

Psychosocial Approaches to Treat ADHD in Adolescence

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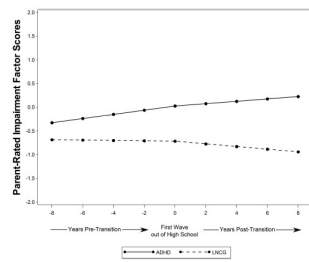
Financial Disclosures

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Guilford					X			
Private Training Business					X			
NIMH	X							
IES	X							
UW			X					
Supernus		X						



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ADHD & The Transition to Young Adulthood: The Gap Widens



Multimodal Treatment Study of ADHD
(Howard et al., 2016)



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ADHD and Transition to Adulthood

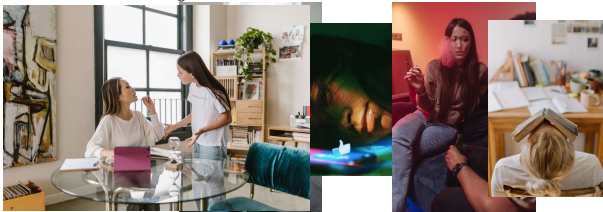
- 11x risk to be both unemployed and not in school at age 19
- Among college students with ADHD: at risk for course failure and dropout
- More frequent employment changes and firings
- Lower wage earning and supervisor ratings- lifetime earnings 40% less
- More likely to live with family
- Less likely to have a savings account or credit card
- Higher rates of food and housing instability
- Lower life satisfaction
- Higher rates of depression
- Heavier use of substances, especially marijuana



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ADHD in Adolescence

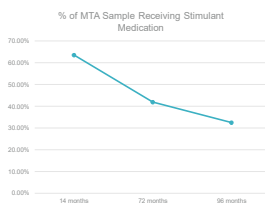
- New Problems Emerge that are associated with ADHD



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ADHD in Adolescence: treatment utilization

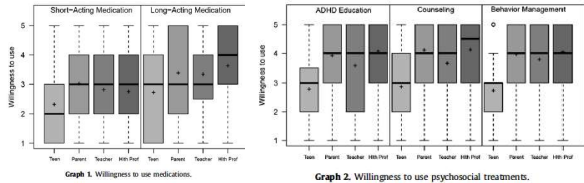
- Long-term Follow-up Multimodal Treatment of ADHD Study (MTA; Molina et al., 2009, *Journal of the American Academy of Child & Adolescent Psychiatry*)
- Tracked participants' naturalistic treatment after participation in initial 14-month RCT concluded.
- Only 17.2% of the sample was medicated at every assessment from 14 months (approx. 9 years old) to 96 months (approx. 16 years old)



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Willingness to Utilize treatment

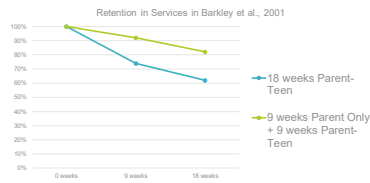
- From Bussing et al., 2012, *Social Science & Medicine*:



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Retention in traditional Behavior therapy

- Difficulties engaging teens in behavior therapy (Barkley et al., 2001, *Journal of Consulting and Clinical Psychology*)



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The Journal of Child
Psychology and Psychiatry

Journal of Child Psychology and Psychiatry 66:1 (2025), pp 132–149



doi:10.1111/jcpp.14056



Research Review: Pharmacological and non-pharmacological treatments for adolescents with attention deficit/hyperactivity disorder – a systematic review of the literature

Margaret H. Sibley,^{1,2} Sabrina Flores,² Madeline Murphy,² Hana Basu,² Mark A. Stein,¹ Steven W. Evans,² Xin Zhao,^{1,2} Maychelle Manzano,² and Shauntal van Driel²

¹University of Washington School of Medicine, Seattle, WA, USA; ²Seattle Children's Research Institute, Seattle, WA, USA; ³Center for Intervention Research in Schools, Ohio University, Athens, OH, USA

