

## References

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## **APPENDICES**

**APPENDIX**

**A**

**TABLE OF RESULTS OF THE INTERVIEW**

**Table 2: Demographic characteristic of teachers**

<b>Demographic characteristic</b>	<b>Number (n = 32)</b>	<b>Frequency %</b>	<b>Mean</b>
Sex			
Male	2	6.25	
Female	30	93.75	
Average age (year)			54.30
Level of teaching class			
1 <sup>st</sup> Grade	5	15.63	
2 <sup>nd</sup> Grade	7	21.87	
3 <sup>rd</sup> Grade	4	12.50	
4 <sup>th</sup> Grade	4	12.50	
5 <sup>th</sup> Grade	7	21.87	
6 <sup>th</sup> Grade	3	9.38	
Only ADHD Children Classroom	2	6.25	
Number of teacher in each Primary school			
Anubanwatpichaisongkarm School	11	34.38	
Pranylwaschara School	12	37.50	
Watdansumrong School	3	9.38	
Bangnangkreng School	3	9.38	
Watsukakorn School	4	12.50	
Average year of working as a teacher			27.88

**Table 3: Demographic characteristic of guardians' Children with ADHD**

<b>Demographic characteristic</b>	<b>Number (n = 19)</b>	<b>Frequency %</b>	<b>Mean</b>
<b>Sex</b>			
Male	7	36.85	
Female	12	63.15	
Average age (year)			42.95
<b>Marital status</b>			
Single	2	10.53	
Divorce	2	10.53	
Married	14	73.69	
Separated	1	5.27	
<b>Occupation</b>			
Government officials	2	10.52	
Personal business	2	10.52	
Officials	5	26.315	
Military	1	5.27	
Seller	2	10.515	
Housewife	5	26.32	
Employee	1	5.27	
Social Welfare officers	1	5.27	
<b>Education level</b>			
Under Bachelor degree	17	89.48	
Bachelor degree	2	10.52	

**Table 3: Demographic characteristic of guardians' Children with ADHD (Cont.)**

Demographic characteristic	Number (n = 19)	Frequency %
Income		
Under 10,000 baht	12	63.16
10,000 – 14,999 baht	4	21.06
15,000 – 19,999 baht	0	0.00
20,000 – 24,999 baht	1	5.27
25,000 – 29,999 baht	2	10.51
Over 30,000 baht	0	0.00
Type of inhabitant		
Own house	16	84.21
Rent house	2	10.52
Rent room	1	5.27
Status of Guardians who taking care children with ADHD		
Father	6	31.58
Mother	8	42.10
Kinship	4	21.05
Nursemaid	1	5.27

**Table 4: Demographic characteristic of children with ADHD who their guardians were interviewed**

<b>Demographic characteristic</b>	<b>Number (n = 19)</b>	<b>Frequency %</b>	<b>Mean</b>
<b>Sex</b>			
Male	15	78.95	
Female	4	21.06	
Average age (years)			9.17
<b>Level of Learning class</b>			
1 <sup>st</sup> Grade	1	5.27	
2 <sup>nd</sup> Grade	7	36.84	
3 <sup>rd</sup> Grade	5	26.31	
4 <sup>th</sup> Grade	3	15.78	
5 <sup>th</sup> Grade	2	10.53	
6 <sup>th</sup> Grade	1	5.27	
<b>Number of ADHD children who their guardians were interviewed</b>			
Anubanwatpichaisongkarn School	6	31.58	
Pranylwaschara School	5	26.32	
Watsukakorn School	8	42.11	
<b>Grade Point Average</b>			
Under 2.00	4	21.05	
2.00 - 2.49	8	42.11	
2.50 - 2.99	1	5.27	
3.0 - 3.49	6	31.57	
Over 3.5	0	0.00	

