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Nicole Ferretti



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Florida State University

Abstract

Parental involvement in school is a key factor in addressing issues faced by children with ADHD and their families. This study expanded upon previous research by considering relationships between multiple aspects of parental involvement (including parental sense of competence and parent-teacher relationship quality) and academic achievement across a spectrum of inattention and hyperactivity symptoms. The participants were parents of children aged 8 to 12 years old ($n = 348$) who completed an online survey measuring their children's symptoms of inattention and hyperactivity, parental involvement, and their children's academic achievement. Results showed that parental sense of competence was a significant predictor of academic achievement, especially for children with higher symptoms of inattention. The conclusions drawn from this project may have implications for parents, educators, and clinicians. Future interventions could target parental sense of competence, especially for children who are high on inattentive symptoms.

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) has increasingly become an important concern for children's development, including their academic achievement. Parental involvement may be a key factor in addressing issues faced by children with ADHD and their families. This study investigates the relations between parental involvement, with a specific focus on parental sense of competence and parent-teacher relationships, symptoms of inattention and hyperactivity, and academic achievement.

ADHD and Academic Achievement

ADHD is defined as a reoccurrence of inattention and hyperactivity-impulsivity behavior that hinders development or performance (American Psychiatric Association, 2013). It is a neurodevelopmental disorder, and to be diagnosed with ADHD according to the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5), children must show at least six of the nine symptoms listed for inattention and/or six of the nine hyperactivity-impulsivity symptoms consistently over a period of at least six months. Their symptoms must also have a negative impact in at least two settings (e.g. social life, school life). In addition, these symptoms and impairment must occur during childhood (before age 12).

According to the Center for Disease Control (CDC), 11% of school-aged children have been diagnosed with ADHD (Visser et al., 2014). In a recent meta-analysis, Wilcutt (2012) found that 8.8% of children and adolescents met the DSM-IV requirements for ADHD based on parent reports. Of those children diagnosed, about 75% showed impairments at both home and school (Wilcutt, 2012).

The impact on children's academic lives is especially important because success in school is an important developmental outcome for children. Past research has studied the relation

between ADHD and academic outcomes to give insight into understanding how to help these children succeed. For example, Faraone et al. (1993) demonstrated how ADHD could affect a child's academic life. They found that measures of school dysfunction (needed tutoring, repeated a grade, placed in a special class, had a reading disability) were significantly more frequent among children with ADHD compared to typically developing children. However, the mean levels of intellectual functioning for children with ADHD as measured by the Wechsler Intelligence Scale for Children were in the average range of scores. This suggests that ADHD may also play a role in poor school performance, not just intelligence.

Barry, Lyman, and Klinger (2002) also examined the relation between ADHD and academic achievement. The researchers compared academic underachievement between children with ADHD and those without ADHD, and investigated the extent to which executive functioning predicted academic achievement. Their results showed that the severity of ADHD symptoms was related to children's level of academic underachievement in all academic areas when controlling for executive function (measuring cognitive flexibility and planning). On the other hand, children who scored lower on tests of executive function only showed lower scores in math. Therefore, the severity of ADHD is a good predictor of one's academic achievement after accounting for performance on executive function tasks studied.

Although there is much research being conducted in the field of ADHD, there is no cure for ADHD. Instead, there are ways to improve children's functioning in daily life. These types of interventions can be designed by focusing research on different aspects of a child's life, such as school, social life, and home life. Research in these areas can be used to determine where interventions and training can bring about positive changes in children's lives.

Evidence-based psychological treatments for ADHD vary from behavioral therapies to

home and school trainings. According to Evans, Owens, and Bunford (2013), who reviewed the literature on psychological treatments for ADHD and evaluated them on a scale from well established to not effective, behavioral parent training and behavioral classroom management training, and behavioral peer interventions were deemed well-established treatments for children with ADHD. This is also demonstrated in other studies such as that of Pfiffner et al. (2014) in which different treatments and trainings were tested for effectiveness in improving behavioral symptoms. The researchers found that their treatment, which included training in both the home and school, was more effective than treatment that focused solely on parent training. These results suggest that interventions that involve the coordination between home and school might be more effective.

