

## THE INFLUENCE OF MEDIA ON ADHD INCIDENCE

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### Abstract:

People are expressing concerns about the possible correlation between media usage and the rising number of children with ADHD (Schmidt and Vanderwater, 2008). Media encountered by children in the past forty years have changed fundamentally. Cartoons, TV shows, computer games have become more violent, exciting and fast-paced. A noticeable rise in the percentage of children with ADHD was recorded in the past four decades (Visser *et al.*, 2014 in Nikkelen, Valkenburg, Bushman and Huizinga, 2014). Exposure to violent content is associated with aggressive behaviour, thinking, nerve excitement and anger (Ray and Ram Jat, 2010). Violent content can cause excessive intensive excitement. Long-term exposure causes ineffective children's performance in other school and out-of-school activities (Ballard, Hamby, Panee and Nivens, 2006 in Nikkelen *et al.*, 2014). A low level of excitement can manifests as an attention, concentration and hyperactivity problem (Nigg, 2006; White, 1999 in Nikkelen *et al.*, 2014). Media has breached home and school environment. Enhanced and uncontrolled use of media must be recognized as a hazardous factor for developing problems connected to attention, concentration and impulsiveness. Smart boards and ICT are used increasingly with students. M. E. Schmidt and E. A. Vanderwater (2008) say that there is not any reliable empirical proof that could justify why this type of education is more quality and effective than the classical approach. A teacher is therefore an expert who plans the content and duration of working with media and uses it as supplementary but never focal or only form of work.

*Keywords: ADHD, media, attention, concentration, impulsiveness*

### REFERENCE LIST

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