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Study Findings

Category	Number of RCTs
Total RCTs	23
Crossover	1
Parallel Group	22
Basic Efficacy (vs no treatment)	14
Comparative Efficacy (vs another treatment)	12
Incremental Efficacy (above another treatment)	2
CIB Treatment Arms Total	39

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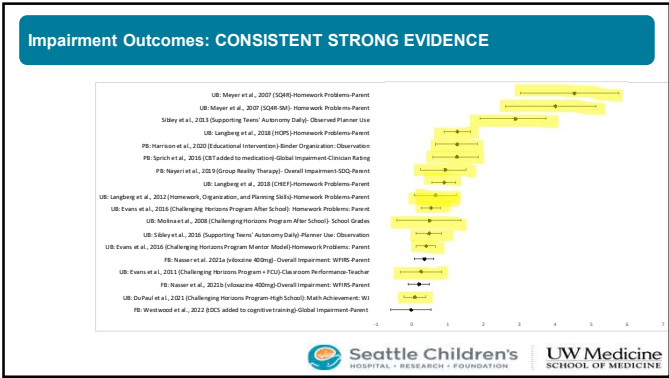
ADHD Symptom Outcomes: INCONSISTENT

N/A- FID-Rally Blind,
 UP-Partially Blinded,
 UB- Unblinded. Effect sizes represent a year's effects (representing group differences in change from baseline).

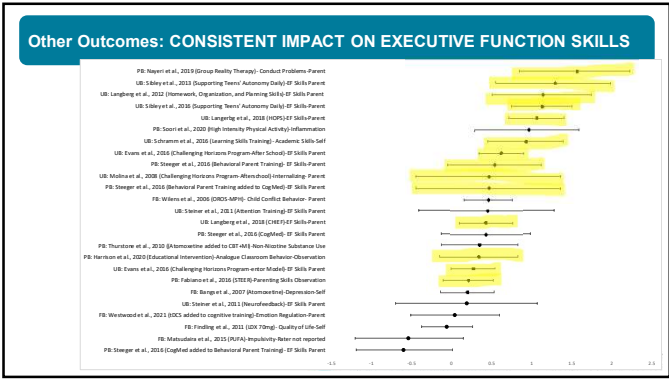
18. Kover, et al., 2017 (UB) ADHD Symptom Outcomes: INCONSISTENT
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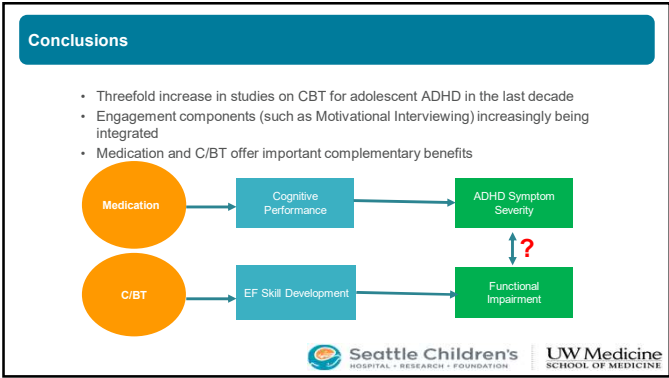




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Clinical Implications

- No reason to reserve CBT for adolescent medication non-responders?
- Professional practice guidelines should consider this updated review of the literature (currently the guidelines are mixed)
 - AACAP, NICE: Reserve CBT for med non-responders only
 - AADPA, AAP: Offer combined treatment to patients from the outset
- Need to broaden treatment targets to other areas of impairment:
 - Emotion regulation
 - Safe behavior with peers
 - Responsible use of digital media
 - Sleep
- Long-term effects are present for adolescent ADHD C/BT—critical period for **prevention**
- **Is yet to be a true combined treatment RCT for ADHD in adolescence**



