Association Between Parenting Style and Socio-Emotional and Academic Functioning in Children With and Without ADHD - A Community-Based Study

Sampada Bhide; Emma Sciberras; Vicki Anderson; Philip Hazell; Jan M. Nicholson

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Abstract

Objective:
In a community-based study, we examined parenting style and its relationship to functioning in 6- to 8-year-old children (n = 391; 66.2% male) with ADHD (n = 179), compared with non-ADHD controls (n = 212).

Method:
Parenting style was assessed using parent-reported (93.5% female) measures of warmth, consistency, and anger. Child socio-emotional and academic functioning was measured via parent- and teacher-reported scales, and direct academic assessment.

Results:
Parents reported less consistency and more anger in the ADHD group compared with non-ADHD controls, with no differences in warmth. Parenting warmth, consistency, and anger were associated with parent-reported aspects of socio-emotional functioning for children with ADHD and non-ADHD controls, after adjusting for socio-demographic variables, externalizing comorbidities, and ADHD symptom severity. Parenting style was no longer related to academic functioning and most teacher-reported outcomes after adjustment.

Conclusion:
Generic parenting interventions that promote warm, consistent, and calm parenting may help alleviate socio-emotional impairments in children with ADHD.