The use of video-modelling as a method for improving the social play skills of children with attention deficit hyperactivity disorder (ADHD) and their playmates

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Abstract

Introduction
We investigated child outcomes and mothers' perspectives following technology-based intervention sessions aimed at improving children's social play skills.

Method
Participants in this multiple case study included five children with attention deficit hyperactivity disorder, their mothers and five typically developing playmates, who had completed a parent-delivered play-based intervention 18 months previously. The initial intervention included the use of a technology-based interactive DVD at home and clinic-based sessions involving video-modelling. In this study, children received two additional technology-based clinic sessions involving video-modelling. Children's social play skills were measured pre- to post-intervention using the Test of Playfulness. Trends in scores were descriptively analyzed by case. Mothers' perspectives were explored through semi-structured interviews; data were descriptively analyzed by group and case.

Results
Two children with attention deficit hyperactivity disorder showed an increase in their social play skills, and three a decrease in skills. Of the playmates, three showed consistent social play skills, one an increase and one a decrease. Qualitative findings suggest parents felt better able to support their child. Parents also suggested next steps for the intervention were necessary as their child continued to develop.

Conclusion
Additional intervention support using technology after initial intervention may need to be adapted to different developmental stages and for use across different contexts.