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Engagement Barriers for Behavioral Interventions

JOURNAL OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY
<https://doi.org/10.1080/15374416.2022.2025597>



Engagement Barriers to Behavior Therapy for Adolescent ADHD

Margaret H. Sibley^a, Kara Link^a, Gissell Torres Antunez^a, and Lydia Greenwood^b

^aUniversity of Washington School of Medicine, Seattle Children's Research Institute; ^bUniversity of Washington Department of Psychology, Seattle Children's Research Institute



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Barriers to CBT Treatment among Adolescents with ADHD

Category	% (n)
Low teen desire for treatment	75.2 (91)
Parental failure to monitor teen practice	69.4 (84)
Teen forgetfulness	60.3 (73)
Teen believes no change is needed	56.2 (68)
Low teen self-efficacy	49.6 (60)
Parent intrusiveness	49.6 (60)

Sibley et al., 2022; *Journal of Clinical Child and Adolescent Psychology*



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How do Adolescent (Cognitive) Behavior Therapies differ from Child Behavior Therapies?

Childhood	Adolescent
Parent is focus of treatment	Parent and Adolescent are both focus of treatment
Point system delivered to child with rewards	Parent and teen collaborate to make rules and rewards together
May focus mostly on reducing disruptive behaviors	Focus on adolescent challenges (sleep routine, organization and time management, responsible decision-making, motivation difficulties)
Parents determine treatment targets	Teens set goals for themselves

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Journal of Child and Family Studies
<https://doi.org/10.1007/s10826-022-02475-y>

REVIEW

Identifying Common and Unique Elements of Evidence-Based Treatments for Adolescent ADHD

Alexandria Rios-Davis¹ · Margaret H. Sibley^{2,3} · Andy Delgado⁴ · Courtney Zulauf-McCurdy³

- Common Elements across treatment packages
 - Organization Skills Training
 - Time Management Skills Training
 - Skill Practice Assignments
 - Progress Monitoring
 - Operant Reinforcement (Use of Rewards)
- Overarching Model:
 - Teach skills to compensate for ADHD symptoms
 - Reinforce use of skills through skill application assignments, progress monitoring, and use of operant reinforcement

Rios-Davis et al., 2022

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Common Elements of Evidence-based practices for ADHD in Adolescence

- Treatment Packages meeting this criteria
 - Challenging Horizon's After School Program (Evans et al., 2011; 2016)
 - Homework, Organization, and Planning Skills (HOPS) Intervention (Langberg et al., 2012)
 - Supporting Teens' Autonomy Daily (STAND; Sibley et al., 2013, 2016)
 - Cognitive Behavioral Therapy (CBT; Sprich et al., 2016)

Rios-Davis et al., 2022



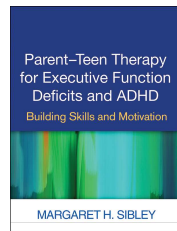
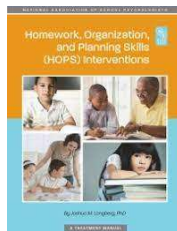
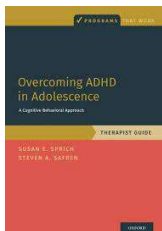
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Publicly Available Manuals

- Three treatments are publicly available (in English):



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Psychosocial Treatments: Mechanisms of Action



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ISSN: 0022-006X

Journal of Consulting and Clinical Psychology

2022, Vol. 90, No. 7, 545–558
<https://doi.org/10.1037/ccp0000743>

Mediators of Psychosocial Treatment for Adolescent ADHD

Margaret H. Sibley^{1,2}, Stefany J. Coxe³, Courtney Zulauf-McCurdy¹, and Xin Zhao^{1,3}

¹Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine

²Center for Child Health, Behavior, and Development, Seattle Children's Research Institute