**Table 5: The result of the test about knowledge of ADHD in teachers**

Question	Number (n = 32)	Correct answer (%)
1. If pregnant women drink alcohol children will have high risk of ADHD.	19	59.38
2. An infant who has weight below 1,500 gram will have higher chance of developing ADHD than those who has weight above 1,500 grams.	9	28.13
3. Children with ADHD may show symptom only at some place. For example, they will show aggressive behavior when they are at school only. They will not show aggressive behavior at home.	27	84.38
4. There are the same opportunity to get ADHD between boys and girls.	13	40.63
5. Children with ADHD often have concentrating problems. They cannot control themselves and have aggressive behaviors.	27	84.38
6. One of the causes of ADHD is overeaten sweet food. Thus, children with ADHD should not eat sweet food.	24	75.00
7. ADHD can be diagnosed by using laboratory test.	14	43.75
8. The most effective ADHD treatment is the combination treatment between stimulant medication and behavior modification.	32	100

**Table 5: The result of the test about knowledge of ADHD in teachers (Cont.)**

Question	Number (n = 32)	Correct answer (%)
9. 75 % of children can response to ADHD medication	26	81.25
10. Side effects of ADHD medication are headache, stomached, nausea and vomiting.	4	12.5
11. ADHD medicine can make children have good personality and good at learning .	6	18.75
12. ADHD children don't need to get treatments. They get better when they grow up.	21	81.25

**Table 6: The result of the test about knowledge of ADHD in guardians**

Question	Number (n = 32)	Correct answer (%)
1. If pregnant women drink alcohol children will have high risk of ADHD.	6	31.58
2. An infant who has weight below 1,500 gram will have higher chance of developing ADHD than those who has weight above 1,500 grams.	4	21.05
3. Children with ADHD may show symptom only at some place. For example, they will show aggressive behavior when they are at school only. They will not show aggressive behavior at home.	15	78.95
4. There are the same opportunity to get ADHD between boys and girls.	6	31.58
5. Children with ADHD often have concentrating problems. They cannot control themselves and have aggressive behaviors.	17	89.47
6. One of the causes of ADHD is overeaten sweet food. Thus, children with ADHD should not eat sweet food.	16	84.21
7. ADHD can be diagnosed by using laboratory test.	9	47.37
8. The most effective ADHD treatment is the combination treatment between stimulant medication and behavior modification.	19	100

**Table 6: The result of the test about knowledge of ADHD in guardians (Cont.)**

Question	Number (n = 32)	Correct answer (%)
9. 75 % of children can response to ADHD medication	13	68.42
10. Side effects of ADHD medication are headache, stomached, nausea and vomiting.	7	36.84
11. ADHD medicine can make children have good personality and good at learning .	4	21.05
12. ADHD children don't need to get treatments. They get better when they grow up.	15	78.95

**Table 7: Sources of knowledge about ADHD and the treatment that teachers used**

Source of knowledge	Number (n = 29)	Frequency %
1. Consulting with other guardians who had children with ADHD and consulting with teacher who taught children with ADHD	15	51.72
2. Training program outside schools by physicians	13	44.83
3. Reading from ADHD books and ADHD leaflets	12	41.38
4. Consulting with healthcare personals (e.g. physicians, nurse and psychologist)	11	37.93
5. Observing other children with ADHD	4	13.79
6. Watching television programs	2	6.90

**Table 8: Source of knowledge about ADHD and treatment of ADHD that guardians use**

Source of knowledge	Number (n = 19)	Frequency %
1. Consulting with healthcare personals (e.g. physicians, nurses and psychologist)	11	57.89
2. Consulting with guardians who had children with ADHD	9	47.37
3. Consulting with teachers who had experiences in teaching children with ADHD	8	42.11
4. Reading ADHD books or leaflets	6	31.58
5. Watching television programs	2	10.53
6. Observing other children with ADHD	2	10.53
7. Talking with social welfare workers	1	5.26

**Table 9: The Symptom or behaviors that made teachers identify ADHD children**

ADHD children often ...	Number (n = 29)	Frequency %
1. Has difficulty in sustaining attention in tasks or playing	29	100
2. Fidgets with hands or feet or squirms in seat	27	93.10
3. Does not seem to listen when spoken to them directly	24	82.76
4. Runs about or climbs excessively in situations in which such behavior is inappropriate	24	82.76
5. Is "on the go" or often acts as if "driven by a motor"	22	75.86
6. Leaves seat in classroom or in other situations in which remaining seated is expected	19	65.52
7. Has difficulty playing or engaging in leisure activities quietly	18	62.07
8. Is easily distracted by extraneous stimuli	16	55.17
9. Problems with writing	15	51.72
10. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork and homework)	12	41.38

