

**Understanding School-Based Interventions for ADHD in Middle Schools:
A Review in My Own Words**

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November 8, 2025

Interventions for ADHD in Middle Schools: A Review in My Own Words

Attention-deficit/hyperactivity disorder (ADHD) can deeply affect student learning and understanding for those who are afflicted, which has led to a population of individuals with heightened academic, social, and emotional needs. This can interrupt a student's learning and, if left unsupported, can lead to disruptions for other students as well. Researchers are actively seeking interventions to help ensure these students can learn the information provided and remain in the classroom. Understanding interventions for students with ADHD is crucial in both educational psychology and the classroom, ensuring students experience the most inclusive learning environment possible. Authors Maya S. Kates and Lucas S. LaFreniere wrote the article, "School-Based Interventions for Attention-Deficit/Hyperactivity Disorder (ADHD) in Middle Schools: A Review of the Literature," which examines interventions related to academics, mental health, and social-emotional learning, which directly connect to both educational psychology and standard classroom procedures.

Academic interventions can be crucial in the classroom by providing support and changing how a student interacts with what is being taught. ADHD includes symptoms related to focus, impulse control, and executive function that can impair classroom functioning (Kates & LaFreniere, 2025). Typically, academic interventions include accommodations that can alter the length, due date, format, and expectations of assignments. These accommodations are usually documented in an Individualized Education Plan or a 504 plan, which are legal documents that provide students with accommodations or modifications to the curriculum (Kates & LaFreniere, 2025). Other interventions include programs focused on self-management and organizational skills, which are often used for students with ADHD, especially as the students take on greater self-responsibility during middle school. Some of these programs include the Homework, Organization, and Planning Skills (The HOPS Program) and STAND (Supporting Teens' Academic Needs Daily), which provide educators and students with the resources needed to support students with ADHD (Kates & LaFreniere, 2025).

ADHD is a disorder that directly affects the mind and is influenced by mental health. Adolescents with ADHD can struggle with regulation and emotional processing, which requires interventions to help support these students. Oftentimes, these interventions include therapy, counseling, Cognitive Behavioral Therapy (CBT), and mindfulness, which can take place outside of school but have shown greater improvements when used within schools as well (Kates & LaFreniere, 2025). These interventions are designed to help adolescents with ADHD understand the struggles of this disorder and use conscious choices to work with ADHD rather than against the disorder. Oftentimes, if a student is still struggling after these interventions, medications that are designed to help ADHD symptoms can be a promising step for many of these adolescents (Kates & LaFreniere, 2025). Oftentimes, these therapies are used in conjunction with social-emotional interventions that are designed to support the behaviors that can coincide with ADHD.

Social interactions can be complicated for students with ADHD, especially during the significant social-emotional changes that occur in adolescence. Studies have shown that children with ADHD often have social deficits that impact responses to social situations and cues (Kates & LaFreniere, 2025). This can have significant social consequences that could affect a person's life. Intervening during this time can be crucial to help a student who is struggling with ADHD develop social-emotional skills to be able to remain connected to peers. Often, these social-emotional skills are taught alongside academic and mental health interventions, as behavior can directly affect how a student feels and learns. All of these interventions work in conjunction to support these students and can be directly influenced by the research in educational psychology.

Kates and LaFreniere researched these intervention techniques and compiled the article to benefit and showcase educational psychology research. Overall, these authors found that many of these interventions are highly beneficial for these students and have been shown to

support significant developmental changes. That said, the researchers recommend further research, as ADHD in Middle School is often overlooked or underresearched (Kates & LaFreniere, 2025). The authors also observed significant improvement in the classroom when these interventions were used in combination, with the support of classroom teachers and the special education team. Many of these interventions can be performed by school education teams and have been shown to benefit the students further when all individuals are on board with the support being given (Kates & LaFreniere, 2025). These interventions can help teachers by supporting students in the classroom and ensuring that all students have access to the information being taught.

The article “School-Based Interventions for Attention-Deficit/Hyperactivity Disorder (ADHD) in Middle Schools: A Review of the Literature” was written by Maya S. Kates and Lucas S. LaFreniere. The article was published on September 16th, 2025, in *Education Sciences*, a peer-reviewed scholarly journal that takes pride in multi-stage editorial and peer-review processes. The claims in this article were made and evaluated by experts in the field. Additionally, the authors work within the Department of Psychology of Skidmore College, a respected college in Saratoga Springs, New York. This recent article also served as a summary of ADHD interventions published in other peer-reviewed scholarly journals.

In summary, the article highlights how academic, mental-health, and social-emotional interventions work together to support middle school students with ADHD. This research is crucial for understanding how ADHD can affect classroom learning and for ensuring that students receive the best educational experience. Understanding these concepts can help teachers prepare the classroom and expectations for a wide array of students. This article was a comprehensive, accurate summary of many articles and interventions related to this concept. Knowing what to expect can make the difference and change in a student's world.

References

- Kates, M. S., & LaFreniere, L. S. (2025, September 16). School-Based Interventions for Attention-Deficit/Hyperactivity Disorder (ADHD) in Middle Schools: A Review of the Literature. *Education Sciences*, 15(9), 1225. MDPI.
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