

## The Role of Special Education Teachers in the Understanding and Acceptance of Attention-Deficit/Hyperactivity Disorder (ADHD) as Perceived by Parents: A Basis for Parent-Teacher Collaboration Program

Maria Roxanne De Leon<sup>1</sup>, Katrina Gamboa<sup>1</sup>, Francis Joel Lacson<sup>1</sup>, Joana Crystal Maniacup, and Elmark Rodigero<sup>1</sup>

### Abstract

One of childhood's most prevalent neurodevelopmental disorders is attention deficit hyperactivity disorder (ADHD), which has been given a more precise definition and proper classification. Parental involvement has been seen by society in general and educators in particular as a key element in the solution to many educational problems because the idea that it positively affects students' academic achievement is so intuitively appealing. Collaboration between parents and teachers is the first step in the academic development of students with ADHD. According to several researchers, students with ADHD with good parental and education relationships perform significantly better academically. According to a study, working with parents and instructors of students with ADHD will help establish acceptable target symptoms and functional outcomes to direct are. The information provided to parents during parent-teacher conferences on their child's academic progress is very effective. According to the parents' responses, one benefit of parent-teacher collaboration is that it helps them monitor their kids. For instance, the intervention teachers' role in helping parents of students with ADHD understand and accept ADHD significantly influences parents, which is one benefit of parent-teacher collaboration. Because they know the advantages and disadvantages of parent-teacher collaboration, teachers will know what to do and what to avoid.

### Introduction

Attention deficit hyperactivity disorder (ADHD) is a common neurodevelopmental disorder most frequently diagnosed in children. It is a condition that affects a young child's behavior and learning, causing children with ADHD to have difficulty concentrating and be impulsive, and overactive. To diagnose ADHD, the child must take a full, detailed physical examination, including hearing and vision tests. These tests can only be performed under the guidance of a specialist, who will make a full, detailed assessment by collecting much information about the child and the parents of the student with ADHD. There are no known causes for ADHD, but most theories suggest it is an inherited neurodevelopmental disorder. In addition to genetics, drugs, and a lack of early attachment, other possible causes include differences in brain anatomy, electrical activity, metabolism, and neurophysiology. If a baby does not bond with their parent or caregiver or experiences trauma related to the attachment, this can affect their ability to focus and pay attention.

A child with ADHD symptoms may frequently fidget with their hands, feet, or squirm in their seat, leave their seat in class or other settings where remaining seated is expected, run around or climb excessively in inappropriate situations, have difficulty playing or participating in leisure activities quietly, talk more than usual, answer questions before they have been fully answered, struggle with waiting their turn, and have other symptoms. According to Miller and Hinshaw (2012), behavior therapy is the only consistently evidence-based intervention for ADHD besides medication. Behavioral treatments typically involve interventions with parents, teachers, and the child. Specific components of behavioral interventions for ADHD include direct contingency management and clinical behavior therapy. When difficulties develop, teachers or counselors use direct contingency management, immediately thanking students for their efforts and enacting appropriate sanctions. Parent training on behavior management, positive parental attention, rewards for appropriate

<sup>1</sup> Bachelor of Special Needs Education, Institute of Education, Arts and Sciences

behavior, and negative consequences for misbehavior, as well as teacher training on issues like the use of prompts and rewards in the classroom, are among the more frequently used clinical behavior therapy procedures.

Teachers play a vital role in handling students especially those students with special needs. Teachers develop presence and relationship with their students by sustaining their needs. Special Education teachers' responsibilities and roles are interpreting, adapting teaching, interpreting, teaching sign language, encouraging and motivating students, and communicating with parents. SPED teachers must engage with the students' guardians to acquire more involved assistance. will act as a guide for them going forward. IEPs (Individual Educational Plans) are also used by teachers to organize their plans. We may deduce from these adjustments that it is a systematic procedure that gradually assists everyone in adapting and executing everything properly while eliminating the need for struggle (Magsambol, 2020).

Parents who practice mindfulness have improved their child's performance. Compliance, but probably not enough to make a significant difference in the mother-child relationship in the short term. There were clear increases in the children's compliance levels when compared to baseline during their mother's mindfulness training, but these were followed by even larger increases after the children received the planned mindfulness training. Mindfulness training for children improved mother-child interactions to the point where both mother and child gradually became rooted in natural communities of reinforcement and their transactions shifted from a somewhat negative to a positive pathway Dawson, et.al (2016).

Parents of students with ADHD had more knowledge about the behavior of their children. However, they needed additional information to assist their children at home and the instructor at school. All of the parents discussed difficulties with their children's academic performance, which they rated as one of the most pressing concerns. They were apprehensive about high school education, which would be more difficult. Their child's

academic issues included challenges with reading, spelling, and math learning. Teachers and parents tended to collaborate. When their child had a difficulty at school, the teachers called the parents. This study brought to light that many instructors and parents recognized the importance of working with an educational team. The majority of instructors and parents agreed that students with ADHD need a companion. They believed that having a good collaboration between Parents-Teachers had a positive influence on their behavior. The majority of teachers and parents agreed that children with ADHD who had considerable peer support in class performed better. The importance of investigating the Increasing family involvement in their child's academic life is a benefit of improving parent training for children with ADHD. FSS is a novel, integrative psychosocial intervention for children with ADHD that combines components of effective interventions to improve children's behavioral and academic functioning at home and at school (e.g., behavioral parent training, daily report card, and conjoint behavioral consultation) (Power et al., 2012).