**Table 9: The Symptom or behaviors that made teachers identify ADHD children (Cont.)**

ADHD children often ...	Number (n = 29)	Frequency %
11. Has reading problems	12	41.38
12. Is aggressive	12	41.38
13. Has difficulty organizing tasks and activities	11	37.93
14. Talks excessively	11	37.93
15. Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace	10	34.48
16. Can finish schoolwork but it isn't good	10	34.48
17. Sits on seat only and uses many time for thinking answer	10	34.48
18. Annoys their friends	10	34.48
19. Does slow work	10	34.48
20. Has day dream	8	27.59
21. Blurts out answers before questions have been completed	5	17.24
22. Loses things necessary for tasks and activities (e.g., toys, school assignments, pencils, books, tools)	4	13.79
23. Is forgetful in daily activities	3	10.34

**Table 9: The Symptom or behaviors that made teachers identify ADHD children (Cont.)**

ADHD children often ...	Number (n = 29)	Frequency %
24. Has slow self-development	3	10.34
25. Imitate teachers	3	10.34
26. Deprecate when teachers admonish them	3	10.34
27. Disputes their teachers	2	6.90
28. Interrupts or intrudes on others (e.g. "butts into" conversations and games)	2	6.90
29. Steals thing	2	6.90

**Table 10: Classroom environment found when normal children mixed with children with ADHD**

<b>Classroom environment</b>	<b>Number (n = 29)</b>	<b>Frequency %</b>
1. Classroom and children is not in order	19	65.52
2. Learning and teaching slow down	11	37.93
3. Classroom environment is not different from the normal classroom	10	34.48
4. There are annoying among children	6	20.68
5. Children always play the toys while the teacher are teaching	3	10.34
6. Children can't be calm and quiet when they arrange in row	1	3.45

**Table 11: Interaction between normal children and children with ADHD**

<b>Interaction</b>	<b>Number (n = 29)</b>	<b>Frequency %</b>
Normal children understand children with ADHD		
Understand	25	86.21
Don't understand	4	13.79
Children with ADHD imitate normal children		
Imitation	3	10.34
Don't imitation	26	89.66
Normal children annoy children with ADHD		
Annoyance	11	37.93
Don't annoyance	18	62.07

**Table 12: Teachers' management strategies when ADHD children avoid task that require sustained mental effort such as schoolwork and homework**

Teachers' management strategies	Number (n = 29)	Frequency %
1. Closely taking care children with ADHD, reinforcing them to study, and letting them sit near their teachers	18	62.07
2. Copying normal children's homework or schoolwork.	14	48.28
3. Using buddy method	12	41.38
4. Cooperating with their guardians in controlling children's schoolwork and homework	11	37.93
5. Talking to children with reasons	7	24.14
6. Calling their names in order to stop the behavior	7	24.14
7. Reducing homework or schoolwork.	7	24.14
8. Providing them with more love and attention than normal children.	6	20.68
9. Giving negative reinforcement. For example, If they did not complete their schoolwork or homework, they will be degraded the level of learning class.	5	17.24
10. Not forcing them to finish schoolwork and homework as normal children.	4	13.79
11. Giving mild punishment	3	10.34

**Table 12: Teachers' management strategies when ADHD children avoid task that require sustained mental effort such as schoolwork and homework (Cont.)**

<b>Teachers' management strategies</b>	<b>Number (n = 29)</b>	<b>Frequency %</b>
12. Not allowing them to study subjects that they are interested in if they did not complete their schoolwork or homework	1	3.45
13. Giving rewards if they complete their schoolwork and homework	1	3.45

**Table 13: Teachers' management strategies when ADHD children has excessive and noisy talk**

<b>Teachers' management strategies</b>	<b>Number (n = 29)</b>	<b>Frequency %</b>
1. Calling their name for stopping	18	62.07
2. Admonishing them	15	51.72
3. Talking to children with reasons	4	13.79
4. Giving mild punishment	3	10.34
5. Using buddy method	2	6.90
6. Distracting them from excessive and noisy talk	1	3.45

