The effectiveness of impulse control training on emotional processing, impulsivity and distractibility of students with dyscalculia

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Abstract
The purpose of this study was to investigate the effectiveness of impulse control training on emotional processing, impulsivity and distractibility of students with dyscalculia. This research was an experimental study including pre-tests and post-tests with a control group. The statistical universe of the study included all second-grade and third-grade high school male students in Ardebil city in the academic year 1390-91 (A.H.). The subjects of the study included 40 students with dyscalculia chosen through simple random sampling from among the students of five high schools in Ardebil city. They were assigned to two groups of control and experimental (20 students in each group). To gather data, the questionnaires of emotional processing, impulsivity, and distractibility were used. The results of multivariate analysis of covariance (MANCOVA) showed that the treatment program of impulse control influenced emotional processing, impulsivity, and distractibility, so that it led to a reduction in negative emotions, impulsiveness and distractibility in students with dyscalculia. These results also have important implications in the field of prevention, pathology and treatment of this disorder.

Keywords: control, emotional processing, impulsivity, distractibility, dyscalculia