



Teachers & Parents as Partners

Teachers and Parents as Partners: How it works for Students with ADHD

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Agenda

- ADHD Background
- Teachers and Parents as Partners (TAPP)
- Overview of current study
- Procedures
- Results
- Key takeaways and future directions

Who has worked with or known a child
with ADHD?

How many people children have ADHD?

- Most common mental health diagnosis among school-aged children
- Estimates range based on method
 - Strict Criteria:
 - 5-7% of school aged children
 - Parent reported diagnosis:
 - 9.4% ages 2-17
 - 2.4% ages 2-5
 - 9.6% ages 6-11

That is:

- 6.1 million nationwide
- 3,820 in LPS
- 1 or 2 students per classroom in LPS
 - LPS reported median elementary classroom has 20 students

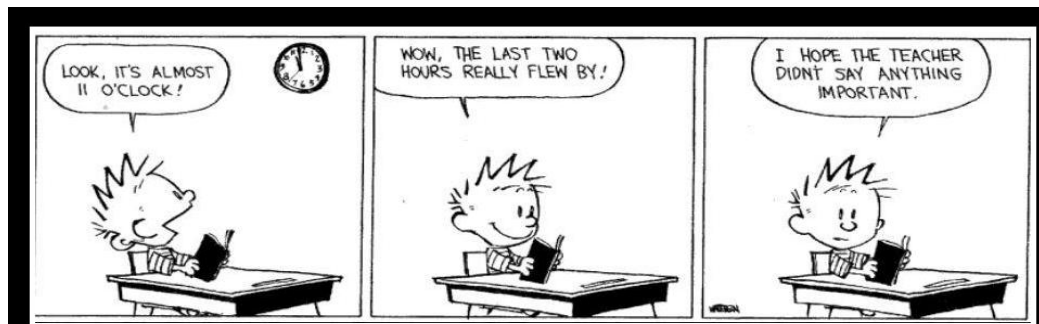
<http://home.lps.org/hr/>

Who is most likely to be diagnosed

- Males (at least 2x more likely)
- Children living in poverty (22% more likely)
- Children living in a rural area (30% more likely)
- African Americans (27% more likely)*
- Children with public insurance (64% more likely)
 - 2x more likely if public and private insurance
- Living in the Midwest (49% more likely)

Danielson et al., 2018

What comes to mind when thinking of a child with ADHD?



What is ADHD?

Developmentally inappropriate levels of inattention and/or hyperactivity/impulsivity

Inattention

- Low attention to detail
- Difficulty sustaining attention
- Does not seem to listen
- Struggles to follow through
- Disorganized
- Avoids sustained mental effort
- Loses important items
- Easily distracted
- Forgetful

Hyperactivity-Impulsivity

- Fidgets
- Leaves seat
- Runs/Climbs excessively
- Difficulty playing quietly
- Always “on the go”
- Talks excessively
- Blurts out answers
- Difficulty awaiting turn
- Interrupts/intrudes on others

ADHD – Functional Impairment

- Academic Underachievement
 - Lower grades
 - More course failure
 - Greater rates of retention
- Behavioral Difficulties
 - Office Disciplinary referrals
 - Suspensions/Expulsions
- Social Difficulties
 - Peer rejection
 - Risky health behaviors

The good news...

- We have effective treatments!
 - Psychostimulant Medications
 - Ritalin, Vyvanse, Concerta, Strattera
 - Psychosocial Interventions
 - Behavioral Parent and Teacher Training
 - Token economies, school-home notes
 - Combined treatment
 - Facilitates lower doses of both components
 - Evidence suggests behavioral interventions first

Pelham et al., 2016

The bad news...