**Table 14: Teachers' management strategies when ADHD children annoyed normal children**

Teachers' management strategies	Number (n = 29)	Frequency %
1. Admonishing them	13	44.83
2. Talking to children with reasons	12	41.38
3. Letting student header recorded annoying children name for teachers to punish them later	6	20.69
4. Ordering them to sit close to teachers or normal children who have body bigger than them	4	13.79
5. Informing their annoying behavior and suggesting their guardians to closely look after them.	2	6.90
6. Distracting them from annoying behaviors	1	3.45

**Table 15: Teachers' management strategies when ADHD children leave their seat during class.**

<b>Teachers' management strategies</b>	<b>Number (n = 29)</b>	<b>Frequency %</b>
1. Admonishing them	18	62.07
2. Calling their name in order to stop the behavior	15	51.72
3. Closely taking care them and commanding them to sit near their teachers	1	3.45
4. Distracting them from inattention by asking them do other activities	1	3.45

**Table 16: Teaching method of children with ADHD**

Teaching method	Number (n = 29)	Frequency %
1. Using same teaching method as normal children	18	62.07
2. Closely taking care them, commanding them to sit near their teachers and always calling their names.	13	44.83
3. Slowly teaching and repeating lessons	10	34.48
4. Giving fewer schoolwork and homework to them than normal children	9	31.03
5. Using buddy method	7	24.14
6. Using entertaining teaching method	4	13.79
7. Giving praise to them when they completed their work or did something good	1	3.45

**Table 17: Teachers' general strategies for taking care children with ADHD**

Teachers' general strategies	Number (n = 19)	Frequency %
1. Teachers should devote their time to helping children with ADHD and shouldn't hate them.	27	93.03
2. Teachers should closely take care them with love.	23	79.31
3. Teachers should use buddy method	15	51.72
4. Teachers should give praise when they completed their work or do something good	12	41.38
5. Teachers should teach slowly and use supplement special teaching method	10	34.48
6. When needed to penalize them, teachers should inform them the reason of punishment.	9	31.03
7. Teachers should distract them form misconduct behavior.	9	31.03
8. Teachers should study their demographic information such as their socioeconomics, family background.	8	27.59
9. Teachers should talk to children with reasons and not reprove them	6	20.69
10. Teachers should discipline them	5	17.24
11. Teachers should separate children with ADHD classroom from normal children in the classroom.	5	17.24
12. Teachers should assign an important task to them so that they will be proud of themselves.	3	10.34

**Table 17: Teachers' general strategies for taking care children with ADHD (Cont.)**

Teachers' general strategies	Number (n = 19)	Frequency %
13. Teachers should arrange ADHD children to sit near their teachers.	1	3.45
14. Teachers should mix children with ADHD classroom and normal children in the classroom.	1	3.45

**Table 18: Symptoms or behaviors that made guardians identify ADHD children**

ADHD children often ...	Number (n = 19)	Frequency %
1. Fidgets with hands or feet or squirms in seat	18	94.74
2. Runs about or climbs excessively in situations in which such behavior is inappropriate	18	94.74
3. Leaves seat in classroom or in other situations in which remaining seated is expected	17	89.47
4. Is "on the go" or often acts as if "driven by a motor"	17	89.47
5. Has difficulty playing or engaging in leisure activities quietly	12	63.16
6. Annoys their friend	12	63.16
7. Loses their stuffs. (e.g., toys, school assignments, pencils, books, tools)	11	57.89
8. Is aggressive	7	36.84
9. Has strangest bearing	7	36.84
10. Has difficulty in sustaining attention in tasks or playing	6	31.58
11. Does not seem to listen when spoken to them directly	5	26.32

**Table 18: Symptoms or behaviors that made guardians identify ADHD children (Cont.)**

ADHD children often ...	Number (n = 19)	Frequency %
12. Has self-willed getting everything	5	26.32
13. Is easily distracted by extraneous stimuli	4	21.05
14. Is unmindful and uses a lot of time to answer questions.	4	21.05
15. Has difficulty reading	4	21.05
16. Often has difficulty writing	4	21.05
17. Has sluggish work	4	21.05
18. Fails to give close attention to details or makes careless mistakes in schoolwork or other activities	3	15.79
19. Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not because of oppositional behavior or failure to understand instructions)	3	15.79
20. Has difficulty organizing tasks and activities	3	15.79
21. Talks excessively	3	15.79
22. Lies	3	15.79
23. Puts things into their mouth	3	15.79
24. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork and homework)	2	10.53