The Role of Parental Involvement in Academic Achievement

Because we know that children with ADHD have difficulties both at home and at school, it is critical to examine how parental involvement in school plays a role in development. Parental involvement is a well-studied topic in many different settings. Fan and Chen (2001) found relatively high correlations between parental involvement and children's academic achievement. In addition, Jeynes (2005) conducted a meta-analysis on the relationship between parental involvement and academic achievement in elementary school students and found a significant relationship between the two variables overall.

Similarly, Epstein and Sanders (2000) identified six types of family-school involvement in which families and schools have the opportunity to connect. The six types of involvement were: parenting (with help from the school), communicating, volunteering, learning at home, decision making, and collaborating with the community. In these ways, schools and parents mutually supported each other leading to positive outcomes for students. Research has shown

that these are effective ways to build collaboration between home and school and that they encourage students in their academic success (Epstein & Sanders, 2000).

The work of Georgiou and Tourva (2007) shows that parent's attributions also play a role in the ways in which they become involved. They found that parents who attributed their child's academic achievement to something that was within their control (e.g., parent effort) were more involved because they believed it would be useful for their child's academic achievement. On the other hand, parents who attributed academic achievement to fixed factors (e.g., teachers, child's ability) did not share in this belief. The researchers concluded that parental involvement is motivated by involvement that helps the child succeed. Parents who believe they are more competent and can have an affect on their child's achievement will be more involved, and their child's achievement will improve because of this involvement.

In another study of parental involvement, parents of children with ADHD reported feeling less effective in their parenting (Rogers, Wiener, Marton, & Tannock, 2009). They also reported feeling less welcome at their children's schools as compared to parents with typically developing children. The researchers concluded that ADHD might account for the parent's negative feelings of their effectiveness in parenting and their lower levels of involvement.

Parental sense of competence, a parent's belief that his or her parenting is effective and is leading to desirable outcomes, has been identified as an especially important parent characteristic. Some work has examined this construct specifically comparing parents of children with and without ADHD (McLaughlin & Harrison, 2006). These researchers found that overall measures of child behavior problems and parental sense of competence were the strongest predictors of parenting practices. The findings suggest that there is a relationship between parental sense of competence and parenting effectiveness and quality (McLaughlin & Harrison,

2006). This relationship indicates that parents who are more competent, are also more effective, which has a positive effect on their children's performance in school (Jeynes, 2005). McLaughlin and Harrison's results related to Bandura's theory of self-efficacy and behavior, which states that the expectations of one's efficacy have an effect on subsequent behavior (Bandura, 1982). In this case, parents' expectations of efficacy were associated with their parenting. McLaughlin and Harrison's research supports the idea that the perception of self-efficacy is related to behavioral changes. Therefore, parental sense of competence is a potentially important topic that needs further research in trying to understand how to improve daily functioning for children with ADHD.

Another parental involvement factor that has been found to be important is the quality of the relationship between parents and their children's teachers because the quality of this relationship is potentially compromised for parents of children with ADHD. Teachers may attribute behavior problems of children with ADHD to problems in the home (Rogers et al., 2009), thus creating a potentially negative parent-teacher relationship, when a strong parent-teacher relationship could help the child succeed in school. Pfiffner et al. (2014) tested different interventions for improving students' ADHD symptoms and the most critical finding was that it was helpful to have involvement of teachers in classroom management strategies and coordination between the school and home. Their most successful intervention demonstrated the importance of the link between parents and teachers, which contributed to greater overall improvements in children's ADHD symptoms (Pfiffner et al., 2014). Thus this particular aspect of parental involvement, the relation between the parent and teacher, may be especially important for children with ADHD.

