MINDFULNESS AS THERAPEUTIC APPROACH FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER IN CHILDREN AND ADOLESCENTS

L’efficacia della mindfulness come approccio terapeutico per il Disturbo da deficit di attenzione e/o iperattività (ADHD) in bambini e adolescenti

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M I N D F U L N E S S

«PORRE ATTENZIONE IN UN MODO PARTICOLARE: INTENZIONALMENTE, NEL MOMENTO PRESENTE E IN MODO NON GIUDICANTE" (KABAT- ZINN, 1994)»

scelta di rispondere consapevolmente con un numero crescente di opzioni anziché agire automaticamente allo stimolo insorto

"**Io sono la mia rabbia**!"

Disturbo da deficit di ATTENZIONE/IPERATTIVITA'

- Disattento (20%)
- Iperattivo/impulsivo (< 15%)
- Sottotipo combinato (50-75%)

(DSM-5, 2013)

Funzioni Esecutive

Autoregolazione

Apprendimento

Adattamento sociale

Relazioni interpersonali

Tassi elevati di visite al PS

Incidenti automobilistici

Comorbilità (ODD, CD)

Ridotte dimensioni e funzionalità reti neurali fronto-parietali e fronto-striatali

OBIETTIVO

Rassegna degli studi che hanno rilevato l'efficacia di interventi MBI sulla sintomatologia di bambini e adolescenti con diagnosi di ADHD

Criteri di inclusione

- Studi relativi alla valutazione di efficacia della mindfulness su bambini e adolescenti con ADHD
- Studi relativi agli effetti della mindfulness su bambini con ADHD e genitori
- Studi compresi tra Gennaio 2018 e Novembre 2023
- Articoli in lingua inglese e italiana
- Review sistematiche, meta-analisi e studi innovativi

Criteri di esclusione

- Studi specifici su determinate condizioni psicopatologiche (ASD, DCA, ecc)
- Lavori specifici sull'uso esclusivo delle pratiche yoga con b.ni e adolescenti con ADHD
- Lavori sull'uso esclusivo della mindfulness nella popolazione adulta con ADHD
- Lavori il cui testo non è gratuitamente accessibile, fuori arco temporale e in lingua diversa

Tabella di estrapolazione dei dati

Autore/anno/paese	Tipologia studio	Numero partecipanti	Range età	Assessment strumentale
Tercelli & Ferreira 2019 England	Systematic Review	134 children 89 parents	8-18	**Conners- 3** Behavior Assessment System for Children (**BASC-2**) Disruptive Behaviour Disorder Rating Scale (**DBDRS**) The Interpersonal Mindfulness in Parenting Scale **(IM-P)** Test of Variables of Attention (**TOVA**) Child Behavior Checklist **(CBCL)** Stress Index for Parents of Adolescents (**SIPA**) Family Assessment Device (**FAD**) Mindfulness Awareness Attention Scale **(MAAS)** Trail Making Test (**TMT**)
Yi- Chen, Chyi- Rong & Keh- Chung 2022 Taiwan	Meta-analysis	171 children 28 adolescents And their parents	5- 12	Swanson, Nolan and Pleham Teacher and Parent Rating Scale (**SNAP- IV**) Child Behavior Checklist (**CBCL**) Conners' Parent Rating Scale (**CPRS**) Strengths and Weakness of Attention- Deficit/Hyperactivity- symptoms and Normal- behaviors (**SWAN**) **Conners- 3** Mindful Attention Awareness Scale **(MAAS)**
Oliva et. al, 2021 Italy	Review	412 children and adolescents with a parent	7- 16	Kiddle Schedule for Affective Disorders and Schizophrenia-Present and Lifetime Version (**K- SADS- PL**) Conners' Rating Scales Revised (**CRS-R**) Conners' Parent Rating Scales-Revised Long version (**CPRS- R: L**) Anxiety Disorder Interview Schedule for Children (**ADIS-C**) Swanson, Noland, and Pelham rating scale (**SNAP- IV**)
Siebelink et. al, 2022 The Netherlands	RCT	103 children with a parent	8- 16	Behaviour Rating Inventory of Executive Function (**BRIEF**) Conners' Parent Rating Scale (**CPRS**) Strengths and Weaknesses of ADHD symptoms and Normal behaviour scale (**SWAN**) Child and Adolescent Mindfulness Measure (**CAMM**)
Valero, Cebolla & Colomer 2021 Spain	RCT	30 children and their parents	9- 14	**Conners- 3** Parenting Stress Index- Short Form (**PSI- SF**) **Parenting Scale**

Tercelli & Ferreira (2019)

MyMind= MBCT- MBSR

- Miglioramenti significativi nelle capacità attentive (dimensione dell'effetto medio- grande)
  - ➡ grande dimensione dell'effetto al follow-up
- Riduzione statisticamente significativa nello spostamento attenzionale (dimensione grande dell'effetto)
- Riduzione significativa dei comportamenti impulsivi (dimensione media dell'effetto) mantenuta al follow-up e miglioramento nell'inibizione comportamentale (solo il 44% degli adolescenti)

Yi-Chen, Chyi-Rong & Keh-Chung (2022)

MBI

- Miglioramento della consapevolezza (dimensione da piccola a moderata)
- Miglioramento dei sintomi (dimensione da moderata a grande)

<u>Migliori risultati nella popolazione adolescenziale</u>

Siebelink et al. (2022)

MyMind

- Miglioramento dei sintomi di disattenzione al post- trattamento (secondo i genitori) e dei deficit di autocontrollo (secondo gli insegnanti)
- Miglioramento significativo dei sintomi di iperattività/impulsività al follow-up a 6 mesi
- CAMM e IM-P: miglioramenti significativi della compassione al follow-up a 6 mesi

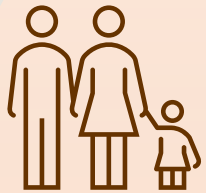
<u>N.B.: l'80% terapia farmacologica</u>

Oliva et al. (2021)

MBSR, ACT E MyMind

Miglioramenti significativi sull'attenzione e sui sintomi totali (grande dimensione dell'effetto)

Mindfulness e funzionamento familiare



Tercelli & Ferreira

MBSR- MP- ACT

- Riduzione significativa dello stress genitoriale (grande dimensione dell'effetto al follow-up di 8 sett.)
- Miglioramento del funzionamento familiare e dell'intensità conflittuale

IM-P: effetto significativo dell'intervento

MAAS: dimensione grande dell'effetto

Valero, Cebolla & Colomer (2021)

MyMind

30 bambini (9-14 anni) + genitori

PSI-SF

Gruppo MyMind < stress genitoriale rispetto al GdC in lista d'attesa

➡ quasi significativo al follow-up

- Punteggi inferiori statisticamente significativi sul disagio genitoriale e sull'interazione genitore- figlio
- Riduzione significativa dell'iperreattività dei genitori al post- test, mantenuta al follow-up

N.B.: piccolo campione, strumenti self- report

Limiti !!!

- Piccolo campione vs grande campione
- Comprensione caratteristiche dei partecipanti (comorbilità, uso di farmaci)
- Strumenti di assessment self- report vs valutazione multimetodo

Punti di forza

- Criteri di valutazione dei risultati ben spiegati
- Strumenti di valutazione validati
- Ampia varietà dei risultati

Riflessioni

Mindfulness a scuola

Mindfulness a casa

Mindfulness nei servizi di salute pubblica

Grazie per l’attenzione e…

Be Mindful…

Stay Mindful !

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