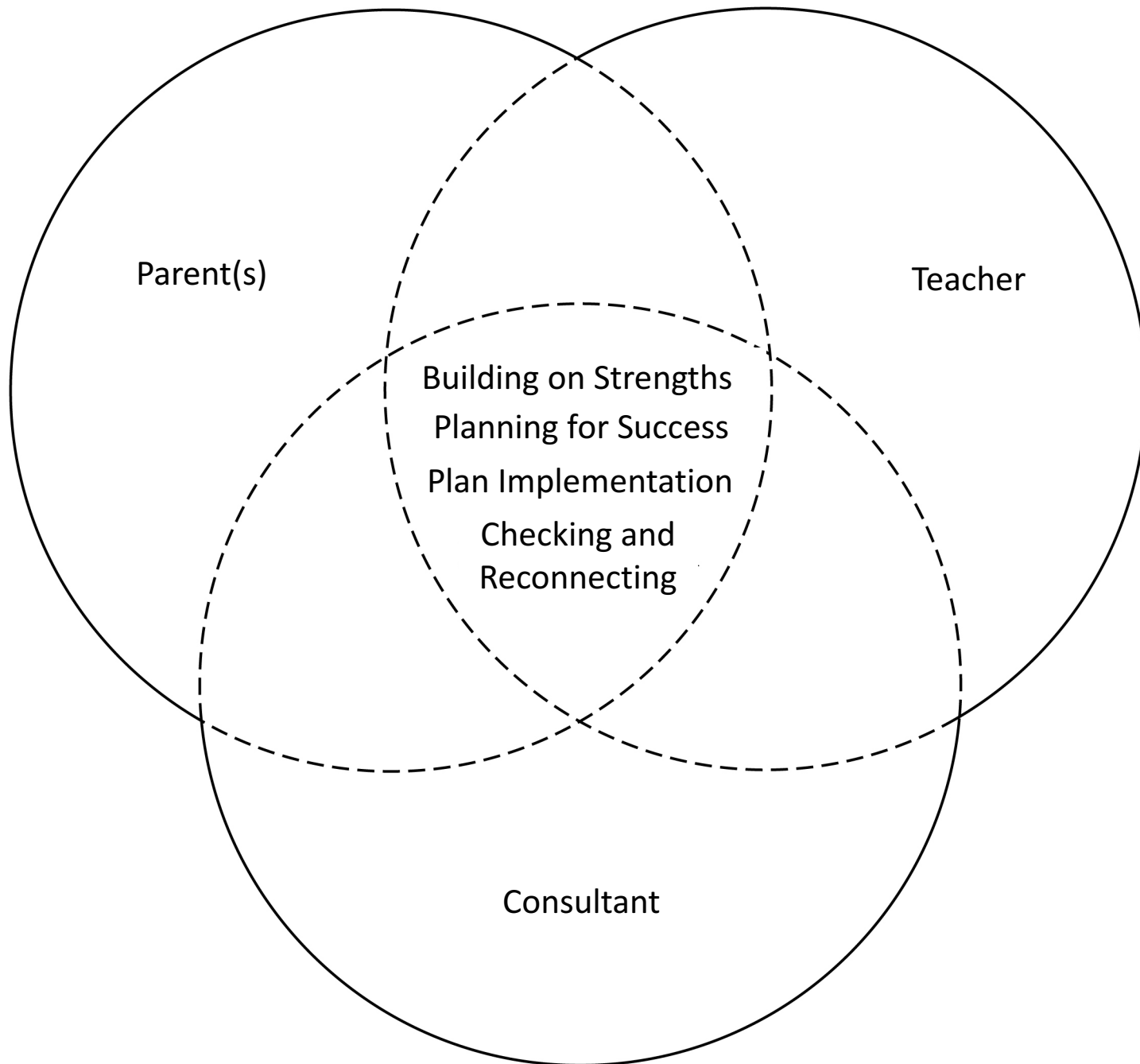
- Intervention improvements do not last
 - Immediate with medication
 - Slower with psychosocial interventions
 - Few studies look at long-term changes
 - Within ~24 months, all improvements fade away

Some more good news...

- Teachers and Parents as Partners (TAPP)
 - Evidence-based intervention
 - Recent evidence suggesting maintenance at a 1-year follow up
 - However, this was not specific to students with ADHD
 - Small studies have shown TAPP is effective for students with ADHD in the short term

So what is TAPP?

