ASSESSING THE QUALITY OF PARENT–TEACHER RELATIONSHIPS FOR STUDENTS WITH ADHD.

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Family involvement in education, including the quality of family–school communication, has been demonstrated repeatedly to have a substantial effect on child development and success in school; however, measures of this construct are limited. The purpose this study was to examine the factor structure and concurrent validity of the Quality of the Parent–Teacher Relationship, a subscale of the Parent–Teacher Involvement Questionnaire, in a sample of children with attention deficit hyperactivity disorder (ADHD). Participants were 260 parents and teachers of children diagnosed with ADHD in Grades kindergarten to 6. Results provided support for a two-factor model, consisting of separate factors for parents and teachers, and correlational findings provided support for concurrent validity. This measure appears to have utility in assessing parent–teacher relationships and evaluating the effectiveness of family–school interventions.