³Department of Psychology, Florida International University



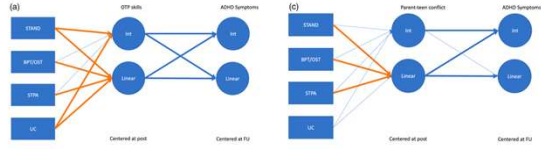
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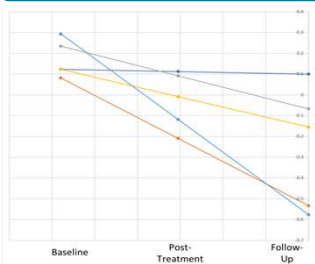
Significant Mechanisms of Treatment

Figure 2
 (a) STP Skill Development as a Mediator of ADHD Symptom Outcome, (b) Social Skill Development as a Mediator of ADHD Symptom Outcome, (c) Parent-Teen Conflict Reduction as a Mediator of ADHD Symptom Outcome



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Does Treatment Package Matter? Yes.



- BL to FU effect sizes (compared to NOTX):
- Medium to Large effects: Engagement-Focused Treatment, Eclectic Usual Care
- Small effects: Intensive Treatment (STP), Standard Treatment

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Effective Treatments for Adolescents with ADHD are Blended Therapy Models

- Models have multiple skills and motivation components blended together in modular format
- Skills Training
 - Family communication skills
 - Organization, time management, and planning skills
 - Cognitive restructuring and emotion regulation skills
- Motivation/Engagement Components
 - Goal Setting
 - Strength-based approach (build self-efficacy)
 - Parent-Teen contracting
 - Motivational Interviewing

Rios-Davis et al 2022

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Family Communication Skills

- Reflective Listening Skills
- I statements
 - "I feel angry when you take away my phone because I need it to talk to my friends.
 - "I feel sad when you say a disrespectful comment to me because I am your parent and I work hard to give you a good life."
- Recognizing Triggers (situations or topics that create arguments)
 - Homework difficulties
 - Messy room
 - Breaking rules
- Planning one-on-one time each week to have a positive conversation
 - Take a walk, eat a meal together, get coffee or tea
 - Talk about positive steps family members are taking toward goals
- Make a plan to deescalate conflict
 - Taking a deep breath
 - Taking a time out from the conversation



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Organization Skills Training

- Bookbag organization to aid with materials management
- Writing down information to aid with memory difficulties
- Planning interventions to organize homework time and daily routine
- Creating a structured homework time plan that minimizes distractions and creates a consistent routine
- Teaching study skills that help with memory problems



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Worksheet 7: STAND MENU

Skill Modules

Writing Down Homework Work together to make an action plan for keeping track of what the teen's homework assignments are each night. This module will help with forgetfulness about homework and can empower parents to know what the teen is supposed to be working on.
Making a Homework Plan Work together to set mutual expectations for where, when, and how homework should be completed each night. Set clear limits on the parent's involvement in homework and what activities have to wait until after homework is completed.
Organization Check-Ups Work together to set expectations about how school materials should be stored and organized. Plan regular organization checks and what to do if the teen passes the checks.
Time Management Strategies Learn a strategy to help you get started on work when you dread it because it is hard or boring. Learn how to schedule homework tasks using a method that increases time on task during homework.
Study Skills Learn study skills techniques that are particularly helpful for teens with attention or executive functioning difficulties. Work together to make a study plan for an upcoming test that breaks up studying over several days.
Note Taking Decide on how you might use note taking to improve your attention in class and relationship with your teachers. Work together to make a plan in which the parent provides accountability for taking notes in school.
Problem Solving Learn decision-making skills that help you slow down and think through challenging situations, carefully choosing a solution. These skills can be helpful when troubleshooting why a skill listed above is not working for the teen.



