

Parental homework involvement for children with attention-deficit hyperactivity disorder (ADHD) symptomatology



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Introduction

The present study is a literature review of research concerning the role of parental homework involvement for children with symptoms of Attention-Deficit Hyperactivity Disorder (ADHD). These symptoms, which include inattentiveness, impulsivity, and hyperactivity, often result in substantial impairments in academic functioning, leading to poorer academic outcomes for affected children.

Thus far, only limited research has investigated these effects on the academic achievement and motivation of children with symptoms of ADHD. This is a critical area of study, as identifying helpful and problematic components of parental involvement has implications for developing effective interventions to improve academic functioning in these children, leading to long-term individual and societal benefits.

Results

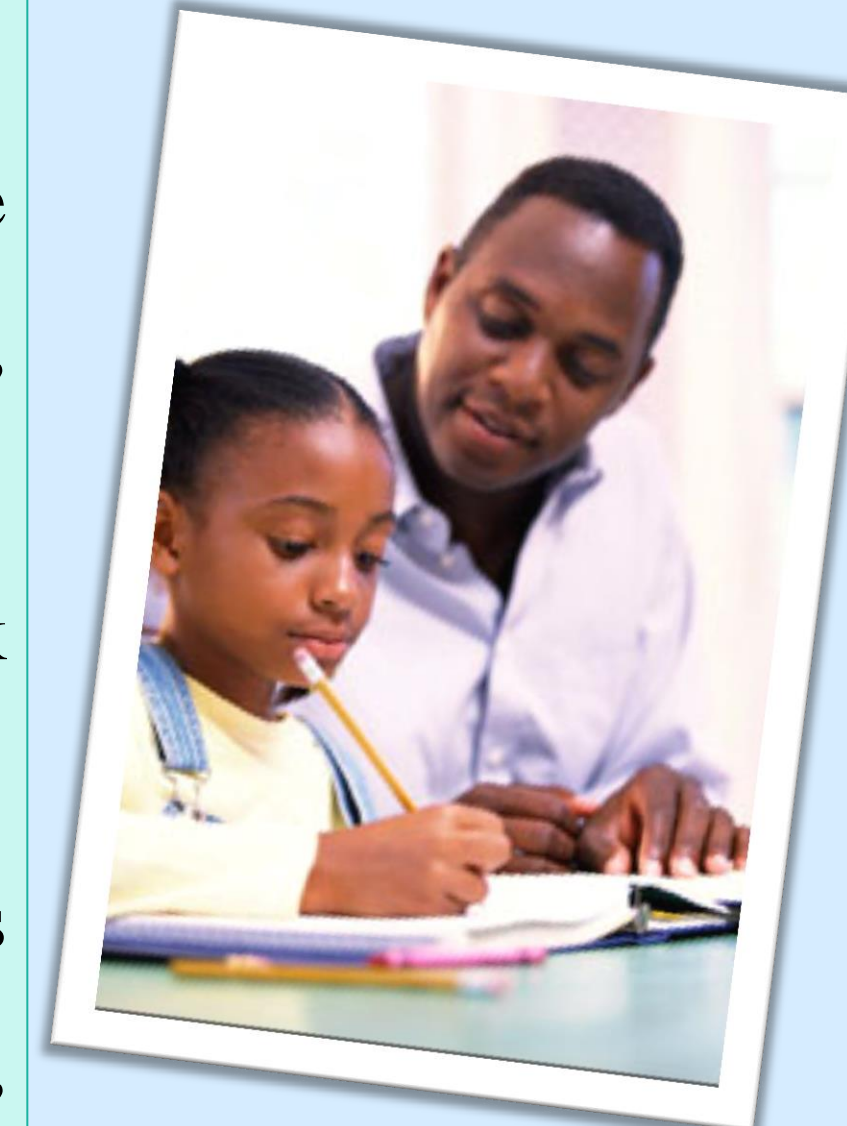


Parental Involvement in education

- ❖ Overall, parental involvement in education is associated with positive academic outcomes.
- ❖ Parent support for student autonomy has been associated with higher grades, higher scores on standardized tests in many different subject areas (Domina, 2005; Fulton & Turner, 2008; Marchant, Paulson, & Rothlisberg, 2001) and parental control with more negative outcomes (; Fan & Williams, 2010; Fan & Chen, 2001 Fulton & Turner, 2008; Rogers et al., 2009a)
- ❖ Positive associations between academic self-efficacy, motivation, engagement, and PI have also been found (Fan & Williams, 2010; Gonzalez & Wolters, 2006).
- ❖ Distinct and independent effects have been found for maternal and paternal involvement (Flouri, Buchanan, & Bream, 2002; McBride, Shoppe-Sullivan, & Ho, 2005; Simpkins et al., 2006).

Parental involvement in homework

- ❖ Parental involvement (PI) in homework has been associated with more positive student academic achievement outcomes (Toney, Kelley, & Lanclos, 2003), including higher grades (Domina, 2005).
- ❖ Parental support for autonomy has been linked to increased rates of homework completion (Cooper, Lindsay, & Nye, 2000).
- ❖ PI with homework has been associated with changes in students' attitudes towards homework and perceived competence (Hoover-Dempsey et al., 2001), as well as motivation (Xu & Corno, 2006).



Parental homework involvement for children with ADHD symptomatology

- ❖ No studies to date have specifically addressed the role of parental involvement in homework performance for children with symptoms of ADHD.