This study aims to identify the roles of special education teachers in the understanding and acceptance of parents towards attention deficit hyperactivity disorder: a basis for parent-teacher collaboration program. This study will develop a program for teachers to help parents accept their child's attention deficit hyperactivity disorder diagnosis. The researchers will conduct one-on-one interviews with parents who went through a denial period after their child was diagnosed with attention deficit hyperactivity disorder. This is significant because it will help identify common issues that parents face while embracing the idea that their child has attention deficit hyperactivity disorder, as well as how special education teachers can assist them in overcoming these obstacles. This study will help parents better understand their child's situation and how Special Education Teachers might help the child's symptoms subside for greater academic performance. The child's behavioral troubles also substantially impact the parent's marriage and social lives, increasing the possibility of hostile parental attitudes and feelings toward the child (Sollie et al., 2016). Additionally, according to the study of

Akcinar & Baydar (2016), problems may arise if family members cannot provide social assistance.

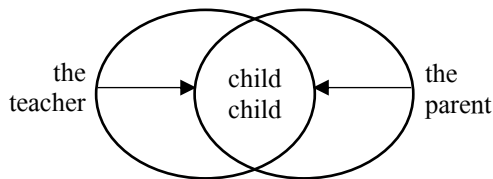
This study aims to determine the roles of Special Education teachers in the acceptance and understanding of parents towards ADHD:

1. Determine how the teacher helps in the understanding of parents towards ADHD
2. Identify how the teacher helps in the acceptance of parents
3. Develop program that may strengthen parent-teacher partnership.

**Research Questions**

1. How does the teacher help in the understanding of parents towards ADHD?
2. How does the teacher help in the acceptance of a parents to ADHD?
3. How to develop program that may strengthen parent-teacher partnership?

**Figure 1. Theoretical Framework**



The paradigm discusses the research on parent-teacher partnerships, including the following elements that have an impact on the growth of successful relationships: (1) the level of cultural and value compatibility between teachers and parents, (2) societal forces affecting family and school, and (3) how teachers and parents view their respective roles. The report then provides a theoretical framework that educators might utilize to enhance parent-teacher relationships. This paradigm is based on the ecological systems approach of Bronfenbrenner, the social systems perspective of Getzels, the work on the parental role by Katz, Hoover, and Dempsey, and the typology of parental engagement developed by Epstein. The ecological systems theory developed by Bronfenbrenner is one of the most well-known explanations for how social context affects human development. This theory contends that every aspect of life is influenced by the environment in which an individual is raised.

Getzels believes that institutions can help define a social system. These institutions are then defined by the goals they serve. The specific tasks that an institution must complete are determined by the ends, which are then paired with specific roles.

According to the Hoover-Dempsey-Sandler model, parent involvement, as described at each stage of the process, influences and, to some extent, predicts student outcomes. Student Achievement Attributes: Academic Self-Efficacy, Intrinsic Motivation to Learn.

**Figure 2. Conceptual Framework**

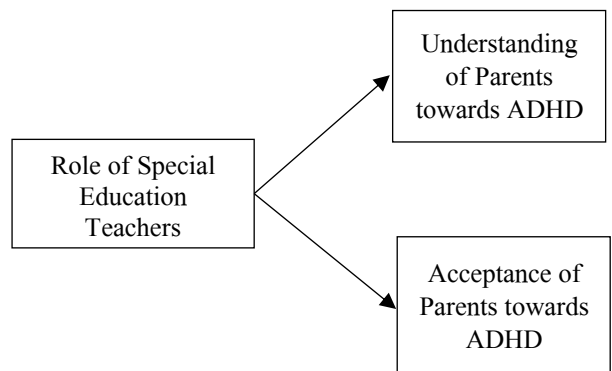


Figure 2 depicts the role of special education teachers and parental acceptance of ADHD as well as parental understanding of ADHD.

If teachers are skilled enough to explain ADHD sensibly, they can assist parents. When a knowledgeable teacher talks about ADHD with an uninformed colleague or parent, the dialogue takes on a very different tone than when an uninformed teacher talks about ADHD with an uninformed colleague or parent. This is why teachers must first educate themselves. They can then assist others understand ADHD better (Walker, 2012).

Teachers play an important role in the diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) in students because they are frequently the first to identify ADHD-related behaviors in children and alert parents to them. Teacher selectivity in labeling students with ADHD is investigated by taking into account the effect of teachers' perceptions of students' cognitive abilities on the likelihood that teachers will label students with ADHD. More

specifically, the effect of a teacher's perception of a student's cognitive capacities on the relationship between a teacher's perception of ADHD-related behaviors in a student and the actual suspicion of ADHD in a student is investigated (Degroote, Brault and Houtte, 2022).

