A Randomized Effectiveness Trial of a Behavioral Teacher Program Targeting ADHD Symptoms

Betty Veenman; Marjolein Luman; Jan Hoeksma; Karlijn Pieterse; Jaap Oosterlaan

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Abstract

Objective:
This study investigated the effectiveness of the Positivity & Rules Program (PR program), a behavioral teacher program targeting ADHD symptoms in the classroom involving both student-focused and classroom-focused programs.

Method:
Primary school children with ADHD symptoms (N = 114) were randomly assigned to the PR program (n = 58) or control group (n = 56). Teacher and parent ratings were used to assess behavioral, social, and emotional functioning at baseline, during and after the intervention. Intervention effects were assessed using intention-to-treat multilevel analyses.

Results:
Teachers reported positive effects on ADHD symptoms and social skills (.01 < f² > .36). Effects did not generalize to the home setting.

Conclusion:
The PR program holds promise for improving classroom behavior in children with ADHD symptoms and might prevent escalation of problem behavior.