The Present Study

The present study expanded upon previous research on parental involvement in children with a range of inattentive and hyperactivity symptoms. This study examined five aspects of parental involvement, with a specific focus on parental sense of competence and the quality of the parent-teacher relationship. The current study may be able to get a better picture of the relation between ADHD, parenting, and achievement because it compared children across the spectrum of inattention and hyperactivity symptoms rather than comparing ADHD and typically developing children. In studying these specific aspects of parental involvement, the research will provide future directions in studying types of parental involvement that might lead to better academic outcomes. This research study addressed two research questions:

- 1) To what extent were five components of parental involvement (parental sense of competence, parent-teacher relationship quality, parent-focused role beliefs, school-focused role beliefs, invitations for involvement from the school) related to symptoms of inattention and hyperactivity and academic achievement in school-aged children?
 - a) It was predicted that higher levels of parental sense of competence, higher parent-teacher relationship quality, more parent-focused role beliefs, and more invitations for involvement from the school would be related to lower levels of inattention and hyperactivity in children and better academic achievement. It was also predicted that lower ratings of school-focused role beliefs would be related to lower levels of inattention and hyperactivity.
- 2) When considered in a model with inattention and hyperactivity symptoms, which types of parental involvement were the best predictors of academic achievement?
 - a) It was predicted that parental sense of competence and the quality of parent-teacher relationships would be the best predictors of academic achievement,

especially for children higher in inattention and hyperactivity.

Method

Participants

The participants were 348 parents or caregivers of children aged 8-12 years old. They were recruited voluntarily through Mechanical Turk, a web service from Amazon designed for researchers to reach a large group of participants. The population was 83.6% Caucasian, 6.6% Black or African American, 1.1% American Indian or Alaskan Native, 6.3% Asian, 1.4% Multiracial, and 0.9% other. Fifty-two percent of the sample were fathers, 46% were mothers and 1% were caregivers. The participants ranged from 21-60 years old (21-30: 19.8%; 31-40: 58.1%; 41-50: 18.9%; 51-60: 3.2%). The children's race followed a similar pattern with a majority of Caucasians (81.6%), and Black or African American (6.6%), American Indian or Alaskan Native (0.9%), Asian (6.6%), Multiracial (3.4%), and other (0.9%). The children were 57.5% male, 41.7% female, and 0.9% preferred not to answer. The age distribution was 22.1% 8 year-olds, 25% 9 year-olds, 25.9% 10 year-olds, 14.4% 11 year-olds, and 12.6% 12 year-olds.

Measures

Inattention and hyperactivity symptoms. The ADHD Rating Scale-IV: Home Version (Dupaul, Power, Anastopoulos, & Reid, 1998) was used to assess symptoms of inattention and hyperactivity. Studies have shown this to be a reliable and valid measure in screening children for behavior problems (McGoey, Dupaul, Haley, & Shelton, 2007). This rating scale is a screening test used in the process of making a diagnosis of ADHD. Parents rated each question based on their child's behavior at home over the past six months as rarely or never, sometimes, often, or very often. The rating scale has 18 items (9 items measuring inattention and 9 measuring hyperactivity-impulsivity). One example of an inattention statement is, "[Child] Does

not seem to listen when spoken to directly.” An example of a hyperactivity statement is “[Child] Fidgets with hands or feet or squirms in seat.” Scores for inattention and hyperactivity-impulsivity were calculated separately by adding the items for each subscale.

Parental Involvement. Subscales from the Parent Involvement Project-Parent Questionnaire (PIP-PQ) (Hoover-Dempsey & Sandler, 1997) were used to measure the five aspects of parental involvement. Parents rated each statement on a scale from strongly disagree to strongly agree.

- 1) To measure parental sense of competence, the Parent’s Perceptions of Self-Efficacy For Helping Child Succeed in School scale was used. It included 11 statements such as, “I know how to help my child do well in school,” and “I don’t know if I’m getting through to my child.”
- 2) The Partnership-focused Role Construction scale measured parent-teacher relationship quality. A sample of the 7 statements is, “I find it helpful to talk with the teacher.”
- 3) The Parent-focused Role Construction scale had 8 items to measure to what extent parents believe it is their job to educate their child. An example item is “It’s my job to explain tough assignments to my child.”
- 4) The School-Focused Role Construction scale measured how much parents believe it is the school’s responsibility to educate their child. One of the 8 statements is, “The teacher has to let me know about a problem before I can do something about it.”
- 5) To measure how welcome parents feel at their children’s school, the Parent’s Perceptions of General Invitations for Involvement from the School scale was used. It had 11 statements such as, “This school does a good job of letting me know about ways I can help out in school.”

