The lack of effective, potent, feasible, and sustainable school-based interventions to mitigate ADHD and to support optimal learning and social outcomes is a serious educational and public health concern. A key barrier has been that evidence-based treatments for ADHD largely have been developed for implementation by research teams rather than existing school personnel. To address this need, we developed the Collaborative Life Skills Program (CLS). Administered by school-based mental health providers, CLS provides skill training for students and simultaneously trains teachers and parents to implement specific strategies for promoting the student’s attention, behavioral, social, and academic success across the school and home settings. All components are integrated to support generalization and cross-situational treatment effects. This presentation will describe the CLS intervention and training methods and present outcomes and implications from a recently completed randomized trial of CLS.