

Supplementary material to
Parent training tailored for parents with ADHD: A randomized controlled trial

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Supplemental Table 1. Telephone screening interview questions translated into English

Introduction	
Give information about IPSA, the study, study participation, etc.	
1. Is the parent still interested in participating?	☐ No ☐ Yes
How did the parent receive information about IPSA? Specify:	
If yes to question 1, continue forward	
Screening	
Explain that you will ask a number of questions to see if the parent meets the study eligibility criteria (currently a prerequisite for participation)	
2. Does the parent have an ADHD diagnosis?	☐ No ☐ Yes
If yes: 3. Does the parent have an autism spectrum diagnosis? (IPSA is adapted to ADHD; it is not possible to participate if you have ASD)	☐ Yes ☐ No
If no: 4. Does the parent have an intellectual disability diagnosis? (same as above)	☐ Yes ☐ No
If no: 5. Does the parent have a child between 3 and 11 years old who will be three years old in [...] but will not be 12 years old by [.....] and with whom the parent wants to strengthen the relationship, increase cooperation and reduce conflict? (during IPSA, the work is mainly focused on one child)	☐ No ☐ Yes Age of child:
If yes: 6a. What percentage of time does the child live with the parent?	% of time:
6b. Does the child live with the parent at least every two weeks [half time] or equivalent? (must be regular)	☐ No ☐ Yes
If yes: 7. Would the parent be able to participate in the whole IPSA program regardless of which of the groups he/she is assigned to (in [...] or in [...])? (6 group sessions every 2 weeks + individual sessions in the weeks in between)	☐ No ☐ Yes
If yes: 8. Can the parent participate without the help of an interpreter?	☐ No ☐ Yes
If yes: 9. When was the parent diagnosed with ADHD? Specify year:	
10. Where did the parent do their clinical ADHD assessment? Specify:	

If **no**: 11a. Does the parent have any psychiatric condition or diagnosis in addition to their ADHD? E.g., fatigue, anxiety, depression, bipolar, similar?

☐ Yes ☐ No

If yes, specify which diagnosis(es)/condition(s):

If yes, explain that you need to know a bit more about the parent's psychological state/worries in order to know if IPSA is the right intervention right now - or if there is something more urgent, that needs to be prioritized over IPSA.

- Examine the severity of the parent's psychiatric co-morbidity. How much impact does it have on well-being, functioning, needs, etc.?
- Does the parent have any ongoing treatments/interventions?
If yes, state what and where:
- Does the parent know where to turn if they feel worse?
- Is the parent able/able to attend IPSA now, given the current situation?

12. Make an assessment: Does the parent have any serious psychiatric condition that needs to be treated and prioritized over IPSA? E.g., severe depression, suicidal thoughts, psychotic illness, substance abuse, etc.?

☐ **Yes** ☐ **No**

If yes, state the condition and what recommendation is given:

13. Make an assessment: Is there any treatment, contact or intervention the parent should prioritize now, over IPSA?

☐ **Yes** ☐ **No**

If yes, indicate which intervention and what recommendation is given:

If **no**: 14. What is the situation in the family? Is there anything in particular, anything critical that would need to be addressed and prioritized, over IPSA? E.g., a major change, e.g., a move; a major concern, e.g., serious illness; a major uncertainty, e.g., regarding finances or housing; some kind of crisis?

☐ **Yes** ☐ **No**

If yes, state what and what recommendation is given:

If **no**: 15. Does the child aged 3-11 that the parent would like to focus on during IPSA have any diagnosis, conditions, challenges or special needs? E.g., ADHD, ASD, ID, oppositional defiance disorder, conduct disorder, depression, worry, anxiety, other special needs?

☐ No ☐ Yes

If yes, specify which diagnosis, what needs:

Examine the overall impact of the child's needs on family daily life (in order to decide whether IPSA is the right intervention at this time):

16. Does the child (same as above) have any interventions or treatments? If not, ☐ No ☐ Yes
is the child currently in need of any intervention or treatment of their own?

If yes, specify what:

Explain that IPSA PT strategies are general and can help make a difference but will be not enough for all families, so you need to consider whether the child/family need other support/interventions at the same time or instead.

17. Make an assessment: Is there any child or family treatment, contact or intervention that should be prioritized now, over IPSA? ☐ Yes ☐ No

If yes, indicate what and what recommendation is given:

If no: 18. Is the parent able to participate in the program as described below? ☐ No ☐ Yes
[Information about program procedures, dates and time for group sessions, etc.]

Summary assessment

Does the parent seem to meet all eligibility criteria? ☐ No ☐ Yes

If no: Give reason for exclusion at this stage:

If yes, provide more information about study procedures, the next step, etc.

18. Does the parent agree to the above [i.e., summary of study procedures etc.]? ☐ No ☐ Yes
Does the parent agree to make an appointment for the next step?