Academic achievement. Parents were asked to report their child's letter grades for the current school year by choosing one of the following categories: all As, mostly As, As and Bs, mostly Bs, Bs and Cs, mostly Cs, Cs and Ds, mostly Ds, Ds and Fs, or mostly Fs. These were coded so that "all As" = 10 and "mostly Fs" = 1. There was a comment box for parents to add more detailed information of their child's academic performance, such as if their child's grades fluctuate or if they have strengths or weaknesses in certain areas.

Socioeconomic status. The participants selected a range of household incomes on the survey that best fit their current family income. Each answer choice was assigned one number based on the median of each range. For example, when a participant chose the range \$25,000-\$34,999, their income was considered \$29,999.50. They were also asked the number of adults and the number of children being supported by their family income. Then, the income-to-needs ratio was computed by dividing the family income by the 2014 poverty threshold for their family size and number of children. For example, to compute a family of four's (two adults, two children) income-to-needs ratio with an income of \$29,999.50, \$29,999.50 was divided by the poverty threshold for their family (\$24,008) to get 1.25.

Procedure

Participants completed the measures in the following order: ADHD Rating Scale-IV: Home Version, PIP-PQ, academic achievement, and socioeconomic status questions. There were instructions and consent in the beginning of the assessments. Screening questions were used at the beginning of the survey to make sure that each participant was the parent/caregiver of a child between the ages of eight and twelve, and that their child was not currently homeschooled. If the participants had more than one child in this age range, they were asked to answer the questions based on one of their children. Participants were paid one dollar at the end of the study, which

took approximately 10 minutes to complete. At the end of the survey there was an open-ended question for parents to add any other information they believed was relevant to the research study.

Results

Descriptive statistics for the inattention, hyperactivity, the parental involvement variables, academic achievement, and socioeconomic status are shown in Table 1. To test the first hypothesis regarding the relations between parental involvement variables, symptoms of inattention and hyperactivity, and academic achievement, correlations were conducted between these variables. These correlation coefficients are displayed in Table 2. The results indicated that parents of children with more inattention and hyperactivity symptoms felt less competent in their parenting ($r = -.474$; $r = -.448$, respectively), were more likely to have strong parent-teacher relationships ($r = .121$; $r = .159$, respectively), were less likely to believe that it was their role as parents to make sure their child was succeeding in school (parent-focused role; $r = -.144$; $r = -.135$, respectively), and felt less welcome at their child's school (invitations from school; $r = -.299$; $r = -.314$, respectively). The other aspect of parental involvement, the extent to which parents thought their child's learning was the responsibility of the school (school-focused role beliefs), did not have a significant correlation with inattention, but was positively correlated with hyperactivity ($r = .121$).

Children with more inattention and hyperactivity symptoms were more likely to have lower overall grades in school ($r = -.479$; $r = -.400$, respectively). Parental sense of competence ($r = .501$), parent-focused role ($r = .210$), and invitations from school ($r = .225$) were all positively correlated with academic achievement. The quality of the parent-teacher relationship and school-focused role perceptions were not significantly related to academic achievement.

To test the second hypothesis related to the factors that predict academic achievement, a hierarchical regression analysis was conducted (see Table 3). The predictors were inattention, hyperactivity, parental sense of competence, parent-teacher relationship quality, parent-focused role beliefs, school-focused role beliefs, invitations for involvement from the school, and socioeconomic status (as a covariate). According to the model, inattention ($b = -.840$, $se = .201$, $p < .001$), parental sense of competence ($b = .915$, $se = .141$, $p < .001$), and socioeconomic status ($b = .120$, $se = .040$, $p = .003$) were significant predictors of academic achievement. No other predictors were statistically significant. Overall, the predictors in the model accounted for 34.9% of the variance in academic achievement.

It was also of interest whether the relations between parental sense of competence or parent-teacher relationship quality and academic achievement were different for children with higher or lower levels of inattention and hyperactivity. To test if this was the case, there were four interaction terms added to the regression analysis: the interaction between sense of competence and inattention symptoms, the interaction between sense of competence and hyperactivity symptoms, the interaction between parent-teacher relationship quality and inattention symptoms, and the interaction between parent teacher relationship quality and hyperactivity.

