

Effectiveness and cost-effectiveness of interventions to increase knowledge of attention-deficit/hyperactivity disorder: A systematic review



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BACKGROUND

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common neurodevelopmental disorders in children, with a prevalence of 5-7% [1]. ADHD results in substantial long-term health, social and financial impacts on the individual, family and healthcare system [2,3]. Among caregivers, clinicians and teachers of children with ADHD, a lack of awareness and knowledge about the condition has been identified as a key barrier towards service access and use, and better management. Yet, **evidence on the efficacy and cost-effectiveness of strategies to improve understanding of ADHD is lacking.**

AIMS

To systematically synthesise the literature on the effectiveness and cost-effectiveness of interventions to increase knowledge or understanding of ADHD.

METHODS

The search was conducted via six databases: Medline, PsycINFO, Global Health, Econlit, ERIC and CINAHL for peer-reviewed primary studies published in English. Two independent reviewers conducted title/abstract and full-text screenings. The National Heart, Lung and Blood Institute tool for various study types was used to assess the qualities of the studies.

Inclusion criteria:

- (1) explored the cost/effectiveness of interventions for ADHD awareness/knowledge,
- (2) primary quantitative peer-reviewed studies,
- (3) published in English.

Costs were synthesised to 2024 international dollars using a three-step method of standardisation, inflation and conversion.

KEY FINDINGS

Table 1: Cost/effectiveness of interventions to improve ADHD knowledge

Studies’ perspectives	Key findings
Effectiveness studies	
Caregivers	6/7 studies focusing on improving ADHD awareness reported small to large effects in improving ADHD knowledge/awareness. 10/11 studies focusing on general ADHD management skills reported positive results in child or parent outcomes 2 studies did not find effects
Teachers	9/10 studies reported improvement in ADHD knowledge with one reporting small to medium effect size
Clinicians	7/7 studies reported significant improvement in knowledge and evidence-based practices
Cost-effectiveness studies	
Mixed	4 cost-effectiveness studies included behavioural management interventions, parent training and psychosocial program. These interventions were reported to be likely cost-effective.

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RESULTS

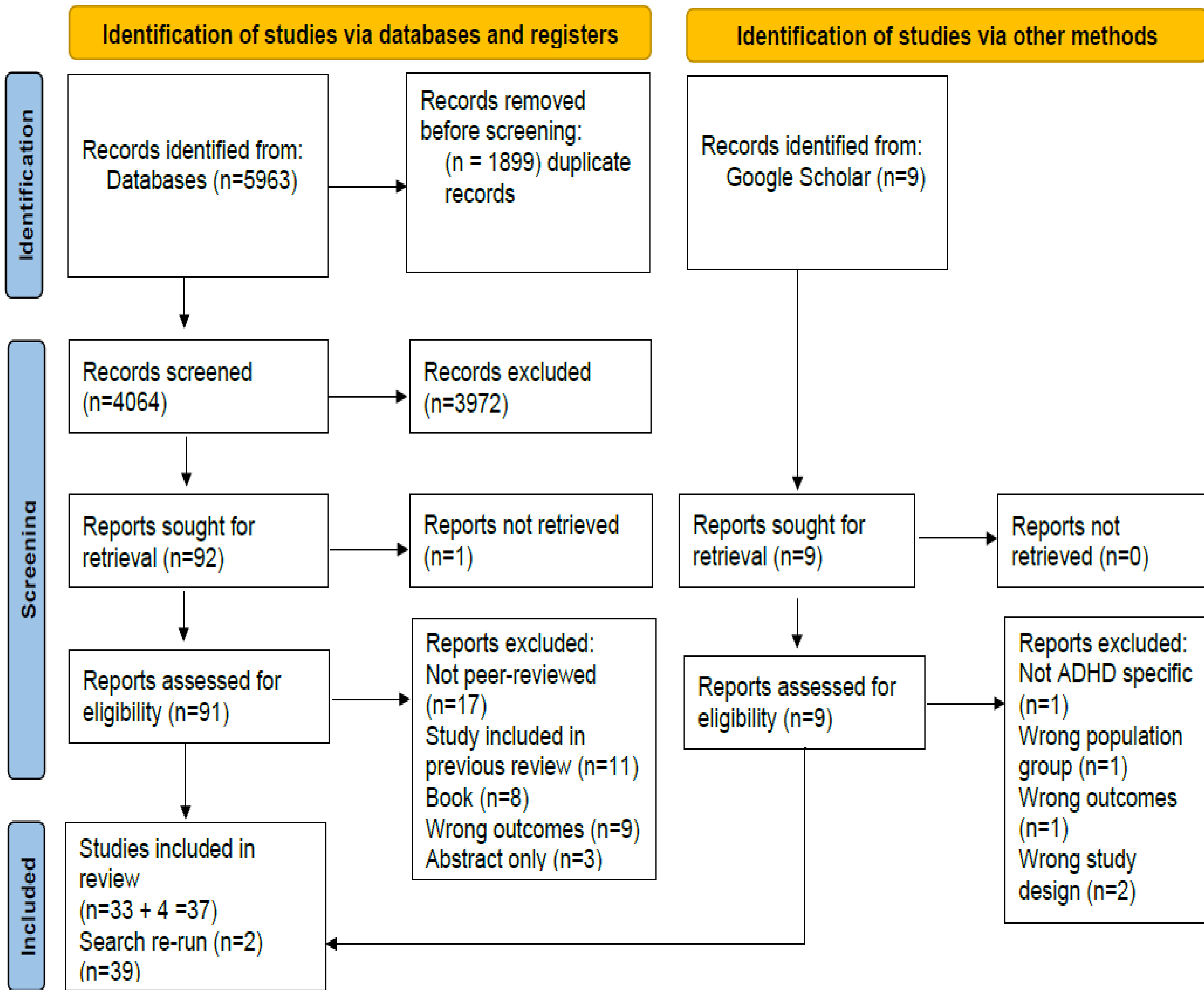
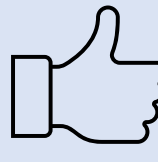


Figure 1: PRISMA chart

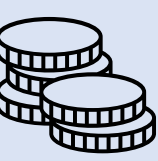
CONCLUSIONS



Limited research exploring the effectiveness and/or cost-effectiveness focusing on interventions for raising ADHD awareness/knowledge.



Among the scarce literature, most studies found positive effects in either improving ADHD knowledge or ADHD management skills.



Only four economic studies explored the cost-effectiveness in ADHD management strategies and found these behavioural or parent-training or psychosocial programs were likely to be cost-effective.



Further evidence on the effectiveness and/or cost-effectiveness of these interventions are needed to assist policy-makers to efficiently planning services for ADHD individuals.

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