- Brief (8-12 week) strengths-based problem solving procedure
- Brings together a parent, a teacher, and a consultant
- Facilitates parent-teacher partnerships to help a student succeed



TAPP Goals

- Improve communication
- Address difficulties across settings
- Promote shared ownership
- Establish (or strengthen) home-school partnerships and improve the family-school relationship
 - Mutual effort toward a shared goal
 - Fundamental philosophy, attitude, and belief that families and educators are *essential* for a child's progress

Ultimately

- Identify and define specific needs of a student at home and school
- Build on existing strengths to produce improved functioning for the student
- Plan for generalization and maintenance

In summary

- ADHD is pervasive, detrimental, and expensive
- We have treatments that work; however, effects generally do not last
- TAPP offers advantages over previous treatments, and prior work shows it has been effective for students with ADHD (in small studies), and that treatment effects persist

The current project

- Evaluate if TAPP is effective for students with ADHD using data from a large randomized control trial
- Determine if the 1-year outcomes of TAPP are any different for students with ADHD

Primary Measures

- Behavioral Assessment System for Children – 2
 - Attention Problems
 - Hyperactivity
 - Behavioral Symptoms Index
- Social Skills Improvement System
 - Social Skills
 - Problem Behaviors
- Completed 4 times during the study period by parents and teachers

Outcome Variables

- ADHD Symptoms
 - BASC Attention Problems
 - BASC Hyperactivity
- Behavior Problems
 - BASC Behavioral Symptoms Index
- Social Functioning
 - SSiS Social Skills
 - SSiS Problem Behaviors

Participants

- 267 K-3rd grade students from 152 classrooms in 45 rural schools in three Midwestern states recruited over 5 years
 - 24% female
 - 6.9 years old on average
 - 86% non-Hispanic Caucasian
- Their parents
 - 90% female
 - 34 years old on average
 - 90% non-Hispanic Caucasian

Participants

- Their teachers
 - 97% female
 - 41 years old with 15 years teaching experience on average
 - 100% non-Hispanic Caucasian
- Consultants
 - 14 Master's level clinicians
 - 93% female
 - 30 years old on average
 - 100% non-Hispanic Caucasian

Design

- “Five-cohort cluster-randomized” design
- Teachers were randomized to TAPP or Treatment as Usual
 - Any student participant (up to 3 per classroom) would be in the same group as their teacher
- Four assessment points
 - Pre-treatment (T1)
 - Post-treatment (~12 weeks later; T2)
 - Follow-up 1 (Beginning of next school year; T3)
 - Follow-up 2 (~12 months after treatment; T4)

Intervention Groups

TAPP

- Building on Strengths
 - Identify/define interfering behavior
- Planning for Success
 - Co-construct an intervention plan for home and school
- Plan Implementation
 - Do it!
- Checking and Reconnecting
 - Review progress and goals

Business as Usual

- “Traditional” school support
 - Office Referrals
 - Removal from Classroom
 - Pull-out for special education
- Parent-initiated community supports
 - Counseling
 - OT/PT

No significant differences in Special Education or outside Service use



TAPP Interventions

- Collaboratively developed by parents, teachers, and consultants
- One of four types of intervention
 - Positive reinforcement/consequences
 - Attention / rewards
 - Environmental structuring & antecedent control
 - Structured prompts, precision requests
 - Skills training
 - Social skills training / behavioral rehearsal
 - Reductive techniques
 - Removing privileges