The results showed that only the interaction between parental sense of competence and inattention was statistically significant ($b = .465$, $se = .215$, $p = .031$). An examination of the relation between parental sense of competence and academic achievement at high and low levels of inattention showed that there was a positive relation between parent perceptions of competence and academic achievement for children with higher inattention symptoms, but not for children with lower inattention symptoms (see Figure 1).

Discussion

In this study, the relations between parental involvement in school, inattention and hyperactivity symptoms, and academic achievement were examined. The hypotheses were partially supported as the results showed a significant relation between some aspects of parental involvement, inattention and hyperactivity, and academic achievement. Some aspects of parental involvement were more important in predicting academic achievement, and also had a stronger relation to inattention and hyperactivity.

Parental sense of competence and the quality of the parent-teacher relationship were both significantly related to symptoms of inattention and hyperactivity. The finding that parental sense of competence is related to children's symptoms of inattention and hyperactivity fits with my hypothesis. This finding is similar to that of Rogers, Wiener, Marton, and Tannock (2009) who found that parents of children with ADHD did not feel their parenting was as efficient as parents of children without ADHD. The current results lend support to the fact that this relation exists across the spectrum of inattention and hyperactivity symptoms.

We also found that parent-teacher relationship quality was positively related to inattention and hyperactivity. This suggests that students who were higher in inattention and hyperactivity symptoms had parents who actually had stronger parent-teacher relationships. This may be because parents of children with higher inattentive and hyperactivity symptoms had to be more involved with their teachers so that their child could be successful in school. In the current study, the variable invitations from school, which measured how welcomed parents felt at their child's school was negatively correlated with inattention and hyperactivity. This variable focused on how often the school invited parents to be involved in classroom activities. This is similar to past research that found that parents of children with ADHD did not feel as welcome at their

child's school (Rogers et al., 2009). In addition, parent-focused role beliefs were negatively correlated with both inattention and hyperactivity whereas school-focused role beliefs were positively related to hyperactivity. Parents of children with higher levels of inattention and hyperactivity felt like they were less responsible for their children's learning. Future research could attempt to better understand more specific aspects of these different parental involvement variables.

The results for predicting academic achievement showed that the covariate socioeconomic status was a significant predictor, as was inattention, but not hyperactivity. In addition, parental sense of competence was the only parental involvement subscale that was a significant predictor. Socioeconomic status was included as a covariate because it has been found to be related to academic achievement and levels of parental involvement (National Center for Education Statistics, 2011; Lee & Bowen, 2006).

The findings in regard to inattention are similar to those of Barry, Lyman, and Klinger (2002), who found a relation between the severity of ADHD symptoms and children's level of academic underachievement when controlling for executive function. However, in the present study, hyperactivity was not a significant predictor. Merrell and Tymms (2001) also found that inattention was a better predictor of academic achievement than hyperactivity. They found that participants who scored higher on inattention on the behavior rating scale were more likely to have lower reading and math scores. In comparison, the predominantly hyperactive-impulsive participants did not have as large of a difference as the inattentive participants when compared to the participants with a score of zero on the behavior rating scale. The current results support this notion of academic achievement differences among children with more inattentive symptoms.

In regard to the results for the parental involvement variables, it was not surprising that

parental sense of competence was a predictor in academic achievement according to previous research on academic achievement (Fan & Chen, 2001), however, it was surprising that some other factors were not significant predictors because researchers have found strong correlations between academic achievement and parental involvement (Fan & Chen, 2001).

The current results differed from Pfiffner et al. (2014) who found that particularly for children with ADHD-Inattentive type, it was helpful to have the parents and teachers involved together. Their treatment and trainings that occurred in the home and at school were more effective than just parent training. Therefore, it was interesting in the current study to find that parent-teacher relationship quality was not significantly related to academic achievement, or a significant predictor in the regression model. Parent-teacher relationship quality may not be a variable that is as important as predicted, at least as it was measured in this study.

