

FORSKNINGSPROJEKT – RESEARCH PROJECT

In Swedish

Tids- och planeringshjälpmedel för barn med ADHD, en randomiserad studie av effekter och kostnader

Barn med ADHD har en annan känsla för tid än vad barn med typisk utveckling har, och har också i likhet med andra barn med olika former av ”developmental disorders”, nedsatt förmåga att värdera tid i relation till hur länge dagliga aktiviteter varar. De kan sägas ha bristande förmåga till tidsplanering. Detta projekt syftar till att utvärdera effekterna av kognitivt stöd i form av tids- och planeringshjälpmedel på kognitiv tidsuppfattning, tidshantering och ADHD symptom, hos barn i åldrarna 9-15 år samt också analysera hälsoekonomiska konsekvenser av sådant stöd. Stödet innebär utprovning och inträning av kognitionshjälpmedel (som tidshjälpmedel, t ex appar i smartphone, Handi handdator, Timstock etc.) och strategier för att hantera tid under 6 månader.

In English

Effectiveness of time-related interventions in children with ADHD aged 9–15 years: a randomized controlled study

Specific problems with time and timing that affect daily routines, homework, school work, and social relations have been recognized in children with ADHD. The primary treatments for children with ADHD do not specifically focus on time-related difficulties. The aim of this randomized controlled study (RCT) was to investigate how multimodal intervention, consisting of training in time processing ability (TPA) and compensation with time assistive devices (TAD), affect TPA and daily time management (DTM) in children with ADHD and time difficulties, compared with only educational intervention.

Thirty-eight children on stable medication for ADHD in the 9-15 age range were randomly allocated to an intervention or a control group. The children's TPA was measured with a structured assessment (KaTid), and the children's DTM was rated by a parent questionnaire (Time-P-scale) and by children's self-reporting (Time-Self-rating). The intervention consisted of time-skills training and compensation with TAD. Data was analyzed for differences in TPA and in DTM between control and intervention groups in the 24 week follow-up. Children in the intervention group increased their TPA significantly ($p=0.019$) more compared to the control group. The largest increase was in orientation to time. Also the parents in the intervention group rated their children's DTM as significantly ($p=0.01$) improved compared with the parents in the control group. According to the children, their DTM was not significantly changed.

In conclusion, a multimodal intervention consisting of time-skills training and TAD improved TPA and DTM in children with ADHD aged 9-15 years.

Duration of Project

2012-2017

Project funding

Vårdalsinstitutet



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Keywords

children, ADHD, time perception, time assistive devices, intervention