- Parent-child relationships
  - Types of skills training
    - **Behavioural Parent Training (BPT)**
      - Parents learn and use behavioural reward principles to adapt behaviour
        - Reduce aggression symptoms and parent-child conflict
    - **Behavioural Classroom Management (BCM)**
      - Teacher implemented classroom rules with daily report to track progress
        - Improves attention, aggression and social skills
        - Equips teachers to foster peer relationships and deal with ADHD in classroom
    - **Behavioural Peer Interventions (BPI)**
      - Parents and staff trained to manage contingencies in children’s social situations
        - Improvements in behavioural and academic functioning and prosocial behaviour
    - **Organisation Skills Training (OST)**
      - Teaches skills lacking due to ADHD symptoms (managing time, planning tasks)
        - Improve homework compliance and organisation skills

**Non-Pharmacological Interventions for ADHD (Sonuga-Barke, 2013)**
- Fatty-acid free supplementation produced small but significant reduction in ADHD symptoms

**Environment, Cognitive Enhancement and Physical Exercise (Halperin, 2011)**
- ADHD now chronic that continues into adolescence and adulthood
- Continued treatment throughout lifetime problematic and costly
- Need long lasting treatments that have a lasting effect after an intervention is finished
  - Use of physical exercise to promote brain growth which may produce enduring effects and treatments for the disorder

**Mindfulness training for behavioural and attentional problems in ADHD (Weijer, 2011)**
- Adolescents with ADHD involving parents as well
- Attention and behaviour problems reduced and EF improved
  - Self-report measures- not the most reliable (low validity)
- Performance on attention tests were found after mindfulness training
  - Effect waned at 16 week which questions the sustainability of the intervention
    - Need to develop maintenance strategies

**Classroom behaviour management strategies (Nye, 2015)- telephone SENCO**
- Positive praise and rewards
- Clear structure and communication
- Positive relationships
- Emotional support and training
- Alternative tasks and redirecting attention when distracted