Parent-focused role beliefs, invitations from school, and parental sense of competence were all significantly related to academic achievement in zero-order correlations. However, when they were in a regression model with other variables to predict academic achievement, they were not significant predictors. Thus, these parental involvement variables appear to be related to academic achievement on their own, but when accounting for other variables, they do not have a unique relation with academic achievement.

The results from the second regression model, which included interactions between parent-teacher relationship quality and parental sense of competence with inattention and hyperactivity, showed that the interaction between parental sense of competence and inattention was a significant predictor of academic achievement. The interaction showed that parental sense of competence was especially important for children with higher inattention symptoms compared to those with lower inattention symptoms. As mentioned previously, parental sense of

competence has been shown to be a strong predictor of academic achievement (Fan & Chen, 2001). The current study extends these results to children with a range of inattentive and hyperactive symptoms, and found that parental sense of competence is a more significant predictor of academic achievement for children with higher levels of inattention.

The findings suggest that parental perceptions of their competence in helping their child with school may be of more importance than the actual involvement between parents and teachers. In other words, perhaps it is more about how effective parents' believe they can be in helping their children succeed, rather than how they are actually involved in their child's education. In the future, more emphasis could be on parents' sense of efficacy, and increasing it to increase their involvement in school. It might be that parent-reported involvement does not capture the entire facet of involvement in school, and that the findings are based on parent's perceptions of their own competence. Teacher reports might be able to get a more objective measure.

Limitations

The study had some limitations. The method used was parent-report for all of the measures, and therefore may have a mono-method bias. In addition, the questionnaire relied on self-report, in which participants may or may not answer truthfully to all of the questions. This research study was correlational and therefore causal relationships cannot be determined from the data. Thus, parents may believe they are more competent because their child is doing well in school, or it could be that their child is doing well in school because their parents feel more competent and are, in fact, more competent. A researcher clearly cannot conduct an experimental study and randomly assign children to parents with more or less involvement in school. However, future studies could assign families to parental involvement trainings similar to

Pfiffner et al.'s (2014) research in improving behavioral symptoms to see if improvements in parent involvement are accompanied by improvements in academic achievement, inattention, or hyperactivity.

Conclusion

Future studies could get a better idea of children's symptoms, parent-teacher relationships, and parental involvement by getting reports from children and their teachers as well as their parents. By getting more of a complete view of a child's life, stronger conclusions could be drawn. This would be especially important for children with higher levels of inattentive and/or hyperactive symptoms because to be diagnosed they must show these symptoms across settings (American Psychiatric Association, 2013). Thus teachers and parents both need to be involved in diagnosis and treatment to promote positive outcomes for students. Based on the results of this study parental sense of competence would be a good aspect of parental involvement to target in future interventions, especially for children who are high on inattentive symptoms. In addition, inattention seemed to be of greater importance for academic achievement compared to hyperactivity so it could be helpful to focus more on interventions that address inattention more so than hyperactivity.

Table 1. Descriptive Statistics for Variables

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Standard Deviation
Inattention	348	1.00	4.00	1.81	.62
Hyperactivity	348	1.00	4.00	1.71	.60
Sense of competence	348	2.73	5.91	4.77	.66
Parent-teacher relation	348	1.50	5.50	3.61	.73
Parent-focused role	347	2.25	6.00	4.84	.69
School-focused role	348	1.00	5.67	3.82	.86
Invitations from school	348	2.36	6.00	4.85	.78
Academic achievement	348	1	10	8.07	1.43
Socioeconomic status	333	.44	7.87	3.14	1.63

