This literature review examines the current treatments for ADHD in school-age children. This investigates how these approaches affect the symptoms and effectiveness—both separately and when administered together.

The goal is to fully analyze and understand the different interventions in depth. Whether the approaches are successful or not, the information is still relevant and important to consider.

I expect that the most beneficial method of treatment will be when both CBT and medications are administered simultaneously.

ADHD is the most commonly diagnosed mental health disorder among school-age children. This disorder affects nearly every aspect of their lives, and newer methods need more research but are showing promising results thus far.

11% of children in the U.S. have been diagnosed with ADHD (Center for Disease Control and Prevention, 2016.)

Other studies have found that combination therapies work most effectively, such as combining CBT and medications (Klein & Abikoff, 1997).

CBT: Research shows an 86% reduction in symptoms from pre-post treatment, which is considered "clinically significant using the convention that a reduction of 30% or greater shows significance. (Sprich and Burbridge, 2015).

Natural agents: One combination treatment was between two botanical agents, which also demonstrated positive results. The other combination was between natural agents and pharmacological ADHD medications. Again, this approach was shown to have promising effects on symptoms. (Ahn, Cheong, and Pena, 2016).

Stimulant medications: With stimulants having been used for the treatment of childhood ADHD for nearly 70 years, they have been extensively studied and have proven to have significant short-term efficacy for all degrees of ADHD. (Buitelaar... 2015).

Combination therapies: In a 2017 study on 89 children with ADHD, it was concluded that medication combined with CBT were "significantly superior to behavior therapy." (Rajeh, Amanullah... 2017).

References available upon request.