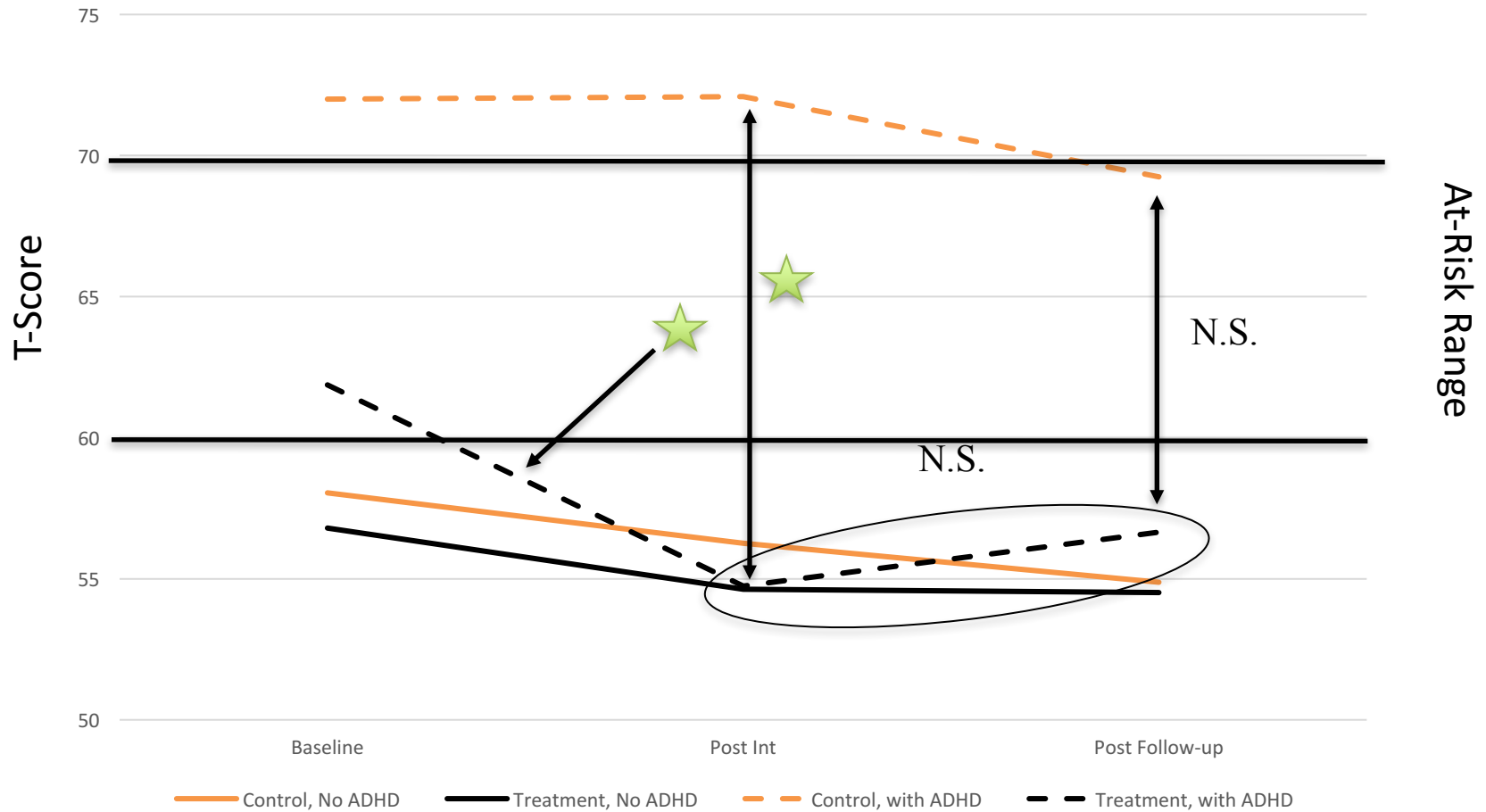
Data Analysis

- “Repeated measures multilevel piecewise growth model”
 - SAS v9.4 using PROC MIXED (Snijders & Bosker, 2011)
- Controls for missing data, the time the student enrolled in the project, and nesting*
 - Nesting recognizes that each student is unique, as is every classroom

