

Effectiveness of a Collaborative Home-School Behavior Management Program for Parents and Teachers of Children with Attention Deficit Hyperactivity Disorder

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Abstract: This study aimed to examine, using a comparison group design, with repeated measures, the effects of a collaborative home-school behavior management program, for children with attention deficit hyperactivity disorder (ADHD), based on the integration of Barkley's model of executive functions and self-regulation, and Patterson's coercion theory. Participants were a respective parent and respective teacher of 57, first to fourth grade, children with ADHD who were receiving treatment at one of two psychiatric clinics for children in greater Bangkok. Prior to assignment to either the intervention group or control group, participants were matched based on each child's: gender; parental perception of the severity of their child's behavior; and, parental sense of competence for handling their child's behavior. Those assigned to the intervention group participated in an 8 week home-school behavior management program, while those in the control group did not take part in the program.

The findings suggested that, immediately following completion of the behavioral management program and one month later, the parents and teachers in the intervention group, compared to the parents and teachers in the control group, demonstrated an increase in knowledge regarding ADHD. Although, over time, a significant reduction in coercive behavior was demonstrated by the parents in the intervention group and only a slight reduction in coercive behavior was demonstrated by the parents in the control group, the average difference of the parents' coercive behavior between the two groups was not significant. No improvement in either group was found regarding the disruptive behaviors of the children or the teachers' classroom management behaviors. The results suggest the intervention program was successful in dealing with parental and teacher knowledge about ADHD.

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Introduction

Attention deficit hyperactivity disorder (ADHD) is one of the most prevalent behavioral disorders, affecting 5-12 % of children worldwide and 3% to 6.5 % of school-age children in Bangkok, Thailand.^{1,2} ADHD is a chronic neurobiological disorder characterized by developmentally inappropriate levels of attention,

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