A Cooperative Learning Classroom Intervention for Increasing Peer’s Acceptance of Children With ADHD

Agnese Capodieci; Thomas Rivetti; Cesare Cornoldi

Journal of Attention Disorders August, 2016
doi: 10.1177/1087054716666952

Abstract

Objective:
The hypothesis behind this study was that trained teachers using cooperative learning procedures with children in their classroom (aged from 6 to 10 years) can influence the social skills of children with ADHD symptoms and their acceptance by their peers.

Method:
The study involved 30 children with ADHD symptoms attending 12 different classes, where cooperative learning was adopted in some, and standard practices in others. ADHD children’s symptoms, social skills, and cooperative behavior were assessed by means of a teacher’s questionnaire, and the social preferences of the children in their class were collected.

Results:
Changes emerged in teachers’ assessments of the children’s cooperative behavior in the experimental classes. Improvements in the sociometric status of children with ADHD symptoms were only seen in the cooperative learning classes.

Conclusion:
These results show the importance of well-structured intervention in classes that include children with ADHD symptoms. Implications of these findings for future intervention are discussed.