## Method

### *Research Design*

The researchers chose qualitative research methodology to investigate the factors that prevent parents from accepting and understanding ADHD. The goal of qualitative research is to gain a thorough understanding of social phenomena in their natural setting. It is based on first-hand observations of humans acting as meaning-making agents in their daily lives and emphasizes the "why" of social occurrences rather than the "what." Diverse inquiry systems are used by qualitative researchers to investigate human phenomena rather than depending just on logical and statistical methods (Busseto, 2020). The researchers suggest using a descriptive research design. A descriptive research design is a type of research design that seeks data to systematically describe a phenomenon, situation, or population. A descriptive study design is advised by the researchers. A descriptive research design gathers information to systematically characterize some phenomena, circumstance, or population (Busseto, 2020). Instead of addressing the why, it explicitly helps with the what, when, where, and how questions about the study challenge. This study design will help researchers reach their objectives and provide answers to their research questions.

### *Research Locale*

The research locale is Pampanga. According to an article named Philippine cities, Pampanga is a fast-growing urban center in Central Luzon. Pampanga has a bright economic prospect. It is also conveniently located in the country's largest agricultural region. The researchers choose this location because it is the best possible city for gathering information because there are numerous special education school in Pampanga. This study focuses on parents who are dealing with children who have been diagnosed with ADHD. During the

second semester of the academic year 2022–2023, this study was conducted.

### *Population and Sampling*

Purposive sampling, also known as judgmental, selective, or subjective sampling, is a type of non-probability sampling in which researchers rely on their own judgment when selecting members of the population to participate in their surveys. Participants must be 18 years old or older, parents who were in denial when their child was diagnosed with ADHD, any gender is acceptable, and finally, they must be willing to participate in the research study. The researchers had 10 respondents from different places and cities in Pampanga.

### *Research Ethics*

Ethical considerations in conducting this research and gathering data are as follows:

1. Voluntary Participation, the participants have the option to opt in or out of the study at any time.
2. Confidentiality means that the researchers know who the participants are, but you keep that information hidden from the rest of the world. The researchers anonymize personally identifiable data so that no one else can link it to other data.
3. Informed Consent means that participants understand the study's purpose, benefits, risks, and funding before agreeing or declining to participate.
4. Physical, social, and psychological harm, as well as all other types of harm, are kept to an absolute minimum.
5. The researchers make sure that their work is original, without of research misconduct such as plagiarism, and that the results are appropriately represented.
6. The researchers are not aware of the identities of the participants. No personally identifiable information is gathered.
7. During the interview, the respondents had their freedom if they do not want to open their cameras.

### *Research Instrument*

In order to obtain significant results, this study will use researcher-made questionnaires to collect both subjective and objective data from the participants.

The researchers will also look for expert who can validate the content of the questionnaires. The questions will be open-ended questions.

### ***Data Collection***

Following the completion of the questionnaire, the researchers obtain parental permission, this will be emailed to our target respondents and then wait for the approval. Then, the researchers will set schedule for the interview of each participant. The researchers will set schedule for the one-on-one session for their confidentiality. The session will be recorded through online and the participants will be informed. If assistance is required to answer the administered questions, it will be offered. The researchers also resort in posting in the social media, particularly in Facebook private group of parents of those children diagnosed with ADHD to collect respondents. Data saturation, as defined by Sandra L. Faulkner and Stormy P. Trotter (2017), is the stage of a research project when no fresh information is found through data analysis, and this redundancy alerts researchers that data collecting may end. When a researcher claims that the data is saturated, they can be reasonably confident that more data collection would yield equivalent results and support emerging themes and conclusions. When researchers can state that they have obtained enough data to carry out their research objective, they should explain how, when, and to what extent they attained data saturation.

The reliability of outcomes is the foundation of good qualitative research. Member checking, also known as participant or respondent validation, is a technique for determining whether or not results are credible. Participants are given data or outcomes to check for accuracy and relevance with their own experiences. In a list of validation approaches, member checking is frequently discussed. This simplified reporting may overlook the method's value. The reliability of outcomes is the foundation of high-quality qualitative research. Member checking, also known as participant or respondent validation, is a technique for determining whether or not results are credible. Participants are given data or findings to assess for accuracy and resonance. Particularly when conducting qualitative research, saturation has achieved broad support as a methodological guideline. Researchers aim to

clarify The Role of Special Education Teachers in the Acceptance of Parents Towards ADHD: A Basis for Parent-Teacher Collaboration Program in this study. In our qualitative research, we employ saturation as a criterion for stopping data collection and/or analysis. When researchers hear the same comment again and again in questionnaires and interviews, they have reached data saturation. It's then time for the researchers to cease collecting data and begin analyzing what they've gathered.

### ***Data Analysis***

The research objectives are to recognize the role of special education teachers to the understanding and acceptance of parents towards ADHD. The process of converting gathered data or observations into a collection of meaningful and comprehensible categories is referred as "coding" data. Coding is a systematic explanation of the recorded or observed phenomenon provide through the process of summarizing and representing the data (Allen, 2017). In the coding process, the data will process by selective coding, in this process the data will emerge in one category to be the core category and relate it to other categories. The research objectives will analyze through thematic analysis by searching or evaluating a set of data findings to report patterns in the data. According to Crosley (2021) thematic analysis is highly beneficial, particularly when looking for subjective information such as a participant's experience, views, and opinions, it can be used to divide and categorize large amounts of data in a way that makes it far easier to digest. The data produce by thematic analysis will undergo to manual coding.

