Meta-analysis of organizational skills interventions for children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD)

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Citation

Review question(s)
Do individuals with ADHD receiving organizational skills interventions exhibit lower levels of inattention/hyperactivity, better organizational skills and academic skills after treatment when compared to a no treatment control group?

Searches
We are going to search the electronic databases of Medline (1946 to July Week 3 2012), PsycINFO (1967 to July Week 3 2012), and the Cochrane Central Register of Controlled Trials (CENTRAL; Issue 7 of 12, July 2012), EMBASE and Ovid.

Types of study to be included
We will include randomized control trials; all other designs will be excluded.

Condition or domain being studied
Attention Deficit/Hyperactivity Disorder
Attention Deficit Disorder
ADHD

Participants/ population
Children and adolescents with a primary diagnosis of ADHD or ADD.

Intervention(s), exposure(s)
Organizational Skills Interventions

Comparator(s)/ control
No treatment control group or waitlist control group.
Comparison groups in which patients receive an alternative treatment will be excluded.

Outcome(s)
Primary outcomes
Inattention and hyperactivity, organizational skills, academic achievement
We will include studies measuring inattention or hyperactivity symptoms and/or organizational skills and/or academic achievement.
We will compare the effects of treatment using the posttreatment data period. We will analyze parent, teacher and child reported outcomes separately for this review.

Secondary outcomes
none

Data extraction, (selection and coding)
Two researchers will extract data from the included studies independently and resolve any discrepancies through resolution or a third party if needed. We anticipate extracting the following variables: number of sessions, study duration in weeks, parental inclusion in treatment procedures, type of organizational skills training (group or individual), type of control condition, sample size, mean pretreatment age, mean pretreatment IQ, outcome measure used, type of data analysis used in study (completer or intention to treat), and JADAD score.

**Risk of bias (quality) assessment**
We will use the Cochrane Risk of Bias tool to assess bias in the included studies. We do not anticipate incorporating the results of this assessment in any synthesis activities at this time.

**Strategy for data synthesis**
Should enough studies be located we plan to synthesize the data using metaanalytic techniques. Specifically, we plan to combine studies using a fixed effect metaanalysis using the standardized mean difference effect size with small sample correction (Hedges, 1985).

**Analysis of subgroups or subsets**
If we have adequate power to detect differences between groups we plan to conduct moderator analyses of variables such as study duration, parent participation, intervention format (group or individual), type of measure, mean chronological age, and mean IQ.

**Dissemination plans**
We plan to submit the results for publication in a peer reviewed journal.

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**Anticipated or actual start date**
15 April 2015

**Anticipated completion date**
01 October 2015

**Funding sources/sponsors**
Yale School of Medicine and University of Southern Denmark

**Conflicts of interest**
None known

**Language**
English

**Country**
United States of America

**Subject index terms status**
Subject indexing assigned by CRD

**Subject index terms**
Adolescent; Attention Deficit Disorder with Hyperactivity; Child; Humans

**Stage of review**
Ongoing

**Date of registration in PROSPERO**
09 April 2015

**Date of publication of this revision**
09 April 2015

**Stage of review at time of this submission**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Started</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary searches</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Piloting of the study selection process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Formal screening of search results against eligibility criteria</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Data extraction</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Risk of bias (quality) assessment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Data analysis</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>