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Parental Occupational Executive Training (POET), an early Intervention for preschoolers with ADHD Symptoms Applicability differences between families with and without parental ADHD Symptoms.

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ABSTRACT

Children with Attention Deficit/ Hyperactive Disorder (ADHD) experience a Delay in their executive functions, they cope with functional difficulties in a range of areas, even as toddlers. The life of families who have children with ADHD is described as chaotic, stressful and full of hardship of dealing with the daily routine. According to an academic research 25% of all children with ADHD are born to at least one parent who has symptoms of ADHD. Parents with ADHD symptoms are inclined to show a set of unique challenges dealing with daily issues in their child's upbringing, more so than typical parents, which can potentially deteriorate the children's function skills. The genetic characteristic of the disorder can lead to the fact that when it comes to children with ADHD there are two types of families: The first – made out of children with ADHD and typical parents, The second – made out of children with ADHD and at least one parent with ADHD. All of the above demonstrates the importance of meddling with this group as soon as possible, when the interference should be one by parental guidance that will focus on improving the child's executive function and other functions. One that will be suited to the parents' characteristics, needs and limitations.

The Parental Occupation Executive approach (POET: Frisch, Tirush and Rosenblum, 2016) is a parental guidance method for parents with young children (4-7 years) with symptoms of ADHD. The sessions with the parents focus on improving the child's self-control in its daily routine, despite the lack of executive function. It will also help acquire the knowledge and skills needed. The implementation of the approach has been researched through the doctorate research of Carmit Frisch (the parent research).

The current research was conducted as a follow up to the parent research and its' target was to analyze if there are clear variances in the interference characteristics using the "POET" method, between families with and without parental ADHD.

The research **assumptions** were that there are variances between families. The effectiveness of the program was measured both by the parents' functionality and the functionality of the child as seen by the parents. It was also assumed that there will be no gap of knowledge between the parents' groups. Assumptions were tested in two points of time, one before and at the end of the interference procedure and the second two months after the procedure.

Method: the current research is of Multi-strategy (Byrman, 2004) type, using central a quantitative research method and data enrichment, from qualitative questionnaire, about the ADHD parents' perception of the parental symptoms impact on the ability to implement the program within their family.

Research population: the research was performed with 59 families out of 72 families that took place in the parent research and agreed to participate. Parents' to 4-7 years old children with ADHD have filled the questionnaire of Adult ADHD Self Report Scale (WHO; Kessler et al., 2005, ASRS-v1) and as a result the research population was divided to two groups: research group (parents with symptoms) n=35, and comparison group (parents with no symptoms) n=24.

Research tools: the characteristic of the interference and its' outcome were compared between the groups using the following research tools: care giver diary of meetings 3,5,6 which were filled in the research by occupational therapists who handed the interference; parents' questionnaire about variants related to the children; (Law et al., 1998 COPM) Canadian Occupational Performance Measure; (EFFORTS; Frisch, & Rosenblum 2014) Executive Function & Occupational Routine Scale questionnaire. Parents' questionnaire regarding variants linked to the parents: questionnaire about changes in the knowledge level of the parents and their skill as it relate to assisting their children; Questionnaire about the parents' experience with symptoms of ADHD from the interference procedure and its' outcome.

Data analysis: the variances in interference characteristics among group of parents

were organized by t-test for sections relating to sequential variants and Chi square tests for section relating to nominal variants. Variance analysis for recurring measuring was performed for analyzing the differences in interference results between the groups. Every assumption was tested both by comparing single research group at two different points in time and by comparing two research groups at two different points in time (before and after interference).

Results: quantitative results showed that there were no clear variances in the characteristics of interference and its' outcome between the research groups' except the parents' priorities regarding the functional areas which they have classified as high priority for improvement. During first measuring, before the procedure, the parents from the research group have reported about significantly higher level of knowledge than the comparison group, but the gap was reduced between the groups on second and third measuring.

The qualitative results presented themes that enables to get impressed from the description of the parents with symptoms and the partner's description of the nature of dealing with ADHD parents, using the interference program.

Conclusions: even though literature supports the notion, that parental ADHD are having bad impact on the child's and family functionality, the results of the research are indicating that the "POET" was not impacted by it. Parents with ADHD symptoms gained knowledge from this method and skills that are as good as the ones of the comparison group.