### **Results**

In this section, the results are displayed based on the responses of the respondents, and themes are also developed.

### ***The Roles of Teachers in the Understanding of Parents Towards ADHD***

#### ***Providing Parent-Teacher Conferences (PTC)***

The respondent claimed that during parent-teacher conferences, the teacher helped the parent realize that there is nothing different about ADHD. The teacher always advises parents on how to handle this kind of case, especially when hyperactivity

occurs, and encourages them to accept their child's condition. Parent-teacher conferences give parents an update on their children's academic development and growth based on observations made by the teacher in the classroom. The parent claims, the teacher encourages and keeps reminding them that there is absolutely nothing wrong with the ADHD diagnosis, the teacher helping them to accept their child's condition. Also, in order to enhance children's learning, teachers also learn from parents about the capabilities and requirements of the students.

*"Itong first na parent-teacher conference naming, parehas kami ni teacher na hindi pa masyadong aware tapos itong second (conference), nagsabi si teacher na 'yong anak ko sumusunod naman kahit papaano. Tapos sila teacher mayroon silang gagawing assessment sa school para mabigyan ng proper strategy sa pag-aaral nya."* – Respondent 2

*"In our first parent-teacher conference, the teacher and I were the same who were not very aware yet, then on the second (conference), the teacher said that my son can follow (in his activities), and then the teacher said, they will provide an assessment in school so they can provide the proper strategy for his studies."* – Respondent 2

*"They explain to us, properly, that's how it's gonna work and how the processes will be and they really help us."* – Respondent 4

*"Kinausap ako ng teacher tungkol sa pagbibigay ng assessment."* – Respondent 8

*"The teacher talked to me about giving an assessment."* – Respondent 8

### ***Roles of Teachers in the Acceptance of Parents Towards ADHD***

Parent-teacher collaboration has a significant impact on my acceptance and understanding of ADHD. Since teachers are aware of this condition, teachers explain and update us on the development, strengths, and weaknesses of our child with ADHD through seminars and meetings. Parent-teacher conferences helped us understand that there is nothing different to children with ADHD because they provide us parents with excellent advice on

how to help our children improve their academic performance in school. Parent-teacher conferences are a great opportunity to enhance communication between home and school, keep parents updated on their kids' academic and social development, and create collaborative plans that will ultimately benefit all of the students (Teacher Vision, 2019). Therefore, parent-teacher conferences are beneficial for the students. It is encouraged for parents and teachers to discuss the child's academic performance. Both the teacher and the parent release more information on the child's progress at school, recognizing both the child's areas of strength and need for development. Parents also give an update on the child's performance at home. The academic success of children has been shown to be significantly influenced by parental involvement in the school. Parental participation boosts academic performance and increases students' motivation to learn. It also helps enhance pupil's behavior in classroom. Students feel more motivated in their classrooms when parents and teachers communicate with one another. Participation of parents, particularly at parent-teacher conferences, enhances teachers' performance. Better parent-teacher communication helps parents realize the effort and challenges teachers encounter, which in turn helps teachers feel appreciated. A strong relationship between parents and teachers improves the curriculum and influences students' learning. An increasing academic partnership that seeks to improve students' educational performance is teacher-parent collaboration. In fact, instructors are increasingly involved in working with parents to promote educational results in terms of teaching students (Ellis, 2012). Parents and teachers are expected to be partners in maximizing student learning. In creating learning communities, parent-teacher collaboration has an impact on how students are raised, especially if parents and teachers share common goals for student development (Curwin, 2012).

The socioemotional functioning of children is shaped by parental emotion-related socialization activities, which seem particularly significant for children with attention-deficit/hyperactivity disorder (Smit et al., 2021). By increasing parenting and strengthening the parent-child bond and parent-

child interaction, an evidence-based treatment for oppositional defiant disorder, has also been proven to reduce comorbid child internalizing symptoms and parenting stress (Tuscano et al., 2016; Gonring et al., 2017). The analysis's findings are shown in this section wherein how the parents fully accept their child has ADHD. Following a number of parents' interview responses, the parents believe providing positive remarks and acceptance is the factor that helps them to fully accept their child with ADHD.

The respondent claims that, the teacher helps them in accepting their child's ADHD by providing parents with more knowledge on how to deal with a child who has ADHD. In order to ensure the student's academic achievement, the teacher involves parents by working with a team to discuss the areas where the child needs to improve. Teachers can use parent-teacher conferences as an excellent opportunity to help parents accept their children's ADHD. One of the first thing that parents must understand is the importance of helping their child live a fulfilling life and accepting that their child has ADHD. The respondent claimed that through meetings, it helps them to surpass the denial phase and accept their child's attention deficit hyperactivity disorder.