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Cognitive Restructuring

- Identify maladaptive thoughts that promote problem behaviors
 - "I don't want to do this work its boring"
 - "I just want to play video games."
 - "I can do my project later."
- Replace with adaptive thoughts that promote positive behaviors
 - "If I do this work, I'll get an A."
 - "Its hard for me to stop playing video games and then I don't get my work done."
 - "If I do my project now, I'll have time to play video games later."
- Track the maladaptive thoughts to notice when they occur
- Track the adaptive thoughts to notice when you successfully use them

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Parent-Teen Contracting

- Parent and teen come together as equals to discuss a shared problem at home
- Each compromises to reach a shared goal
- Teen may have to agree to contingent rules at home about free time and getting work and chores done
- Parent may have to be willing to extend greater freedoms to the teen if he or she earns them
- Important: Specify what the parent *won't* do. (i.e., give reminders, help, do things for the teen) so that autonomy is promoted

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Parent-Teen Contract

Worksheet 13: Parent-Teen Contract

Sample:

(A) Teen daily responsibility: Feeding the dog.

(B) Teen list of enjoyable activities that must wait until after responsibility: Computer games, TV, phone, tablet.

(C) Rule of parent in reinforcing part (B): Allow teen use of phone when he gets home until he feeds dog. Make sure he doesn't use other electronics until he feeds dog.

(D) To promote independence, what the parent will not do: Won't provide any reminders. Won't give a lecture if he forgets.

(A) Teen daily responsibility:

(B) Teen list of enjoyable activities that must wait until after responsibility:

(C) Parent rule in reinforcing part (B):

(D) To promote independence, what parent will not do:

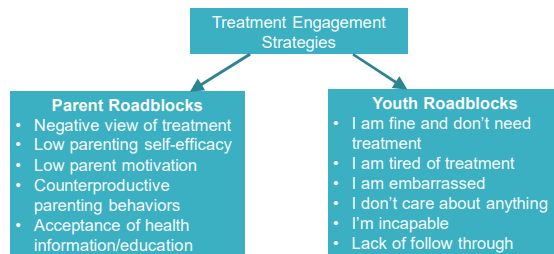
Teen Signature		Parent Signature	
Day	Date	Day	Date
1		1	
2		2	
3		3	
4		4	
5		5	

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Adolescent Treatment: Focus on Engagement

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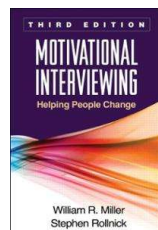
Model for Adolescent ADHD Treatment Engagement



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What is Motivational Interviewing?

- **Conversations about Change**
- Evidence-based form of counseling
- 15 minutes of Motivational Interviewing between counselors and clients can lead to important client changes.
- Can be used with a range of patient populations



Miller & Rollnick, 2013

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Blended Motivational Interviewing

- Honoring family autonomy in knowing what strategies will fit best in their lives
- Building the self-efficacy of families through genuine affirmation of their worth
- Developing deep empathy for the challenging situations of the parent and teen
- Surrendering the expert role to collaborate with family members as equals



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Blended Motivational Interviewing

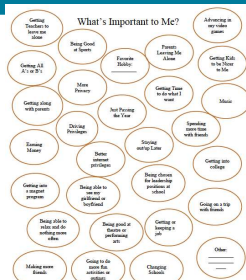
- **Selectively reinforcing family member language and thinking about change**
 - Using therapeutic strategies to deepen and broaden existing interest in making changes
 - Helping family members become more aware of their personal goals, values, and priorities related to treatment and improved functioning
 - Reinforcing small positive steps in treatment (forward-focused)
 - Reframing failures as wisdom gained rather than treatment non-compliance



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Strengthen values


- Stable goals that guide behavior over time and contexts
- Visualize link between therapeutic change and values-consistent living





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Strength-based approach




- Build client self-efficacy
- Affirm all forward steps taken in therapy, no matter how small



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Self-selected practice activities

- Client should design their own home practice activities with therapist support
- Allow client to explore personal reasons for wanting to complete practice activities






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Personal goal setting

- Allow client to set their own personal goals—ensure they are personally meaningful
- Create concrete outcomes allow progress to be monitored



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Menu-Based approach

- All clients with ADHD are different
- Menus allow clients to pick activities in therapy that will feel most relevant to them
- Link menu choices to goals and values

Worksheet 7: STAND MENU

SKILL Modules

Writing Down Homework

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Work together to set expectations about how school materials should be stored and organized. Plan regular organization checks and what to do if the teen passes the checks.

