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# **GUIDING THE WAY**

**Navigating effective parenting styles for children with ADHD**



## ABSTRACT

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Guiding the Way: Navigating effective parenting styles for children with ADHD  
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Attention Deficit Hyperactivity Disorder (ADHD) poses unique challenges for children, parents, and educators. This thesis investigates and clarifies the impact of different parenting styles on children with ADHD. By examining diverse parenting approaches and their effects on behavioral and developmental outcomes, the aim was to provide practical insights for both parents and teachers.

The research was conducted in collaboration with Pilke, a daycare chain in Finland. The thesis was conducted as a thematic literature review. A literature search was conducted for relevant publications between December 2010 and July 2024.

Four main common parenting styles were discussed mostly in these publications. This literature review demonstrates that for a child with ADHD, parents need to practice positive parenting styles and among those style authoritative parenting style have more positive impact on children with ADHD.

Findings from this research will inform strategies for parents and educators, which may enhance the everyday routines and educational experiences of children with ADHD. By navigating the landscape of parenting styles, it was sought after to create a positive impact on the lives of these children within their environments.

Keywords: ADHD, Children with ADHD, Parenting Styles, Effect of parenting style

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## 1 INTRODUCTION

Parenting styles play a crucial role in shaping the behavioral and developmental trajectories of children, particularly those with attention deficit hyperactivity disorder (ADHD). Understanding the intricate dynamics between parenting approaches and their effects on children's outcomes is essential for educators, caregivers, and parents alike (Bhide et al., 2016). This thesis aims to delve into the process of shining a light on the subject.

ADHD presents unique challenges for both children and their caregivers. With its complex interplay of attention deficits, hyperactivity, and impulsivity, managing ADHD requires a multifaceted approach that extends beyond medical intervention (Bu et al., 2023). Parenting styles, characterized by varying degrees of responsiveness and demandingness, significantly influence how children with ADHD navigate their environments and behaviors (Bhide et al., 2016).

The significance of this study lies in its potential to shed light on the nuanced relationship between parenting styles and the behavioral and developmental outcomes of children with ADHD. By bringing forth these connections, we can equip parents, educators, and caregivers with evidence-based strategies to support the holistic well-being of children with ADHD (Xue et al., 2021). Moreover, understanding the role of parenting styles in educational settings is paramount for creating inclusive environments that cater to the diverse needs of all students.

Our thesis idea emerges from a need to understand the connections and effects of various parenting approaches and the behavioral and developmental outcomes they produce in children with ADHD. Our research aims to emphasize the importance of parenting style when raising a child with ADHD. Moreover, a guideline for the parents and caregivers to understand how parenting style has positive and negative impact on a child, and what can be the better parenting style practice that will help the development of a child with ADHD. Through this research, we have uncovered the relationship between parenting approaches

and their effects on children with ADHD, shining some emphasis on the the educational setting of daycare.

The study was conducted with a work-life partner in one of the units of Pilke Daycare. The study aims to help parents to understand the dynamics of positive parenting style practice. Also, the daycare unit to understand the proper way to deal with a child with ADHD to achieve their full potential. The project will increase public knowledge of ADHD, foster understanding among parents, educators, and the public, and bring people awareness. Additionally, it will support the needs and rights of children with ADHD in social and academic settings.

## 2 KEY CONCEPTS

To establish the relevance of this thesis, we defined key concepts related to our research, concentrating on the background knowledge and studies crucial for its development. We expanded on the sub-chapters concerning the definition of ADHD, explaining different practices of parenting and their effect on children with ADHD.

## 2.1 Overview of ADHD and its effect on Children

Attention-Deficit Hyperactivity Disorder (ADHD) is a complex neurodevelopmental condition that affects millions of people worldwide, manifesting in diverse ways across different stages of life. ADHD or attention deficit hyperactivity disorder is a neurodevelopment disorder associated with restlessness, hyperactivity, and inattentiveness (NIMH, 2023). It can be detected in the early stage of life or later. Some people get diagnosed with ADHD in the adult stage of their life. ADHD can lead to difficulties in school, work, or day to day life. Raising a child with ADHD poses challenges for parents and families (Bhide et al., 2023). ADHD can significantly impact an individual's ability to function in daily activities, from school and work to social interactions and personal relationships.

It is easier to control the symptoms of ADHD if it is detected at an early age. ADHD can be managed through control of the environment, medication and mostly support from family and close people (Bhide et al., 2023).

According to the World Health Organization (WHO), around 5- 7% of children in the world are diagnosed with ADHD (WHO, 2019). ADHD is more prevalent among children aged 3-12 (7.6%) compared to teenagers aged 12-18 (5.6%). Children with ADHD may have a lack of self-control, struggle to focus, and have impulsive behavior. ADHD has different effects among different children, it also influences gender roles. Hyperactivity or impulsive behaviors are seen more in boys than girls, girls have lower levels of hyperactivity and are seen to have problems with intellectual impairment. (Nader et al., 2023). These often lead to problems or girls who are underdiagnosed. Even having symptoms like low self-esteem, and difficulty socializing they get diagnosed quite later due to not having some common symptoms of ADHD (Martin, 2024). The earlier detection of ADHD led to growing up acknowledging the symptoms and learning to control it in different situations. Earlier detection also helps the

parents and other care giver in the children's life to guide them in a way to manage their symptoms and grow up to thrive with their full potential.