*"Mahalin mo ang iyong anak kailangan mong tanggapin sila ng buo para matulungan sila."*  
– Respondent 4

*"Love your child you have to accept them fully to help them."* – Respondent 4

*"His teacher told us that he is about to drop out, and then, that's the time that he we went to the doctor and bring him in a special school."*  
– Respondent 4

*"Sinabi 'nong teacher na kapag maikli 'yong pasensya natin, hindi natin alam na nasasaktan na natin sila, kapag gan'on 'yong nagiging sitwasyon, kailangan natin silang mahal in at kailangan natin silang tanggapin."* – Respondent 3

*"The teacher told us that if your patience is short, you can really hurt them; and when the situation is*

*really like that, we need to love and to accept them."*  
– Respondent 3

*"Actually, na accept ko naman na talaga 'yong sitwasyon ng anak ko, gusto ko lang ma manage ito ng mas maaga kaya nakakatulong talaga saakin 'yong parent-teacher conferences para sa mag maagang interbensyon."*  
– Respondent 2

*"Actually, I totally accepted the situation of my child, I just want to manage it earlier, that's why parent-teacher conferences are really helpful for early intervention."* – Respondent 2

*Ipinaliwanag ng guro tulad ng pag update sa kondisyon at pag-unlad ng anak namin, kung ano 'yong mga bagay na kailangan pa niyang improve, kung ano 'yong mga kailangan pa niya, at hinihikayat nila kami".* – Respondent 4

*"The teacher explains to us like they update us in our child's development, in his weakness and what he needs, and they encourage us."* – Respondent 4

*"Mahalin mo ang iyong anak, kailangan mong tanggapin sila ng buo para matulungan sila."* – Respondent 4

*"Love your child, you have to accept them fully to help them."* – Respondent 4

*"Ang mga taong may ADHD ay matalino katulad ni Albert Einstein at maraming magiging matagumpay sa kabila ng kanilang kondisyon."* – Respondent 6

*"People with ADHD is a smart person like Albert Einstein and many successful in spite of their condition."* – Respondent 6

*"Ang mga batang may ADHD ay biyaya, sila ay normal."* – Respondent 3

*"Those children who has ADHD are a blessing, they are normal."* – Respondent 3

### ***Teachers Exhibiting Understanding Towards ADHD***

According to the parents, there are instances where the teacher provides advice to give them assurance, according to them the teacher advises them to give time first to themselves and their child before dealing with the hyperactivity of their child. This advice gives them the feeling of comfort especially if there are a lot of thoughts running in their mind. The parents also state that the actual plan of the teacher helps them, the teacher shows them how they deal the students with ADHD in their school. These statements show the SPED teachers possessed awareness and understanding to deal students with ADHD in school that helps the parents to overcome the challenges of being a parent of students with ADHD. Teachers' perceptions of ADHD-affected learners are influenced by their level of ADHD-related knowledge. Teachers' attitudes towards ADHD are known to affect their behavior in the classroom (Leavett, 2018). Moreover, most teachers reported being confident or very confident in their abilities and want to learn more about ADHD may have contributed significantly to increased willingness to pay attention and engage in the training program session of student with ADHD (Melhem, 2020; Akram et al., 2009). Along this section, the result of the study shows how the teachers help the parents overcome the challenges of being a parent of a student with ADHD. Based on the interview responses of different parents, they say the SPED teacher awareness and understanding to meet the needs of a student with ADHD is the main factor that helps them to overcome the challenges of being a parent of students with ADHD.

*"Ipinakita ng guro na mayroon silang kasanayan o mga bagay na makakatulong sa aking anak na maglabas ng enerhiya kapag nagkaroon ng hyperactivity."* – Respondent 2

*"The teacher shows they have a practice or things that can help my child to release energy when hyperactivity happens."* – Respondent 2

*"Ibinahagi ng guro ang kanyang kaalaman na makakatulong sa akin kapag nangyayari 'yong hyperactivity.'" – Respondent 2*

*"The teacher showed that she has knowledge that can help me on how to handle my child if hyperactivity happens."* – Respondent 2

*"Masaya ako kasi tinutulungan ako ng guro kung papano siya haharapin."* – Respondent 7

*"I was happy because the teacher helps me on how to handle him."* – Respondent 7

*"Ipinaliwanag sa amin ng maayos, katulad na lamang kung paano 'yong proseso at tinutulungan nila kami'."* – Respondent 4

*"They explain to us properly, like how it's gonna work and how the processes will be and they really help us."* – Respondent 4

### **Discussion**

This research entails the following implications:

First, the results show that children are showing signs of ADHD through their behavior inside the classroom. It is characterized by difficulties controlling behavior that is inappropriate for the person's age, difficulties paying attention, or excessive activity (Sharmila, 2013). Answering our follow up questions, respondents also answer the positive reinforcement to students with ADHD. Positive reinforcement is extremely effective at improving the behavior of children with ADHD and academic performance (Romadona et al., 2016).

Second, (Parent - teacher conference/collaboration) Parent-teacher conferences are indeed an excellent step towards achieving communication between the parents and the teacher, it informs parents about their children's academic and social growth, and builds cooperative strategies that will primarily benefit all of the students (Teacher Vision, 2019). The conclusion acknowledges the benefits of a parent teacher conference helps to make awareness towards ADHD. Collaboration between parents and teachers while forming learning communities affects how kids are brought up, especially if they have similar objectives for students' progress (Curwin, 2012).

