

Critical Review:
What is the evidence that social skills training programs are effective at improving pro-social skills in school-aged children with ADHD?*

Miriam Heavenrich
M.Cl.Sc. (SLP) Candidate
University of Western Ontario: School of Communication Sciences and Disorders

This critical review evaluates the effectiveness of social skills intervention programs at increasing the pro-social skills of school-aged children with

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skills are further explored, it is important for us to understand the evidence for or against social skills training programs as an effective means of improving pro-social skills in a disordered population.

Objectives

The primary objective of this paper is to critically evaluate the existing literature on the effectiveness of social skills training programs at improving pro-social skills in school-age children who have been diagnosed with ADHD. The secondary objective is to propose

consistent with findings that children with ADHD typically overestimate their social competence.

Strengths of this study include the use of multiple outcome measures that appropriately assess social skills and have been found to be valid and reliable. Suitable data analysis (ANOVA) was conducted on the results to compare the participant groups at the three different schools and establish that groups did not differ so data could be collapsed across schools. The intervention program involved parents and teachers in an attempt to encourage further generalization of pro-social skills learned in *Working Together*.

Limitations include a small sample size without a control group, no mention of blinding, and no follow-up to investigate the maintenance of skills over time. Additionally, insufficient detail is provided regarding

administered in a more “authentic” context – at school, or in a play-based scenario with a peer. These considerations may have contributed to the observed