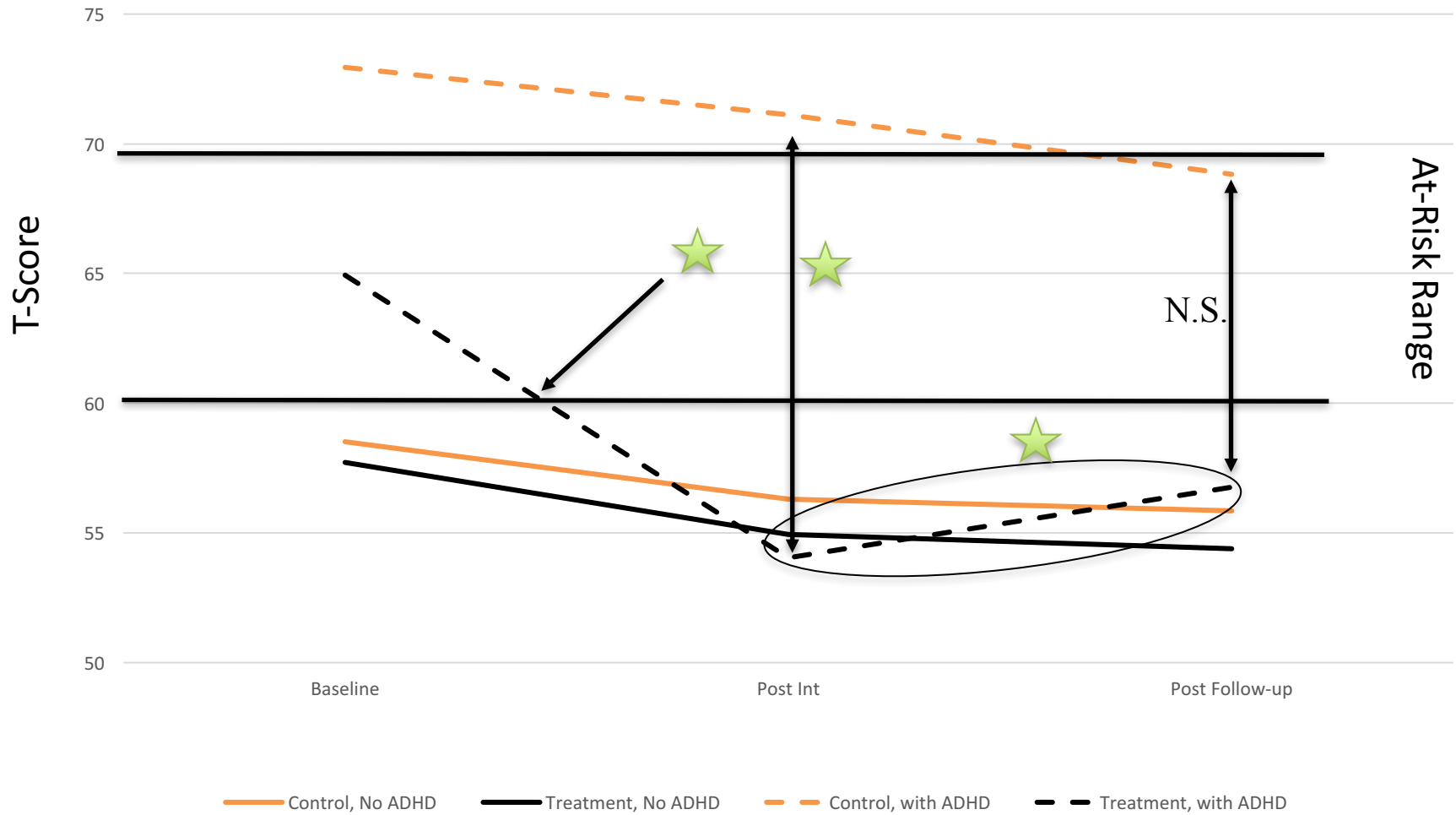
Results

- ADHD Status
 - 22% of this sample met research criteria for ADHD
 - Clinically significant parent AND teacher ratings on the BASC Hyperactivity and/or Attention Problems
- Significant Differences for parent rated:
 - Behavioral Symptoms Index
 - Hyperactivity

Behavioral Symptoms Index



Hyperactivity



Key Takeaways

- TAPP is effective for young students with ADHD
 - Core symptom of ADHD
 - Behavioral Functioning
- Unfortunately, the effect of TAPP does not persist for students with ADHD over a 12-month period

Key Takeaways

- This finding is in line with previous literature looking at maintenance of treatment gains
- ADHD is chronic and pervasive
- One-time intervention is likely insufficient
 - At least the interventions we currently have

Limitations

- Underpowered
 - Only 46 students with ADHD to compare
- Students were not formally assessed for ADHD
- Did not find changes for teacher ratings

Future Directions

- TAPP-Vertical
 - Maintain and transfer the parent-teacher partnership across grade-level (vertical) transitions
 - Provide consistent (but flexible) support over time
 - Ensure intervention is developmentally matched to the needs of the student
 - Considering the chronic nature of ADHD, programing for increasing participation as the student ages
 - Keeping the ultimate goal in mind

Thank you!

Questions?