Table 2. Correlations among Variables

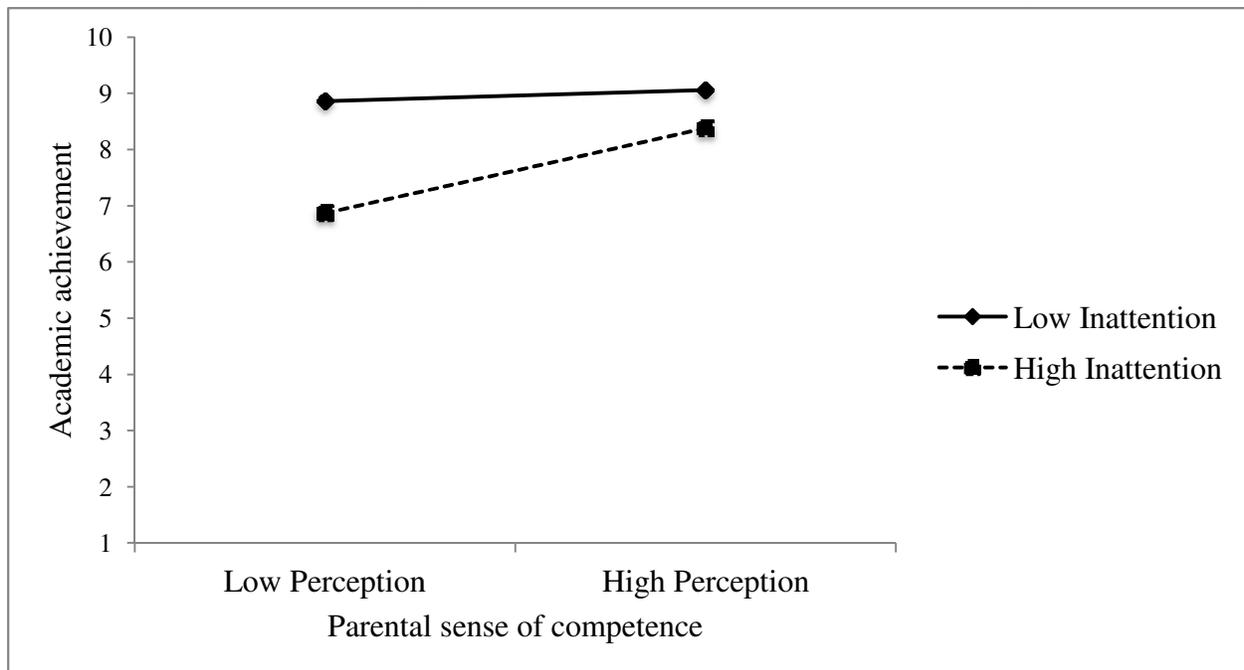
	Inattention	Hyperactivity	Sense of Competence	Parent-teacher relation	Parent-focused role	School-focused role	Invitations from school	Academic Achievement
Inattention	1							
Hyperactivity	.846**	1						
Sense of competence	-.474**	-.448**	1					
Parent-teacher relation	.121*	.159**	-.002	1				
Parent-focused role	-.144**	-.135*	.522**	.382**	1			
School-focused role	.098	.121*	-.183**	.250**	.043	1		
Invitations from school	-.299**	-.314**	.500**	.224**	.556**	.012	1	
Academic achievement	-.479**	-.400**	.501**	-.047	.210**	-.083	.225**	1

Notes. ** Correlation is significant at the .01 level, * Correlation is significant at the .05 level

Table 3. Regression results for predicting academic achievement

	Model 1			Model 2			Model 3			Model 4		
	b	SE	Beta	b	SE	Beta	b	SE	Beta	b	SE	Beta
Intercept	7.713**	.171		9.753	.262		5.220* *	.822		7.217**	1.743	
Socioeconomic status	.113**	.048	.128	.091**	.043	.103	.120**	.040	.136	.111**	.040	.125
Inattention				-1.140**	.210	-.490	-.840**	.201	-.361	-2.035**	.878	-.876
Hyperactivity				.047	.217	.019	.172	.207	.072	.417	.295	.173
Sense of Competence							.915**	.141	.414	.112	.305	.051
Parent-Teacher							-.019	.103	-.010	.363	.263	.184
Parent-focused role							-.032	.134	-.015	.011	.133	.005
School-focused role							.044	.080	.026	.040	.079	.023
Invitations from School							-.131	.108	-.070	-.098	.108	-.053
Sense of Competence x Inattention										.465**	.215	.829
Sense of Competence x Hyperactivity										-.057	.194	-.153
Parent-Teacher x Inattention										-.288	.217	-.562
Parent-Teacher x Hyperactivity										.049	.197	.136
R ²			1.6%			24.1%			34.9%			37.4%

Figure 1. Relation between parental sense of competence and achievement at different levels of inattention symptoms



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