Then, teachers can play a key role in identifying and supporting students with ADHD. The teacher's



ability to initiate, maintain, develop positive and supportive relationships can promote awareness and understanding (Ewe & Aspelin, 2021). The conclusion indicates that the teacher's duty includes assisting the parents of students with ADHD in understanding and accepting ADHD. Teachers must have precise knowledge of ADHD in order to fulfill this crucial job (Alkahtani, 2013).

Furthermore, according to Michael Chen et. al (2018) The notion that parental involvement has a positive influence on students' academic achievement is so intuitively appealing that society in general, and educators in particular, have regarded parental involvement as an important component in the solution to many educational problems. However, the vast majority of the literature in this field is qualitative and non-empirical. There appear to be significant inconsistencies among the empirical studies that have investigated the issue quantitatively. To synthesize the quantitative literature on the relationship between parental involvement and students' academic achievement, a meta-analysis was performed. The findings show a small to moderately significant relationship between parental involvement and academic achievement. Furthermore, Parental involvement is critical in pushing public school systems to higher standards. Furthermore, research indicates that involving parents in the school curriculum can provide alternative opportunities for children to succeed academically. (Sandra Machen, et.al, 2015).

Lastly, inclusive education entails having all students in the same schools and classrooms. It means real learning opportunities for groups who have traditionally been excluded not only children with disabilities, but speakers of minority languages too (Hardy & Woodcock, 2014). The result shows that inclusive systems help the parents and teachers to value the education of students with ADHD. It functions by ensuring that every child has an equal opportunity to attend school, learn, and acquire the skills necessary for success. In short, implementing inclusive education is not about increasing the educational budget; but about continuous, systemic, and sustained transformation of educational design, cultures, and values (Schuelka, 2018).

## Conclusion

The participant responses were carefully analyzed, and the following findings were formed:

According to the respondents' definitions of attention deficit hyperactivity distention Deficit Hyperactivity Disorder (ADHD) has been given a clearer definition and properly order, it is one of the most common neurodevelopmental disorder of childhood. The characteristics of ADHD, according to them, include children who are aggressive, have trouble focusing, are restless, energetic, and act impulsively.

Parent-teacher conferences are very effective in educating parents about their child's academic development. According to the parents' responses, one advantage of parent-teacher collaboration is that it aids them in monitoring their children by, for example, describing how the intervention process will operate and how it will benefit the children. While this might be very beneficial for some parents and teachers, it can make some parents feel excluded if they are unable to get involved in a traditional way because of their busy schedules. Parents who are unable to attend conferences are unaware of how their children's behavior inside the classroom.

It demonstrates that teachers' role in developing positive awareness among parents of students with ADHD in understanding and accepting ADHD has a big impact on parents. According to the findings of the study, the role of the sped teacher to parents of students with ADHD is to impart knowledge that leads to an understanding of ADHD in the classroom and provide interventions for the children to help them to assess their children at home. Also, parents provide an update on how their child is doing at home. Parental involvement in school has been proven to have a major impact on children's academic progress. Parental involvement improves academic performance and raises students' desire to learn. Also, it improves student conduct in the classroom.

It is significant that parental involvement is the key in providing alternative activities for children with ADHD to succeed academically.

The teacher will be knowledgeable about the best course of action and things to avoid as a result of understanding the benefits and drawbacks of parent-teacher collaboration. However, getting excessively involved can result in you interfering with a child's affairs too frequently. Also, having a parent participate in class may not be acceptable to all teachers. Some children's parents' presence can be overly distracting, which can result in lack of concentration or behavioral issues.

Inclusive education is beneficial to parents and teacher collaboration of students with ADHD. Particularly children in inclusive environments are self-contained in special education classrooms. When educated in inclusive environments, students can apply behavioral intervention principles to wider, more general academic and social settings as they interact with peers without disabilities, leading to improved academic performance, social functioning, and behavioral outcomes. A more inclusive educational environment might help students feel more confident and good about themselves. All students can feel seen and valued through inclusive education by creating a welcoming and encouraging learning environment. This is true regardless of a student's abilities or differences. An inclusive educational environment might help students feel more confident and good about themselves. No matter their abilities or differences, inclusive education can make all students feel noticed and valued by fostering a friendly and encouraging learning atmosphere. Respondents indicated that the inclusive classroom environment helps them feel like their child belongs. Also, teachers now have a greater awareness of the unique traits of each pupil. However, it also has disadvantages. In an inclusive classroom, some children would feel inferior to their non-disabled classmates, which would reduce their self-esteem and make it difficult for them to focus on their academic work. One of the respondents claimed that they are the ones who inform the teacher of their child's disorder of this kind, while other respondents claimed that some teachers are also unaware of the intervention that will be offered. The study comes to the conclusion that certain teachers lack enough psychological preparedness regarding impairments. There is also the issue of parents' negative attitudes toward their

healthy children studying alongside children who have specific disabilities.

