

Pilot Study on a Health Promotion Intervention for Ultra-Orthodox Mothers of Children With ADHD

NCT06703242

Date: January 30, 2024

Intervention protocol content outline

Unit	Session	Objective(s)	Target behavior	Method
Developing awareness/knowledge of ADHD and it's biological origins	1	Create a safe emotional environment to reduce shame/stigma	Member shares thoughts and experiences to the group.	<p>1) Setting: safe and attractive place in the school building</p> <p>2) Group contract: a) Therapist brings prepared contract which includes establishing boundaries, confidentiality, communication, norms of behavior, expectations from the group, overarching goals. b) Members modify and agree through group discussion.</p> <p>3) Activity: Members complete the ADHD stigma questionnaire and then have a follow up discussion</p> <p>4) Introduction to client diary: A place for each member to write down their takeaways and mini goals during each session</p>
	2	Reduce ambiguity of diagnosis and behavioral manifestations	Members will use biological attribution and research-based descriptions/language when discussing their child's ADHD manifestations.	<p>1) Short presentation: provide background information on ADHD</p> <p>2) Group Activity: a) Analyze prepared ADHD script of behavioral manifestations b) Members write a script together describing ADHD along with examples of ADHD behavioral manifestations (from personal experiences).</p>

			3) Goal: Have a real or imagined conversation with a person of their choice and describe their child's ADHD utilizing labelling/language from this session
3	<p>Identify reliable resources regarding optimal and recommended treatment for child's ADHD</p> <p>Identify resources available to support mothering a child with ADHD</p>	Members identify 1-2 appropriate resources for their child's ADHD challenges and/or parenting skills.	<p>1) Short presentation:</p> <p>a) Recommended ADHD treatment, clinical guidelines, examples of behavioral ADHD treatment options</p> <p>2) Reflective group activity:</p> <p>a) Identify reliable sources of ADHD and health information</p> <p>b) Recall successful past experiences finding reliable sources</p> <p>3) Establish the group as a resource:</p> <p>a) Follow up norms of communication with the group during and post intervention</p> <p>4) Goal: each member creates an action plan to identify 1 resource for managing their child's ADHD.</p>
4	<p>Modify negative beliefs about mothering and its relationship to child behavior</p> <p>Promote positive identity regarding their mothering role</p>	Members are able to verbally de-couple their child's ADHD behaviors from their mothering identity	<p>1) Group Activity:</p> <p>a) Members are presented with statements/depictions that reflect the cognitive bias (i.e., mothers are to blame for child's behavior) in various social contexts.</p> <p>b) Members generate personal examples of scenarios</p> <p>c) Members create alternate scenarios- role play positive reframing of belief in response to child's behavioral challenges (e.g. child is not responding to parenting attempts at routinizing bedtime as opposed to self-blame, 'I'm not a good enough mother to this child'- mother recognizes need for additional/knowledge/skills)</p> <p>2) Goal: To notice cognitive bias(es) in their surroundings.</p>

Developing strategies to manage child ADHD in the school	5	Understand the gap between the school's capabilities to meet their child's needs Increase mother advocacy skills	Members will identify a person of interest in their child's education and be able to advocate for 1 of their child's needs.	1) Short presentation given along with key school staff member: Brief education about effective self-advocacy 2) Role playing: a) Members identify a need of their child with ADHD b) Practice the skill of self-advocacy (multiple scenarios, different contexts) 3) Goal: Each member identifies in own life: a) Where they want to apply this b) Create a plan
Healthy mother-healthy child: Legitimacy and importance of self-care	6	Promote engagement in health promoting activities in response to their caregiver role	Members will increase engagement in 1 health promoting activity (subjectively or objectively)	1) Short presentation: a) The parenting occupations and purposes framework b) Knowledge on link between healthy lifestyle behaviors and health outcomes 2) Group activity: Adapted Occupational Questionnaire to build awareness of personal profile regarding engagement in health promoting activities and discussion 3) Goal: a) Each member chooses a goal* to promote their engagement in a health promoting activity b) Action plan: setting + visualize implementation, identify barriers, identify resources *Therapist provides a bank of goals to choose from.

Notes. The parenting occupations and purposes framework (Lim et al., 2021)