<table>
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<th>What is this research about?</th>
<th>What you need to know</th>
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<td>It is often reported by teachers and parents that children with Attention-Deficit/Hyperactivity Disorder (ADHD) have problems in school: they are less engaged, have lower grades, lower graduation rates and require more attention from teachers. Children with ADHD may also have similar problems outside the classroom. While there is research that describes how and why parents of children without ADHD are involved in their children’s learning, and that this involvement benefits these children, there is little information about parental involvement in the schooling of children with ADHD. This study explored parental involvement in the learning of students with ADHD.</td>
<td>Parents of children with ADHD report feeling less confident in their ability to help their children with their schooling, as well as feeling less welcome at their child’s school. School psychologists could use the findings of this study to help improve relationships between parents of children with ADHD and teachers and to help provide the support and education that parents of children with ADHD need to assist their children with their learning.</td>
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**What did the researchers do?**
The study took place in Toronto. Participants were gathered in multiple ways, parents attending assessments with their children at hospital clinics were invited to participate and recruitment flyers were posted in clinical settings and around the community. 101 children ages 8-12 and their parents were involved in this study: 53 of the children had ADHD and 48 did not. Criteria for inclusion in the study included whether or not children had ADHD and if their IQ was 80 or above. Exclusion criteria included whether or not they had been diagnosed with any
other disorders and if there were any other issues (social, cultural, family, etc.) that could contribute to poor performance in school. For both groups (with and without ADHD), parental education level was measured to help determine the socio-economic status of the families. Researchers also looked at the employment status, marital status, gender and languages spoken of the parents.

Parents were asked to fill out a parent involvement survey, and a family school questionnaire. The parent involvement survey asked parents about why they helped their children with their school work, whether or not they felt welcome at their child’s school and whether or not they felt they had time and energy to help their children with their school work. The family school questionnaire asked parents to describe how they viewed their involvement in their child’s learning at home.

The survey questions were designed to measure the academically focused interactions that took place within the home, including how involved parents were in their children’s learning and what kind of pressure parents placed on their children to succeed. The results of the surveys underwent a series of statistical analysis to determine relationships and patterns.

What did the researchers find?
Rogers, Wiener, Marton and Tannock (2009) found that parents of children with ADHD reported feeling less confident in their ability to help their children with their schooling, feeling less welcome at their child’s school and with their child’s teachers, and having less time and energy to help their children with their schooling (when compared to parents of children who did not have ADHD).

Mothers of children with and without ADHD were found to be equally as active and supportive of their child’s learning. Fathers of children with ADHD were found to be less active in their child’s learning and put more pressure on their children to succeed than fathers of children who did not have ADHD.

How can you use this research?
These findings highlight differences between the feelings and actions of parents with and without ADHD that may have an impact on the quality of learning of students with ADHD. A key finding from this study is that parents of children with ADHD report that they do not feel as welcome with their children’s teachers.
and do not feel as confident in their ability to help their children with their schooling.

The findings could be used by school psychologists to help build more positive relationships between teachers and parents of children with ADHD and to provide support and education for parents of children with ADHD who are not feeling confident in their ability to help their children. School psychologists could provide assistance to parents regarding how and why they should be involved in the learning of their children. Information for parents of children with ADHD could be included in assessment reports and through individual sessions to help parents learn more about how they can support their children in their schooling.

References

Keywords
Attention Deficit Disorder, ADD, Attention Deficit/Hyperactivity Disorder, ADHD, parental involvement in education, parent teacher relationships, Psychologists, Student Engagement, Special needs

About this summary
The Ontario Education Research Exchange (OERE) is a project of the Knowledge Network for Applied Education Research, an Ontario network promoting the use of research in education. The OERE’s clear language summaries of academic research aim to support this mandate.

This summary reflects findings from this study only and is not necessarily representative of the broader body of literature on this subject. Please consult the original document for complete details about this research. In case of any disagreement, the original document should be understood as authoritative.

This summary has been adapted from the ResearchSnapshot series developed by York University and ResearchImpact and has been developed according to writing and design principles unique to OERE. For more information about this summary or the OERE network please contact oere.knaer.oise@utoronto.ca.