## References

- ADHD remission, inclusive special education, and socioeconomic disparities. *SSM - Population Health*, 8, 100420. <https://doi.org/10.1016/j.ssmph.2019.100420>
- Alkahtani, K. D. F. (2013). Teachers' Knowledge and Misconceptions of Attention Deficit/Hyperactivity Disorder. *Psychology*, 4(12), 963–969. <https://doi.org/10.4236/psych.2013.412139>
- Anderson, D. L., Watt, S. E., Noble, W., & Shanley, D. C. (2012). Knowledge of attention deficit hyperactivity disorder (ADHD) and attitudes toward teaching children with ADHD: THE role of teaching experience. *Psychology in the Schools*, 49(6), 511–525. DOI: 10.1002/pits.21617
- Anhalt, K., McNeil, C. B., & Bahl, A. B. (1998). The ADHD Classroom Kit: A whole-classroom approach for managing disruptive behavior. *Psychology in the Schools*, 35(1), 67-79.
- Bronfenbrenner. (2020). Bronfenbrenner's ecological system. <https://www.simplypsychology.org/Bronfenbrenner.html>
- Busseto. (2020). Descriptive research definition and examples. <https://www.scribbr.com/methodology/descriptive-research/>
- Chronis-Tuscano, A., Lewis-Morrarty, E., Woods, K. E., O'Brien, K. A., Mazursky-Horowitz, H., & Thomas, S. R. (2016e). Parent-Child Interaction Therapy with Emotion Coaching for Preschoolers with Attention-Deficit/Hyperactivity Disorder. *Cognitive and Behavioral Practice*, 23(1), 62–78. <https://doi.org/10.1016/j.cbpra.2014.11.001>
- Claire Yarde-Leavett (2018). Teachers' knowledge of and attitudes towards ADHD in the Western Cape, <https://www.psychology.uct.ac.za/sites/default/file>

s/image\_tool/images/117/Logos/thesis/Claire%20Yarde-Leavett%20Thesis%202018%20.pdf

Crosley, J. (2021). What (Exactly) Is Thematic Analysis? A Plain-Language Explanation & Definition <https://gradcoach.com/what-is-thematic-analysis/> Coding of Data. (2017). *The SAGE Encyclopedia of Communication Research Methods*. DOI: 10.4135/9781483381411.n63

Cobrador, J., Denosta, R., Gayatin, D., and Gazo, M. (2020). Teacher's Experiences in Dealing with ADHD students. DOI: 10.1111/cch.12448

Curwin, R. (2012). Parents and Teachers: The Possibility of a Dream Team. *Edutopia.org*./R. Curwin URL: <http://www.edutopia.org/blog/parent-teacher-collaborationrichard-curwin>. Текст: электронный.

Daley, D., & Birchwood, J. (2010). ADHD and academic performance: why does ADHD impact on academic performance and what can be done to support ADHD children in the classroom?. *Child: care, health and development*, 36(4), 455-464.

Dawson, A. E., Wymbs, B. T., Marshall, S. A., Mautone, J. A., & Power, T. J. (2016). The role of parental ADHD in sustaining the effects of a family-school intervention for ADHD. *Journal of Clinical Child & Adolescent Psychology*, 45(3), 305-319.

DuPaul, G. J., Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory into practice*, 50(1), 35-42.

Dawson, A. E., & Wymbs, B. T. (2016). Validity and Utility of the Parent-Teacher Relationship Scale-II. *Journal of Psychoeducational Assessment*, 34, 751-764. DOI: 10.1177/07342829156270

Ewe, L. P., & Aspelin, J. (2021). Relational competence regarding students with ADHD – An intervention study with in-service teachers. *European Journal of Special Needs Education*, 37(2), 293-308. <https://doi.org/10.1080/08856257.2021.1872999>

Ewe, L. P. (2019). ADHD symptoms and the teacher-student relationship: a systematic literature review. *Emotional and Behavioural Difficulties*, 24(2), 136-155.

Kim, M., King, M. D., & Jennings, J. (2019). DOI: 10.1080/13632752.2019.1597562

Garry Hornby & Ian Blackwell (2018). Barriers to parental involvement in education: an update, *Educational Review*, 70(1), 109-119, DOI: 10.1080/00131911.2018.1388612

Gazala Akram, A.H. Thomson, A.C. Boyter & Marion McLarty (2009). ADHD and the role of medication: knowledge and perceptions of qualified and student teachers, *European Journal of Special Needs Education*, 24(4), 423-436, DOI: 10.1080/08856250903223088

Getzel's Social System Theory. <https://www.theclassroom.com/getzels-social-systems-theory-12079507.html> Busseto. (2020). Qualitative research definition. <https://www.scribbr.com/methodology/qualitative-research/>

Gonring, K., Gerdes, A., & Gardner, D. (2017). Program for the Education and Enrichment of Relational Skills: Parental Outcomes with an ADHD Sample. *Child & Family Behavior Therapy*, 39(1), 19-42. <https://doi.org/10.1080/07317107.2016.1268003>

Hasan, H. and Tripathi, N. (2014). Teacher's Perception on Children Having Attention Deficit Hyperactive Disorder (ADHD). DOI:10.13140/RG.2.2.31834.13760

Javier, D. R. C., & Jubay Jr, R. P. (2019b). Exploring Parent-Teacher Collaboration to Improve Students' Vocabulary Skills: An Action Research. *International Journal of Linguistics, Literature & Translation*. <https://doi.org/10.32996/ijllt.2019.2.5.22>

