



The Effectiveness of Mindfulness Training for Children with ADHD and Mindful Parenting for their Parents.

Van der Oord, S., Bögels, S. & Peijnenburg, D. (2012). *Journal of Child and Family Studies*, 21(1), 139-147.
<http://link.springer.com/journal/10826>



Civilian-
Focused
Article



In this study, researchers evaluated the effectiveness of an 8-week mindfulness training for children aged 8–12 and parents (who received a mindful parenting training) in Amsterdam, Netherlands with Attention Deficit Hyperactivity Disorder (ADHD).

Key Findings:

- From pre- to post-test, there was a significant reduction of parent-rated inattention and hyperactivity symptoms for both children (medium to large effect sizes) and parents themselves (small effect sizes). These reductions were maintained at follow-up.
- From pre- to follow-up test, there was a significant reduction of overreactive parenting (large effect size) and parental stress (medium effect size).
- Teacher-rated outcomes for children's ADHD behavior showed no significant effects from pre- to post- or follow-up test.
- Findings suggest that (in general) changes measured cannot be attributed to the effect of time and assessment alone, but neither could they be fully attributed to the treatment.

Implications for Programs:

- Programs may consider including curricula in order to improve outcomes for ADHD outcomes for both parents and their children.
- Agencies that support military children and families who may have ADHD, guidelines regarding identification and selection of treatment and interventions should be regularly and carefully reviewed to support the selection of validated treatment approaches.

Implications for Policies:

- Treatment protocols at health care organizations for ADHD should be regularly and consistently reviewed for efficacy.
- Preliminary findings from assessment on mindfulness based intervention or program components are promising and may inform future funding priorities for intervention research.

Avenues for Future Research:

- These findings need to be replicated in a larger, more diverse sample.
- Future research should compare the effectiveness of mindful parenting, mindfulness for the child, and the combination of both, to better understand which elements of the treatment may be most effective.
- To provide a more comprehensive understanding of this intervention, future studies should incorporate responses from children as well as parents and teachers.

Prepared by Military REACH Team.

For additional information, please visit <http://reachmilitaryfamilies.arizona.edu>



Developed in Collaboration with the Department of Defense's Office of Family Policy, the National Institute of Food and Agriculture, and the U.S. Department of Agriculture under Award No. 2009-48867-05833.

Background Information

Methodology:

- Parents and their children from an affluent area of Amsterdam participated. School psychologists, pediatricians and general practitioners referred children for diagnosis and treatment of ADHD to an academic clinic in outpatient mental health care.
- Pre-test occurred 1 week before the start of treatment: parents, teachers and children completed questionnaires. Post-test was conducted directly after the last session, and the follow-up test was 8 weeks later. Data were analyzed using multilevel modeling.
- This study focused on civilian families.

Participants:

- In this study, 22 parents and their children ($M = 9.55$ years of age; $SD = 1.34$) participated, with 18 completing treatment.
- In terms of demographics, the sample included 95% females and 5% males among parents; 73% males and 27% females among children; and the ethnic composition was mostly Caucasian.

Limitations:

- Parents were aware of their group assignment; therefore, their ratings of improvement may reflect experimental demands.
- The sample was homogenous, which limits the ability to draw conclusions about more diverse populations. Participants were recruited from an affluent area and parents were highly educated and predominately White.
- Without longer-term longitudinal data or a randomized control, there is no clear evidence that participation caused the outcomes.

Assessing Research that Works

Research Design and Sample					Quality Rating:
	Excellent (★★★★)	Appropriate (★★★)	Limited (★★)	Questionable (★)	★★★★★
The design of the study (e.g., research plan, sample, recruitment) used to address the research question was....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Research Methods					Quality Rating:
	Excellent (★★★★)	Appropriate (★★★)	Limited (★★)	Questionable (★)	★★★★★
The research methods (e.g., measurement, analysis) used to answer the research question were...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Limitations					Quality Rating:
	Excellent Minor Limitations (★★★★)	Appropriate Few Limitations (★★★)	Limited Several Limitations (★★)	Questionable Many/Severe Limitations (★)	★★★★★
The limitations of this study are...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Implications					Quality Rating:
	Excellent (★★★★)	Appropriate (★★★)	Limited (★★)	Questionable (★)	★★★★★
The implications of this research to programs, policies and the field, stated by the authors, are...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Not applicable because authors do not discuss implications					
Overall Quality Rating					★★★★★

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