A case study using cognitive-behavioral therapy-management of ADHD

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Attention-deficit/hyperactivity disorder (ADHD) remains one of the most prevalent mental health diagnoses identified in school-age children. Affected children show an increased risk for school failure, social difficulties, and the development of psychiatric co-morbidities. Despite the availability of evidence-based behavioral protocols for managing ADHD-related impairments, psychologists often encounter difficulties involving parents in the sustained implementation of these interventions. Cognitive-behavioral treatment aims to teach children with Attention Deficit Hyperactivity Disorder (ADHD) strategies to help them increase their self-control and problem-solving abilities, through modeling, role playing and self-instruction. Cognitive-behavioral treatment has shown mixed effectiveness regarding ADHD behaviors. Cognitive-behavioral therapy (CBT) can address treatment obstacles through emphasizing ADHD behaviors. Cognitive-behavioral therapy (CBT) can address treatment obstacles through emphasizing psycho-education, the development of a collaborative treatment context. This article presents a case study of Jay, a 9-year-old child with ADHD. He was supplemented with child-focused CBT strategies by the psychologist and parental behavioral management training by the parent. This case study outlines a central role of CBT intervention in collaboration with the Parent in managing ADHD children.