Jody Sherman, Carmen Rasmussen & Lola Baydala (2008). The impact of teacher factors on achievement and behavioural outcomes of children with Attention Deficit/ Hyperactivity Disorder

- (ADHD): A review of the literature, *Educational Research*, 50(4), 347-360.  
DOI: 10.1080/00131880802499803
- Landolfi, AM (2014). Inclusive Classroom Communities: Supporting Students with Characteristics of Attention Deficit Hyperactivity Disorder. <https://hdl.handle.net/1807/67035>
- Holz, T., & Lessing, A. (2002). Aid to the teacher to identify the learner with ADHD in the classroom: A literature study. *Educare*, 31(1\_2), 236-250.  
DOI: 10520/EJC31737
- Lundin, L. (2020). Parental narratives online about ADHD. *Social Work in Mental Health*, 18(6), 684-703. DOI: 10.1080/15332985.2020.1838030
- Lincă, F. (2019). Teachers' attitudes toward the inclusion of students with attention deficit/hyperactivity disorder (ADHD). *Journal of Pedagogy - Revista de Pedagogie*, LXVII (2), 47-63. DOI: 10.26755/revped/2019.2/47
- Li Shen, Chunxia Wang, Yuan Tian, Jinjin Chen, Yu Wang and Guangjun Yu (2021). <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.733450/full#h1>
- Machen, S. M., Wilson, J. D., & Notar, C. E. (2005). Parental involvement in the classroom. *Journal of instructional psychology*, 32(1), 13-17.
- Mazmishvili, N., Tavdgiridze, L., & Doborjginidze, D. (2020, January). The challenge of teacher-parent collaboration in Georgia. In *5th International Conference on Social, Economic, and Academic Leadership (ICSEALV 2019)* (pp. 159-165). Atlantis Press.
- Mautone, J. A., Marcelle, E., Tresco, K. E., & Power, T. J. (2014). Assessing the quality of parent-teacher relationships for students with ADHD. *Psychology in the Schools*, 52(2), 196-207. DOI: 10.1002/pits.21817
- Melhem, T. (2020). Efficacy of teachers' in-service training for increasing their knowledge of attention deficit hyperactivity disorder in Eastern Region, Saudi Arabia. *International Journal of Learning, Teaching and Educational Research*, 19(12), 295-312. <https://doi.org/10.26803/ijlter.19.12.16>
- Miller, M., & Hinshaw, M. (2012). ADHD and Treatment. Encyclopedia on Early Childhood Development. <https://docplayer.net/21427260-Adhd-and-treatment-hyperactivity-and-inattention-adhd-meghan-miller-ma-stephen-p-hinshaw-phd-university-of-california-berkeley-usa.html>
- Moore, D. A., Russell, A. E., Arnell, S., & Ford, T. J. (2017). Educators' experiences of managing students with ADHD: a qualitative study. *Child: Care, Health and Development*, 43(4), 489-498. DOI: 10.1111/cch.12448
- Narad, M. E., Garner, A. A., Peugh, J. L., Tamm, L., Antonini, T. N., Kingery, K. M., Epstein, J. N. (2015). Parent-teacher agreement on ADHD symptoms across development. *Psychological Assessment*, 27(1), 239-248. DOI: 10.1037/A0037864
- Paccaud, A., Keller, R., Luder, R., Pastore, G. and Kunz, A. (2021). Satisfaction with the Collaboration between Families and Schools – The Parent's View. Pfiffner, L., Villodas, M., Kaiser, N., Rooney, M., and McBurnett, K. (2013). DOI: 10.1037/spq0000016
- Pelham Jr, W. E., Waschbusch, D. A., Hoza, B., Gnagy, E. M., Greiner, A. R., Sams, S. E., ... & Carter, R. L. (2011). Music and video as distractors for boys with ADHD in the classroom: comparison with controls, individual differences, and medication effects. *Journal of abnormal child psychology*, 39(8), 1085-1098.
- Schuelka, M.J. (2018). Implementing inclusive education. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies Hardy, I., & Woodcock, S. (2014). Inclusive education policies: discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141-164. <https://doi.org/10.1080/13603116.2014.908965>
- Sheridan, S. M., Bovaird, J. A., Glover, T. A., Andrew Garbacz, S., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of

conjoint behavioral consultation and the mediating role of the parent–teacher relationship. *School psychology review*, 41(1), 23-46.

Smit, S., Mikami, A. Y., & Normand, S. (2022). Effects of the Parental Friendship Coaching Intervention on Parental Emotion Socialization of Children with ADHD. *Research on child and adolescent psychopathology*, 50(1), 101–115. <https://doi.org/10.1007/s10802-021-00818-9>

Sollie, H., Mørch, W., & Larsson, B. (2016). Parent and Family Characteristics and Their Associates in a Follow-Up of Outpatient Children with ADHD. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-016-0411-z>

Staff, T. (2019, November 15). Parent-Teacher Conferences: Before, During, and After. TeacherVision. <https://www.teachervision.com/new-teacher-resources/parent-teacher-conferences-during-after>

Tegtmeijer, T. (2019). ADHD as a classroom diagnosis. An exploratory study of teachers' strategies for addressing 'ADHD classroom behaviour'. DOI: 10.1080/13632752.2019.1609271