ADHD, especially with children, has an impact on their development and well-being. Children with ADHD associated with hyperactivity or inattentiveness or both, struggle in controlling emotion, and expressing themselves, face difficulties in social interaction and academic performance (NIMH, 2023). It has an impact both on the child and their family. Raising a child with ADHD can be a stressful factor for parents as they face challenges and difficulties (Bhide et al., 2023).

Parenting plays a huge importance in the upbringing of a child. Family relationships can influence the persistence and severity of ADHD symptoms. While family relationships are not the cause of ADHD, they play a significant role in managing the symptoms. Parents can serve as protective factors, helping children create environments that mitigate difficulties and build strength (Molina & Musich, 2016). For a child with ADHD, it is even more important for the parents to have the right guidelines, so they can help the child to thrive with their full potential.

## 2.2 Parenting Children with ADHD

Parenting means raising the child with care, love, affection, also having some rules and boundaries. All these together help the child to get ready for their future. Parental warmth enhances child emotional knowledge, parental monitoring, supervising enhances high emotional intelligence and social esteem among children (Alegre, 2010). Parenting a child with ADHD is associated with many challenges and stressors for the parents, but it is the care and warmth of the parents that may lead the child to a healthy growth in several areas.

It is important for the parents of a child with ADHD to understand the challenges of parenting their children, manage their stress and set an adaptive

parenting style that supports the well-being of them as well as their child (Modesto-Lowe et al.,2008). The environment of the family is important and crucial for the development of the child.

Parenting a child with ADHD is challenging and stressful, especially in their early childhood. For toddlers or preschoolers, it can be more stressful as the child is still in their development stage. The high-level stress can lead to negative parenting style -for example stricter or demanding (Zarra-Nezhad et al., 2024). This will eventually result in negative interaction with children and will impact their development.

### 2.2.1 Adaptation of parenting style

Adapting the right parenting style has great significance in the development and well-being of a child. A healthy and happy child reflects the environment of their family life. Thus, parenting style practiced by parents should be in a way to support the well-being and needs of the child. For children with ADHD, it is even more important. Adopting a structured and routine way of daily life helps the child with ADHD to manage their symptoms. These practices also make them feel secure and safe, reducing their anxiety level (Molina & Musich, 2016).

Children with ADHD get support when they have a clear set of rules and instructions. As they can have either hyperactivity or inattentiveness, giving them clear instructions helps them to cope with their symptoms. Due to stress, parents often develop negative behavior aspects, such as frequently repeating instructions, shouting, controlling the activities of the child which later lead negative parenting practice (Muñoz-Suazo et al., 2019). The family environment is crucial for the development of a child. Stressful parenting often led to negative parenting style and hence leads to raising a child with low self-esteem, behavioral issue (Molina & Musich, 2016).

Adaptation of positive parenting style helps the child to grow with high self-esteem, good social interaction skills and behavioral development (Zarra-Nezhad et al., 2022). Adapting parenting style to meet the needs of a child with ADHD involves a combination of structure, empathy, and flexibility. By tailoring proper approach, one can help their child to navigate challenges, build on their strengths, and develop the skills they need to succeed.

## 2.3 Theories of Parenting

Parenting a child means shaping them for their future life. Parenting styles can be different, some people are strict while others are quite the opposite. Different cultures also have an impact on different parenting styles. Parenting style can be considered as the constellation of behavioral dimension which shapes the child's social development. Although there are many kinds, researchers divided them consider two main different dimensions in parenting: identified as parenting warmth and parenting strictness (Martinez et al., 2019). Some people also use both warmth and strict parenting in different situations. Parenting style also differs between mother and father. Research shows that mothers of children with ADHD practice more warmth and care parenting while fathers show strict parenting styles (Muñoz-Suazo et al., 2019).

There are mainly four styles of parenting in which many of the parenting practices can be included. These four kinds are authoritative, authoritarian, permissive, and neglectful (Alegre, 2010).

### 2.3.1 Authoritative Parenting

Authoritative parents use control with response and need. The parents are nurturing and supportive. They attempt to control the children by giving proper reasons and explaining. They listen to a child's viewpoint but accept only the

one needed (Alegre, 2010). The approach of setting limits within an affectionate atmosphere. This approach may be especially effective for children with ADHD and positively related to their self-esteem (Kurman et al, 2015). Authoritative parenting gives the child the freedom with the limit they needed and helps the child to learn about boundary setting and controlling their emotion.

### 2.3.2 Authoritarian Parenting

Authoritarian parenting is quite the opposite of authoritative parenting. This kind of parenting style reflects more about the power structure relation between child and parent. Authoritarian parents exercise strong control and show less affection. The communication between parents and children is not clear in this style (Alegre, 2010).

