

# Parental involvement in the learning of adolescents with and without ADHD

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## Abstract

This study examined parental involvement in adolescents' learning of parents of 108 adolescents 13- to 18-years of age (54 mothers of adolescents with ADHD, 44 mothers of adolescents without ADHD; 42 fathers of adolescents with ADHD and 35 fathers of adolescents without ADHD). Compared to mothers and fathers of adolescents without ADHD, both mothers and fathers of adolescents with ADHD reported lower self-efficacy in their ability to help their teens on the Parent Involvement Project Questionnaire-Modified (PIPQ-M). On the Parental Support for Learning Scale (PSLS), mothers of adolescents with ADHD perceived themselves as being less supportive and having fewer aspirations regarding their adolescents' future, compared with mothers of adolescents without ADHD. There were no differences between parents of adolescents with and without ADHD in any other aspects of involvement beliefs, experiences, and behaviors according to parent and adolescent report. Implications for school psychology practice are discussed.