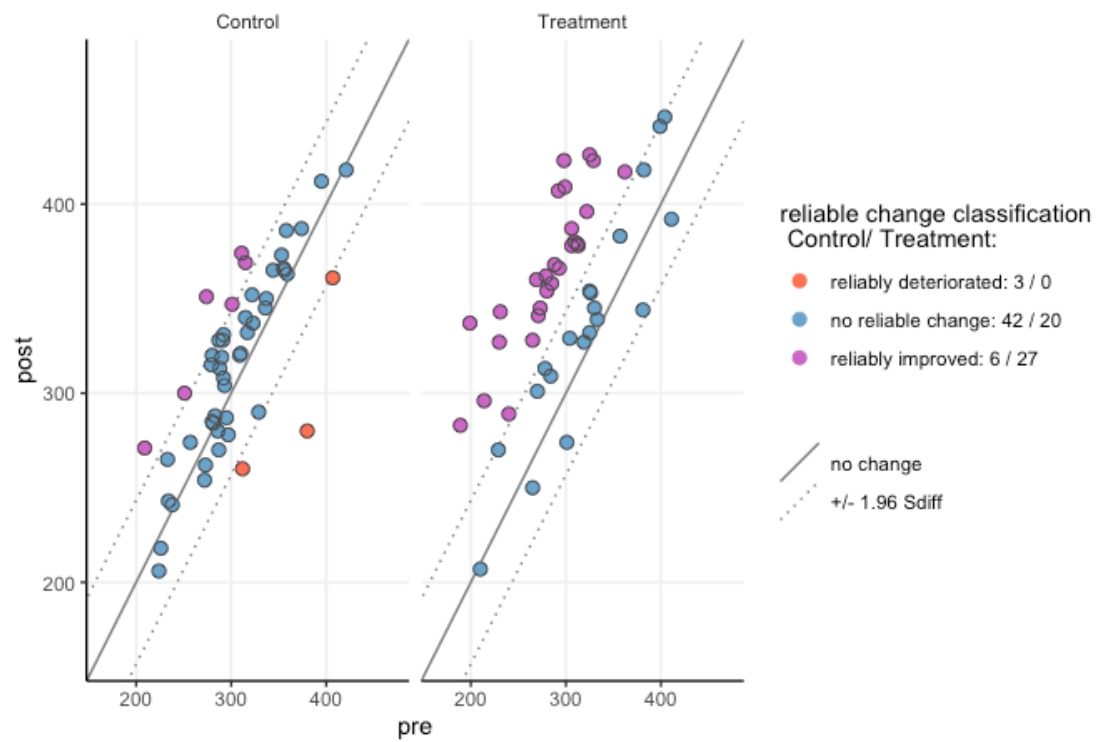
If yes, provide more practical information about the next step, make an appointment the clinic, etc.

Suppl. Table 2. Outline of sessions in the *Improving Parenting Skills Adult ADHD* (IPSA) program

Session (length)	Focus	Therapist(s)
Individual intake session (90)	Introduction. Assessment. Goal formulation. Planning.	Both
OT session (60)	Individualized	OT
Group session 1 (150)	Parental ADHD in everyday family life	Both
OT session (60)	Individualized	OT
Group session 2 (150)	How parents can strengthen their own prerequisites for managing challenging parent-child interaction situations	Both
OT session (60)	Individualized	OT
Group session 3 (150)	How parents can use positive reinforcement and strengthen the parent-child relationship through active/positive time together	Both
OT session (60)	Individualized	OT
Group session 4 (150)	How parents can facilitate parent-child cooperation e.g., by preparing transitions and communicating effectively	Both
OT session (60)	Individualized	OT
Group session 5 (150)	How parents can use strategies to regulate their own emotional expressions and reduce the risk of emotional escalation	Both
OT session (60)	Individualized	OT
Group session 6 (150)	How parents can increase predictability and reduce the risk of parent-child conflict, e.g., by choosing their battles wisely	Both
Individual closing session (60)	Summary. Assessment. Planning ahead, for maintenance.	Both
Booster group session (150)	Repetition. Booster.	Both

Note. OT = occupational therapist. Both = both occupational therapist and clinical psychologist

Supplemental Figure 1. Plot of Reliable Change * in Parental Self-Efficacy From Pre to Post IPSA, as Measured with the Parental Self-Efficacy Total Scale (Primary Outcome; $n = 98$)



* Assuming that higher scores are better (increase = improvement)

Table 3. Linear Mixed-Effect Model ^a Ancillary Sensitivity Analysis of the Parental Self-Efficacy Total Scale, including only multiplex families

	Pre		Post		Follow-up		Pre to post			Pre to (1.5-3 months) follow-up		
	Treatment	Control	Treatment	Control	Treatment	Control	Between groups			Between groups		
	Mean ^c (95% CI)	Mean ^c (95% CI)	Mean ^c (95% CI)	Mean ^c (95% CI)	Mean ^c (95% CI)	Mean ^c (95% CI)	Mean change (95% CI)	<i>t</i> value (<i>p</i> value)	ES ^d (95% CI)	Mean change (95% CI)	<i>t</i> value (<i>p</i> value)	ES ^d (95% CI)
PSE Total Scale	305.80 (280.08, 331.52)	288.99 (260.35, 317.63)	353.26 (329.10, 377.41)	291.43 (264.23, 318.63)	345.69 (319.10, 372.28)	294.15 (264.18, 324.13)	45.02 (17.01, 73.03)	3.25 (.002)	1.06 (0.40, 1.72)	34.73 (8.11, 61.35)	2.64 (.012)	0.82 (0.19, 1.45)

Note. CI = Confidence Interval; PSE = Parental Self Efficacy scale

^a Including time, group and the group by time interaction as fixed effects and a by-participant random intercept; run with covariance structure Heterogenous first-order autoregressive

^c Estimated means // ^d Effect sizes for estimated pre to post/follow-up mean change and their respective confidence intervals, calculated, and interpreted as Cohen's