

**THE USE OF SENSORIAL TEACHING MATERIALS AND
PUPILS ATTENTION AND HYPERACTIVITY
-IMPULSIVITY BEHAVIORS**

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ABSTRACT

This study was conducted to determine the effects of the use of Montessori sensorial language and math materials to pupils' attention and hyperactivity-impulsivity behaviors. The subjects were preschoolers of a private institution in Iloilo City. To determine the desired results, a quasi-experimental pretest-posttest control group study design was employed. To specifically determine the effects, actual observations and reflective journals were utilized. The ADHD rating scale IV - pre-school version was used to measure pupils' attention and hyperactivity-impulsivity behaviors. Results showed that the use of the sensorial Math and Language materials significantly decreased the inattentive behaviors of pupils. This means that pupils were more responsive in class, attentive to details and showed no problems in following directions. The use of sensorial math and language materials showed no significant effect to pupils' hyperactivity-impulsivity behaviors. Moreover, the study revealed that regardless of the materials used, both groups had relatively the same number of pupils who inappropriately talked to their classmates, were placed on the time out chair, and fidgeted with an object. More specifically, the sensorial teaching materials greatly benefited the predominantly inattentive pupils but not the predominantly hyperactive-impulsive pupils.