		ADHD+CD		ADHD+Other	
	Pre- Mean (S.D)	Post- Mean (S.D)	Pre- Mean (S.D)	Post- Mean (S.D)	Pre- Mean (S.D)	Post- Mean (S.D)
CBCL	45.00 (6.48)	32.25 (16.19)	68.00 (31.10)	62.00 (32.98)	65.14 (24.48)	63.43 (29.09)
SC						
I	9.00 (4.24)	13.50 (4.43)	3.00 (2.12)	6.60 (3.05)	1.43 (2.30)	3.43 (2.15)
II	7.25 (3.10)	9.00 (1.83)	2.80 (2.05)	5.60 (1.14)	2.00 (1.63)	3.71 (1.60)
III	1.50 (1.74)	2.25 (2.06)	0.80 (1.79)	1.80 (2.05)	1.14 (2.04)	1.57 (2.44)
ACTeRS						
1	11.50 (4.65)	11.50 (4.65)	12.00 (3.08)	13.00 (3.94)	11.29 (3.73)	10.29 (2.93)
2	12.75 (6.24)	12.50 (3.42)	19.00 (1.87)	17.80 (3.03)	15.71 (4.42)	13.86 (4.06)
3	20.75 (4.99)	21.50 (4.36)	19.20 (3.77)	20.20 (3.19)	15.14 (2.67)	14.86 (3.58)
4	11.00 (4.97)	11.75 (3.20)	17.48 (6.19)	19.80 (7.19)	19.86 (18.29)	18.29 (3.68)
Matson						
	215.25 (11.79)	217.75 (14.52)	182.20 (43.00)	184.20 (28.98)	188.14 (11.91)	183.60 (17.35)
SSRS						
a	38.50 (15.11)	40.50 (12.71)	26.20 (6.61)	32.60 (8.02)	28.14 (5.70)	31.14 (6.59)
b	14.00 (2.16)	11.25 (1.26)	20.80 (5.85)	17.80 (4.27)	19.14 (4.88)	19.14 (5.30)

CBCL : Child Behavior Checklist

SC : Social Competence

I. Activity, II. Social, III. School

ACTeRS : 1. Attention, 2. Hyperactivity, 3. Social Skill, 4. Defiant behavior

Matson : Matson : Matson Evaluation of Social Skill for Youth

SSRS : Social Skill Rating System

a. Social Skill, b. Behavior Problem

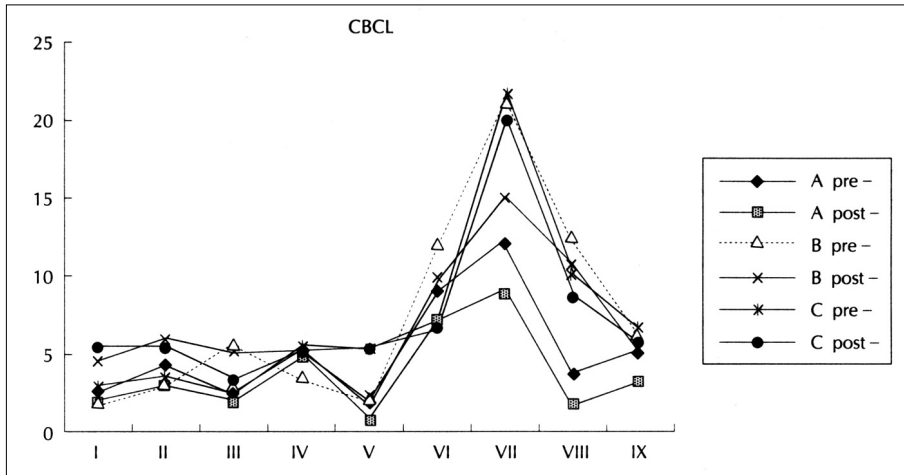


Fig. 1. Comparison between pre- and post-treatment of CBCL in three groups.
 CBCL : Child Behavior Checklist
 I. Scizoid-Anxious ; II. depression ; III. uncommunicative ; IV. obsessive-compulsive ; V. somatic factor ; VI. hyperactivity ; VII. aggressive VIII. delinquent ; IX. social withdrawal
 A group : ADHD only group, B group : ADHD with conduct group, C group : ADHD with other disorder group

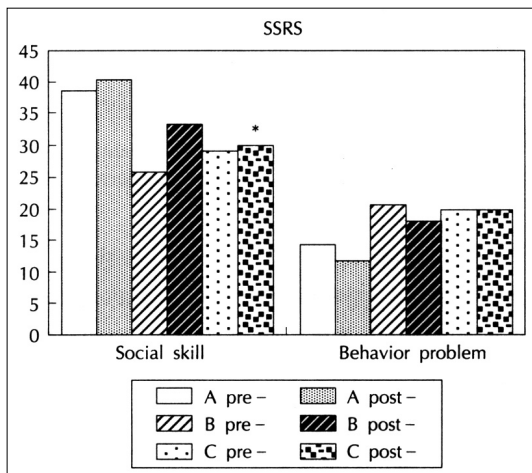


Fig. 2. Comparison between pre- and post treatment of social skill in three groups.
 A group : ADHD only group, B group : ADHD with conduct group, C group : ADHD with other disorder group
 SSRS : Social Skill Rating System

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EFFECT OF THE SOCIAL SKILL TRAINING IN ADHD CHILDREN**Soon-Young Park, M.D., Young-Sook Kwack, M.D., Mi-Koung Kim***Division of Child & Adolescent Psychiatry, Naju National Mental Hospital, Chunnam*

Medication is widely accepted as an effective method to reduce the problem of attention deficit, hyperactivity, impulsivity, resistance and violence of ADHD children. However, it does not provide us with the solution on the conflicting routinized behavioral patterns to gain a high level of self-control and acceptable behavior. As a way of replacing medication, this study applies the social skills training program for ADHD children and measures the level of improvement of social skills and the change of the behavioral patterns.

The experiment is carried out on 16 children ranged from 6 to 13 years of age for 10 weeks. The patients are divided into three groups : a pure ADHD group, an ADHD group with conduct disorder, an ADHD group with mental retardation and other symptoms. The change of symptoms and the change of social skills are measured by the Child Behavior Checklist(CBCL), the ADD-H Comprehensive Teacher's Rating Scale(ACTeRS) and the Social Skills Rating Scale(SSRS), and finally Mastson Evaluation of Social Skills for Youth(MESSY). Wilcoxon signed ranks test is used to evaluate the effect of the treatment, and Kruskal-Wallis test is also used to measure the change after the treatment in each of the three groups.

In the ADHD group with conduct disorder, the examination of the effect of the treatment shows a significant reduction of violence in the area of behavior ($p < .05$), and a significant difference of activity and social skills in the area of social competent ($p < .001$). In the ADHD group with mental retardation and other symptoms, a significant rise of social skills is found in the area of social skills evaluation ($p < .05$). However, there is no significant difference of effect by the treatment among the three groups. In addition, the current examination shows that the social skills training program does not make a statistically significant contribution to the social skills of the ADHD children.

On the other hand, the training helps some children, when it is suitable for the characteristics and accompanying symptoms of the children : it reduces the level of violence in the ADHD group with conduct disorder, and it raises the social skills in the ADHD group with mental retardation. In other words, the social skills training program will reduce the conduct disorder and helps peer relation for ADHD children.

KEY WORDS : Attention deficit hyperactivity disorder · Social skill training · Conduct disorder.