

Diagnostic Category: Attention Deficit Hyperactivity Disorder Discipline: Health education

Reference	N	Intervention (n)	Telerehabilitation program's:	Platform & clinician's involvement	Outcomes
Country Study Design Quality (for RCTs)	Sample description (dx specifics, age, gender)	vs. Comparison (n) Frequency & duration	I. Focus II. Nature III. Target IV. Receiving client		Child-related outcomes Parent-related outcomes (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs
Bul et al., 2016 [18] The Netherlands RCT PEDro score: 7/10 High quality	N= 170 Children with ADHD Mean age: 9.8 ± 1.2 yrs Age range: 8-12 yrs 137M:33F	Plan-It Commander (n=88) vs. Treatment-as-usual crossover group (n=82) 65 minutes/session	I. Life skills (time management, planning and organizing, cooperation skills). II. Participants in intervention group received a serious game intervention (Plan-It Commander) in addition to treatment as usual for the first 10 weeks and then received treatment as usual for the next 10 weeks. Plan-It Commander consists of 2 components: 1) a mission-guided game environment with minigames related to the learning goals of time management, planning/organizing,	VR games Clinicians were not directly involved	At 10 weeks (post-treatment): (+) <i>Time management</i> : Time management questionnaire; parent-reported (+) <i>Time management</i> : Time management questionnaire; teacher-reported (-) <i>Plan and organize</i> : Behavior Rating Inventory of Executive Function (BRIEF), Plan/Organise subscale; parent-reported (-) <i>Plan and organize</i> : BRIEF, Plan/Organize subscale; teacher-reported

		<p>3 sessions/week for 10 weeks</p>	<p>and cooperation skills; 2) closed social community. Missions guide the player's behavior through the game as they follow a story line and asked to solve problems requiring specific skills.</p> <p>Participants in control (treatment-as-usual) received treatment as usual for the first 10 weeks and crossed over to the serious game intervention in addition to treatment as usual for the subsequent 10 weeks.</p> <p>III. Child</p> <p>IV. Child/youth + parent</p>	<p>(-) <i>Cooperation</i>: Social Skills Rating System (SSRS); parent-reported (+) <i>Working memory</i>: BRIEF, Working memory subscale; parent-reported (-) <i>Working memory</i>: BRIEF, Working memory subscale; teacher-reported (+) <i>Responsibility</i>: SSRS, Responsibility subscale; parent-reported (-) <i>Assertiveness</i>: SSRS, Assertiveness subscale; parent-reported (-) <i>Self-control</i>: SSRS, Self-control subscale; parent-reported (-) <i>Time perception and organization</i>: It's About Time Questionnaire (IATQ); parent-reported (-) <i>Total Social skills</i>: Total SSRS; parent-reported (-) <i>Total Social skills</i>: Total SSRS; teacher-reported (-) <i>Self-efficacy</i>: Self-reported</p>
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