**Table 18: Symptoms or behaviors that made guardians identify ADHD children (Cont.)**

ADHD children often ...	Number (n = 19)	Frequency %
25. Plays internet, games, and watches television	2	10.53
26. Gets worst scores in study than before.	2	10.53
27. Has slow self-development	2	10.53
28. Blurts out answers before questions have been completed	1	5.26
29. Has difficulty awaiting turn	1	5.26
30. Interrupts or intrudes on others (e.g. "butts into" conversations and games)	1	5.26
31. Has problems in communication, so that no one understands them	1	5.26

**Table 19: Behavior management for helping children with ADHD**

<b>Behavior management</b>	<b>Number (n = 19)</b>	<b>Frequency %</b>
1. Closely taking care children with ADHD and staying with them	16	84.21
2. Giving praise to them when they completed their work or did something good	14	73.68
3. Informing them the reason of punishment	14	73.68
4. Not castigating because it makes children aggressive	8	42.11
5. Disciplining them	6	31.58
6. Not reproving them	5	26.32
7. Talking to children with reasons	3	15.79
8. Distracting them from inattention by asking them do other activities	2	10.53
9. Always practicing them to read and write books	1	5.26
10. Playing sports	1	5.26
11. Training them to have concentration in study and doing activities	1	5.26
12. Training them to do the activities which used the combination between brain and hand such as drawings	1	5.26

**Table 20: Guardians' management strategies when ADHD children avoid task that require sustained mental effort such as schoolwork and homework**

<b>Guardians' management strategies</b>	<b>Number (n = 19)</b>	<b>Frequency %</b>
1. Closely taking care children with ADHD and controlling children's schoolwork and homework	2	10.53
2. Reinforced studying	3	15.79

**Table 21: Guardians' management strategies when ADHD children has excessive and noisy talk**

<b>Guardians' management strategies</b>	<b>Number (n = 19)</b>	<b>Frequency %</b>
1. Not interesting in their behavior and walking away from them	1	5.26
2. Admonishing them	1	5.26

**Table 22: Guardians' management strategies when ADHD children don't want to go to school**

Guardians' management strategies	Number (n = 19)	Frequency %
1. Must knowing what children do	2	10.53
2. Having condition	1	5.26
3. Reducing cost of sweetmeat	1	5.26
4. Distracting them from excessive and noisy talk	1	5.26
5. Advising and admonishing them	1	5.26

**Table 23: Guardians' general strategies for taking care children with ADHD**

Guardians' general strategies	Number (n = 19)	%
1. Guardians should closely take care them with love.	19	100
2. Guardians should give praise when they completed their work or do something good	12	63.16
4. When needed to penalize them, guardians should inform them the reason of punishment.	12	63.16
5. Guardians should discipline them	9	47.37
6. Guardians should percept them	9	47.37
7. Guardians should talk to children with reasons and not reprove them	9	47.37
8. Guardians should have condition and must know what children do	5	26.32
9. Guardians should distract them from inattention by asking them do other activities	5	26.32
10. Guardians should always talking with teachers	5	26.32
11. Guardians should give reinforced study or extra study to them	4	21.05
12. . Guardians should have high endurance.	3	15.79
13. Guardians should observe children behavior. When they discover the problem, they solve it step by step.	3	15.79
14. Guardians shouldn't discourage.	2	10.53
15. Guardians shouldn't shameful.	1	5.26

