Understanding ADHD from a Biopsychosocial-Cultural Framework: A Case Study

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Abstract
The biopsychosocial-cultural framework is a systemic and multifaceted approach to assessment and intervention that takes into account biological, psychological, and socio-cultural factors that influence human functioning and service delivery. Although originally developed to assess physical health and medical illness, this contemporary model can be used as a framework for school psychologists to address the mental health needs of culturally and linguistically diverse youth with Attention-Deficit/Hyperactivity Disorder (ADHD). School psychologists can apply this model when conceptualizing academic, behavioral, and social-emotional functioning of children and adolescents, while also considering cultural barriers relating to treatment acceptability when working with families. Because it encourages school psychologists to address presenting problems in a culturally sensitive and contextual manner, this model may reduce bias and result in more equitable mental health outcomes. The purpose of this article is to discuss the biopsychosocial-cultural model, its advantages and disadvantages, and its application in a case study of a Hispanic child with ADHD.