Time Management Strategies

Learn a strategy to help you get started on work when you dread it because it is hard or boring. Learn how to schedule homework tasks using a method that increases time on task during homework.

Study Skills


Learn study skills techniques that are particularly helpful for teens with attention or executive functioning difficulties. Work together to make a study plan for an upcoming test that breaks up studying over several days.

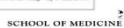
Note Taking

Decide on how you might use note taking to improve your attention in class and relationship with your teacher. Work together to make a plan in which the parent provides accountability for taking notes at school.

Problem Solving

Learn decision-making skills that help you solve stress and think through challenging situations, carefully observing a concern. These skills can be helpful when troubleshooting why a skill hasn't shown in just working for the teen.

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Worksheet 3: Parenting Patterns

When a teen struggles with attention, executive functioning, or motivation problems, a parent often responds in one of two ways.

Parent Avoids or Gives Up

Teen lacks accountability or loses the work completely

The Unconnected Parent

- Becomes disengaged from teen's academics
- Expects adolescent to work independently
- May believe it is pointless to work with the teen
- Sometimes is too busy or tired to give attention to teen
- Often unaware of adolescent's grades until report card


Parent Overly Assists or Controls


Teen can become dependent on parent help or resisters to complete work

The Personal Assistant

- Can become overly involved in teen's schoolwork
- May sit with adolescent during homework time
- Communicates heavily with teachers
- Frequently checks grades online
- May often ground adolescent or remove privileges
- Sometimes does homework for the teen
- Worries that teen will fail without high support

Help parents see their role in the challenges so they are motivated to work on their parenting too


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Focus on Therapy Homework: Practice Skills Outside of Sessions

- How, when, and where home practice will occur
- What day(s) of the week one-time actions will occur
- Gathering materials needed to enact steps
- When skill practice will occur
- Query confidence to carry out actions during the next week



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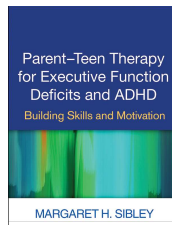
HW Process: Cognitive walkthroughs

- Pose scenarios to family that may complicate or derail home practice
- Elicit solutions from family members
- Key topics:
 - Effectiveness of contingencies
 - Exactly how teen plans to practice skill
 - Brainstorming initial ideas for written assignments

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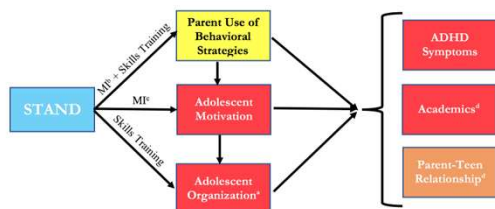
Supporting Teens' Autonomy Daily (STAND)

- 10-12 weekly clinic based sessions
- Engagement Focused Approach
- Delivered to a dyad (primary caregiver and teen)
- Organization, Time management, and Planning Skills Training Modules (targets Executive Functions)
- Parent-Teen Behavioral Contracting (targets Motivation)
- Blended Motivational Interviewing and Attention to Process Throughout Treatment (targets Engagement & Barriers)



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Component Model for STAND



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STAND: Engagement Phase

- Engagement Phase (4 sessions):
 - Identify parent and teen goals, values and priorities
 - Select two OTP skills to master using Treatment Menu
 - Reinforce parent-teen communication skills
 - Introduce parent-teen contract

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STAND: Skills Phase

- Skills Phase (2-3 sessions):
 - Instruction in Executive Function skills
 - Planning practice activities to ensure skill practice
 - Reviewing home/school practice to reinforce success/remediate difficulties
 - Linking skill use to goals, values, and priorities

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STAND: Planning Phase

- Planning phase (3-4 sessions):
 - Integrating new habits into a daily routine
 - Empowering parent to engage school to support student
 - Finalizing a parent-teen contract
 - Consolidating learning during STAND with final MI session

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Can Behavior Therapy for Adolescents be Delivered as a Group?