**APPENDIX**

**B**

**EXAMINATION ABOUT KNOWLEDGE OF ADHD  
QUESTIONNAIRE**

แบบทดสอบความรู้เกี่ยวกับโรคสมาธิสั้น

คำถาม	ใช่	ไม่ใช่
1. หากมารดาดื่มเหล้ามากขณะที่ตั้งครรภ์ลูกมีโอกาสูงที่จะเป็นโรคสมาธิสั้นได้		
2. เด็กแรกเกิดมีที่น้ำหนักตัวน้อย โดยเฉพาะที่ต่ำกว่า 1,500 กรัม มีโอกาสเป็นโรคสมาธิสั้นมากกว่าเด็กที่มีน้ำหนักตัวมากกว่า 1,500 กรัม		
3. เด็กจะแสดงอาการผิดปกติเพียงบางสถานที่เท่านั้น เช่น จะแสดงอาการหรือพฤติกรรมที่ก้าวร้าวต่อเมื่ออยู่ที่โรงเรียนเท่านั้น เมื่ออยู่ที่บ้านไม่เป็น		
4. เด็กผู้ชายและเด็กผู้หญิงมีโอกาสเป็นโรคสมาธิสั้นได้เท่า ๆ กัน		
5. เด็กที่เป็นโรคสมาธิสั้น จะมีปัญหาในเรื่องการขาดสมาธิ ไม่อยู่นิ่ง ไม่สามารถควบคุมตัวเองได้ และมีพฤติกรรมที่ก้าวร้าว		
6. สาเหตุหนึ่งของโรคสมาธิสั้น คือ การรับประทานอาหารหวานมากเกินไป จึงควรลดอาหารหวานในเด็กที่มีอาการของโรคสมาธิสั้น		
7. สามารถตรวจวินิจฉัยทางห้องปฏิบัติการได้ว่าเด็กคนใดเป็นโรคสมาธิสั้น		
8. การรักษาที่มีประสิทธิภาพ คือ การผสมผสานการรักษาหลาย ๆ ด้าน ดังต่อไปนี้เข้าด้วยกัน คือ การรักษาด้วยยา, การปรับเปลี่ยนพฤติกรรมและการช่วยเหลือทางด้านจิตใจสำหรับเด็กและครอบครัว และการช่วยเหลือทางการเรียน		

แบบทดสอบความรู้เกี่ยวกับโรคสมาธิสั้น (ต่อ)

คำถาม	ใช่	ไม่ใช่
9. ร้อยละ 75 ของเด็กที่ใช้ยาในการรักษาจะตอบสนองต่อยานั้น ๆ		
10. ผลข้างเคียงของยา คือ ปวดหัว คลื่นไส้ อาเจียน มีปัญหาเกี่ยวกับทางเดินอาหาร		
11. ยาที่ใช้รักษาโรคสมาธิสั้น จะช่วยให้เด็กมีบุคลิกดีขึ้นและเรียนดีขึ้น		
12. โรคสมาธิสั้นเป็นโรคที่ไม่ต้องทำการรักษา อาการต่าง ๆ จะหายไปเองเมื่อเด็กโตขึ้น		

**Test about knowledge of ADHD**

Question	YES	NO
1. If pregnant women drink alcohol children will have high risk of ADHD.		
2. An infant who has weight below 1,500 gram will have higher chance of developing ADHD than those who has weight above 1,500 grams.		
3. Children with ADHD may show symptom only at some place. For example, they will show aggressive behavior when they are at school only. They will not show aggressive behavior at home.		
4. There are the same opportunity to get ADHD between boys and girls.		
5. Children with ADHD often have concentrating problems. They cannot control themselves and have aggressive behaviors.		
6. One of the causes of ADHD is overeaten sweet food. Thus, children with ADHD should not eat sweet food.		
7. ADHD can be diagnosed by using laboratory test.		
8. The most effective ADHD treatment is the combination treatment between stimulant medication and behavior modification.		

**Examination about knowledge of ADHD (Cont.)**

Question	YES	NO
9. 75 % of children can response to ADHD medication		
10. Side effects of ADHD medication are headache, stomached, nausea and vomiting.		
11. ADHD medicine can make children have good personality and good at learning .		
12. ADHD children don't need to get treatments. They get better when they grow up.		

## **BIOGRAPHY**

Miss Boonnada Hiruncharoen was born on September 6<sup>th</sup>, 1980 in Bangkok, Thailand. She got her Bachelor degree as Pharmacist from Silpakorn University since 1998. Nowadays, she worked at Narcotic Control Division in Food and Drug Administration, Ministry of Public Health, Nonthaburi, Thailand. Her position held is Pharmacist.