

Experience of Parents in Seeking Treatment for their Child Diagnosed with ADHD

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Attention Deficit Hyperactivity Disorder (ADHD) continues to be a prevalent childhood diagnosis, for which parents seek treatment for their children. The purpose of the study was to examine the experiences of parents as they seek treatment for their child diagnosed with ADHD. This qualitative case study used Yin's theoretical framework and included participants from one county in a Northeastern state of the United States. The research findings have added to the psychological community by bringing to light parental experiences in seeking treatment and persistent challenges parents faced with school systems. Many participants felt schools were the most difficult part of their treatment seeking experiences, and reported frustration about not having 504 Accommodations implemented or resources provided.

This text makes a strong companion book for the university or collegiate level in education, psychology, social work, medical, and early childhood development fields. Students will learn the challenges faced by parents as they seek treatment for their children with ADHD and this will increase understanding, enhance compassion, while inform their practice with such families. It is a must have for those working in schools and community mental health. Educators interface with children and families on a daily basis who are diagnosed with or meet the criteria for ADHD. It is imperative that such personnel understand the challenges and stigma many parents experience and be well prepared in applying effective interventions to meet their needs.

Key Search Words: attention deficit hyperactivity disorder, ADHD, parent, school, behavior, 504 accommodations, parental experience, teacher, parent training, conduct disorder, learning disability, 504 Accommodation, adverse outcomes, American Academy of Pediatrics, American Psychiatric Association, Americans with Disabilities Act (ADA), Anxiety Disorder (AD), Asperger's, Attention Deficit Hyperactivity Disorder (ADHD), attentional functions, Autism Spectrum Disorder (ASD), behavior disorder, Behavior Intervention Plan (BIP), behavior management, behavior modifications, behavioral parent training (BPT), best practices, childhood disorder, community counseling, community-based clinics, complementary and alternative medical therapies, Conduct Disorder, counseling services, cultural competence, defiant disorder, developmental growth, Dignity for All Students Act (DASA), Disciplinary Referrals, disciplinary responses, Early Intervention Services, educational impairment, emotional disorder, Employee Assistance Program (EAP), environmental stressor, Feingold's food diet, Functional Behavioral Assessments (FBA), herbal medicine, herbal remedies, herbal treatment, homeopathic treatment, Individualized Education Plan (IEP), internalization of speech, intervention services, intervention strategies, intervention treatment, Learning Disabilities, Licensed Master Social Worker (LMSW), medication management, medication treatment, mental health disorder, mood disorders, occupational therapy, Oppositional Defiant Disorder (ODD), parent behavior training, parental expectations, parenting workshops, pediatrician, preventive measures, primary caregiver, Processing Strengths and Weaknesses (PSW), psychiatric disorders, psychiatrist, psychoeducation, Qualitative Analysis (QA), quality of life, researcher, Response to Intervention (RTI), school challenges, school progress reports, school resources, school staff, school system, school-based interventions, school-based treatment, self-regulation, semi-structured interviews, semi-structured model, Sensory Processing Disorder (SPD), social factors, social stigma, social workers, special education services, structural modeling, students, support groups, teacher consultation, teaching styles, training models, treatment, treatment plan, treatment recommendations

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Kenneth Salinas:

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