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Journal of Clinical Child & Adolescent Psychology, 48(1), 1–17, 2019
Copyright © Society of Clinical Child & Adolescent Psychology
ISSN: 1537-4418 print/ISSN 1537-4424 online
DOI: <https://doi.org/10.1111/j.1537-4418.2019.13852.x>



Parent-Teen Group versus Dyadic Treatment for Adolescent ADHD: What Works for Whom?

Margaret H. Sibley

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Lourdes Rodriguez

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Stefany Cox

Department of Psychology, Florida International University

Timothy Page

Health Policy and Management, Florida International University

Kishel Espinal

Center for Children and Families, Florida International University

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The Klingenstein Third Generation Foundation

• Fellowship for one adolescent

• 12th and adolescent mental health services

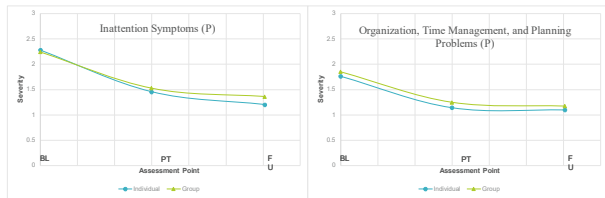


- Klingenstein Third Generation Foundation: Fellowship in ADHD
- **Design:**
 - 123 6th-12th grade students with ADHD
 - Randomly assigned to:
 - Dyadic STAND
 - Group Parent Training + Organization Skills Training
- Content of Interventions is the same (organization skills, behavioral treatment)
- *Process* of the Interventions is different (individual MI vs. group process)

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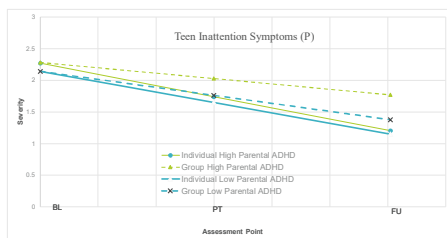
Results: Group vs. Individual

- Overall effectiveness is same. Group may be more cost effective.



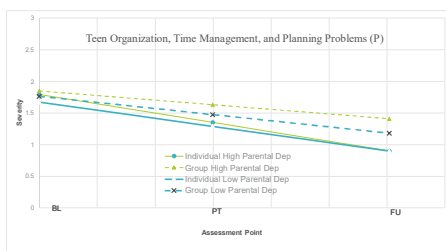
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Parental ADHD may reduce effectiveness of Group STAND



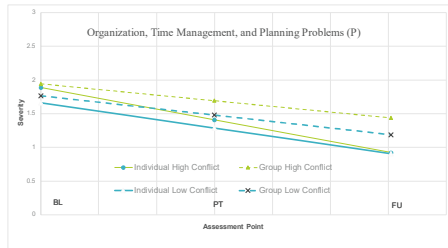
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Parental Depression may reduce effectiveness of STAND group



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High Parent-teen conflict may reduce effectiveness of STAND group



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Conclusions

- Child an adolescent non-pharmacological treatments for ADHD differ
- Treatments for adolescent ADHD must focus on engagement first.
- Effective treatments involve both the parent and the teen together
- Skills can be taught to the adolescent to help manage their ADHD
- Parents can learn strategies to help the teen manage their ADHD and find motivation

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Video of Engagement Focused Approach (if Time)

- <https://vimeo.com/manage/videos/508648313/4a7ecc2407>

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Thank you for your time.

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