Examination of the Effectiveness of Cognitive-Functional (Cog-Fun) Intervention in Improving Sense of Self-Efficacy during Functional Performance among Children with Attention Deficit/Hyperactivity Disorder (ADHD)

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Key words: executive functions, daily function, occupational goals, occupational therapy
**Objective:** This study examined differences in sense of self-efficacy during functional performance among children with ADHD before and after receiving Cog-Fun intervention. The intervention is described, including a brief case study. **Method:** Cog-Fun (10 weekly sessions) was administered to two groups of children (Group A, n = 50, Group B, n = 49) ages 7-10 with ADHD and their parents, with a 3-month interval between them. Sense of self-efficacy during functional performance of daily occupations was measured by children’s self-report on the Canadian Occupational Performance Measure (COPM), for goals (average of 3 goals per child) as defined during treatment and at the final session. Correlations between executive functions, measured by the global score on the parent version of the Behavior Rating Inventory of Executive Functions (BRIEF) at baseline, and self-efficacy during performance, were analyzed before and after treatment. **Results:** No differences between groups were found on demographic and personal variables. A significant difference was found between the initial and final average COPM performance scores, with a large effect size for both groups (partial $\eta^2 = .738$). The correlations between the initial average BRIEF scores and the final average COPM performance score were low and insignificant (p>0.5). **Conclusion:** The findings of this study suggest that Cog-Fun may be efficacious for improving self-efficacy during functional performance among children with ADHD.