

# Factors Associated With Educational Support in Young Adolescents With ADHD

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## OBJECTIVE:

This study aimed to examine patterns of use and factors associated with education support use in students with ADHD during early adolescence.

## METHOD:

Participants were 130 adolescents (M = 13.7 years, SD = 1.1) with ADHD. Educational support use and the factors associated with use were collected by parent and teacher questionnaires and standardized academic tests during the 2014-2015 school years. Support rates and categories are described. Logistic regression models examine individual, family, and school variables associated with support versus no support.

## RESULTS:

About two thirds of students with ADHD (60%) had accessed education support in the current school year, which included social support (36%), Individualized Educational Plans (IEPs; 22%), Student Support Groups (SSGs; 18%), counseling (17%), mentoring (15%), and homework support (9%). Academic risk (adjusted odds ratio [OR] = 2.30, 95% confidence interval [CI] = [1.03, 5.14],  $p = .04$ ), behavioral problems (adjusted OR = 1.47, 95% CI = [1.01, 2.14],  $p = .047$ ), and attending a Catholic school (adjusted OR = 5.10, 95% CI = [1.59, 16.42],  $p = .006$ ) were associated with receiving support independent of adolescent age, gender, ADHD medication use, and socioeconomic status.

## CONCLUSIONS:

Future research needs to determine whether education support makes a difference to long-term outcomes for students with ADHD and to determine why some students at academic risk receive no support.