- ❖ Research has shown that children with symptoms of ADHD exhibit problems with homework completion, paying attention, working efficiently, and working independently during the course of homework (Habboushe et al., 2001; Meyer & Kelley, 2007; Power et al., 2006).



Conclusion

The present research provides an overview of literature relevant to the study of parental involvement (PI) in homework for children with ADHD symptomatology. Achieving a thorough understanding of existing knowledge, as seen herein, offers possible conclusions and most importantly identifies avenues for future research. Especially needed is further research concerning individual components of the parent-child relationship, including PI, and their impact on academic functioning in children with ADHD symptomatology.

Most importantly, identifying harmful components of parental involvement has practical implications in developing and implementing interventions that facilitate positive parental involvement within the academic domain, consequently benefiting the child's academic performance.



Methodology

A literature review was conducted using PsycINFO and Search+ databases. All 55 articles reviewed were peer-reviewed and published from 2000-2014. To achieve a thorough understanding, articles corresponding to the following categories were reviewed:

# of articles	Category classification
29	Parental involvement in education
5	Parental homework involvement
10	ADHD symptomatology
8	Parental involvement for children with ADHD symptomatology
3	Parental homework involvement for children with ADHD symptomatology

ADHD symptomatology and education

- ❖ Children with symptoms of attention-deficit hyperactivity disorder (ADHD) exhibit significant impairments in academic functioning (DuPaul et al., 2004; Frazier et al., 2007), due to symptoms such as inattentiveness, hyperactivity, and impulsivity (Merrell & Tymms, 2001)
- ❖ Severe symptoms (Barry, Lyman, & Klinger, 2002) and the presence of comorbid disorders (Booster et al., 2012) further exacerbate difficulties and result negative outcomes, specifically lower grades and even greater difficulties with homework.
- ❖ These children also show a discrepancy between their intellectual level and their actual academic achievement, when compared to typically developing peers (Barry et al., 2002).



Parental involvement for children with ADHD symptomatology

- ❖ Parents of children with symptoms of ADHD report increased challenges and higher levels of stress (Podolski & Nigg, 2001) and parental control (Khamis, 2006) than do parents of typically developing children.
- ❖ Limited research has found that parents of symptomatic children report greater challenges to involvement and report feeling lower levels of self-efficacy in their ability to help their children (Rogers et al., 2009b).

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