

## Development of a Family-School Intervention For Young Children With Attention Deficit Hyperactivity Disorder

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### **What is the study about?**

The authors of this study evaluated the effectiveness of a family-school intervention pilot for the families of 61 young children with Attention Deficit Hyperactivity Disorder (ADHD) that were lacking school support.

### **What did they find?**

After 12 weekly sessions with families, there were preliminary results to support the effectiveness of a family-school intervention that helped improve parenting practices, student-teacher relationships, and child behavior problems reduction in schools for children with ADHD.

### **3 Major Concepts**

- This pilot intervention is beneficial to elementary school aged children with ADHD
- More systemic training is needed for families to promote their children's education
- This intervention highlighted that a positive student-teacher relationship could decrease teacher reports of difficult behavior from students

### **Why is the Study Important?**

- Parent involvement has a huge impact on a child's ability to succeed in school
- ADHD creates many risk factors for children in their early states of learning and development, so early intervention is crucial
- School interventions such as parent trainings and teacher consultations can improve the outcomes of the behavior and academic performances of children with ADHD

### **What can School Social Workers Do?**

- Engage in weekly or bi-weekly consultations with teachers and support staff
- Create goals that address deficits in behavior for students to become successful in school
- Communicate with parents on student's progress and behavior in the home setting while offering parents tools and resources to support them
- Share evidence-based practice findings with teachers, parents, and students