Children with ADHD who see their parents as authoritarians exhibit low implicit self-esteem, which supports the body of research showing the negative effects of parental criticism and control on their results (Kurman et al, 2015). Although the research shows that many parents practice authoritarian parenting styles with their child which in long run have negative impact on the behavioral issue of the child with ADHD (Piffner & Haack, 2014).

### 2.3.3 Permissive Parenting

Permissive parenting, also known as indulgent parenting, is a style characterized by high responsiveness and low demands. Parents who use this approach are generally very nurturing, responsive and supportive but place few restrictions or expectations on their children (Alegre, 2010). Children need proper guidance and instruction when they are in their growing age. Permissive parenting lacks instruction, and it can lead to behavioral problems in children (Piffner & Haack, 2014). Children with ADHD benefit greatly from a

structured environment with clear instruction and routine, it helps them to learn discipline and behavioral regulation. Due to that raising a child with a permissive parenting style may have an impact on their development later in life.

#### 2.3.4 Neglectful Parenting

Neglectful or uninvolved parenting style, parents have few demands, show little affection and less to no communication (Alegre, 2010). Neglectful parenting style practices having no expectation from the child, little or no interaction, set no limits. The children are expected to regulate their activities. A child raised in an environment where the parents are less involved in their life grows up to have low self-esteem (Pinquart & Gerke, 2019).

Neglectful parenting can significantly worsen the challenges faced by a child with ADHD. Children with ADHD require consistent support, guidance, structure, and emotional care to help them manage their symptoms and develop coping skills. Neglectful parenting fails to provide these essential elements, often leading to poor outcomes in behavioral, emotional, academic, and social domains (Pinquart & Gerke, 2019).

#### 2.4 Empirical insight on parenting style and ADHD

The role of parenting in shaping and guiding the child's life has no words to describe. For any children, their home with parents and family is the safest place. The parenting style effect the development of the child. Researchers have discussed much about the positive and negative aspects of parenting. Positive parenting with warmth and control associated with better social, emotional, and academic performance. In contrast negative parenting shows less emotion, low warmth, and control. These lead to children poor academic functioning, problem in emotional and behaviors adjustment (Bhide et al., 2016).

An authoritative parenting style is strongly recommended for children diagnosed with ADHD. Clear expectations, emotional support, and positive reinforcement work together to give your child the tools and self-assurance they need to achieve (Alegre, 2010). Parents stress, their role (mother/father), cultural background and way of life all have an impact on the well-being and development of a child with ADHD. Following we will discuss briefly how the parenting style poses both negative and positive outcomes in development, treatment etc.

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#### 2.4.1 Impact of parenting styles on ADHD Symptoms

A good balance of warmth and control while parenting a child is crucial for their proper development. Parental warmth, responsiveness, monitoring helps the development of child's emotional intelligence (Alegre, 2010).

ADHD comes with the symptoms of hyperactivity, inattentiveness, behavioral problems, poor social interaction and behavioral problems. Research shows a structured and routine parenting style helps the development of children with ADHD in controlling their symptoms. Positive family dynamics serves as a protective factor, helping the child to manage their symptoms (Muñoz-Suazo et al., 2019). Parenting styles significantly impact the socio-emotional and executive functioning of children with ADHD. Maternal warmth was predictive of fewer ADHD symptoms, while paternal overprotection and control were linked to more comorbid externalizing symptoms. Negative parenting practices, such as permissive and authoritarian styles, are linked to increased behavior

problems in children with ADHD. Reductions in these negative practices are associated with improvements in school-related outcomes for these children. Maladaptive coping styles in parents are associated with greater use of permissive and authoritarian discipline. Conversely, adaptive coping styles are linked to less use of dysfunctional discipline strategies. This indicates that helping parents develop better coping mechanisms can improve their parenting practices and, subsequently, their children's behavior. (Piffner & Haack, 2014)

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Again, the lack of parental responsiveness what is practices in neglectful parenting style, is associated with difficulties in the child's self-regulation, creating a vicious cycle of negative interactions (Molina & Musich, 2016). It is more visible that authoritative parenting style is the most positive and better parenting practice for the positive development of a child. Having proper rules and giving liberty when needed authoritative parenting helps the child to grow up developing self-confidence and good social interaction skills and helps the child to manage their ADHD symptoms (Alegre, 2010).

#### 2.4.2 Parental Influence on treatment and intervention

Parental influence is a dynamic and multifaceted factor in the treatment and intervention of children's health and development. Effective treatment often requires a collaborative approach where parents are informed, empowered, and actively involved. Healthcare providers and educators should aim to support parents through education, clear communication, and access to resources to maximize positive outcomes for the child.

Parents knowledge about ADHD, their own concept, socio-economic condition and culture everything shapes the influence on treatment plan. Refusing treatment or accepting the outcome often led to worsening the symptoms of ADHD in the child. To help a child first parents need emotional coaching to understand the need of the child and help their child fulfill their need (Alegre, 2010).

Parents often have ambivalent feelings about using stimulant medications for ADHD due to concerns about side effects, social stigma, and misinformation. They have difficulties in managing the behavioral issues of the child. BPT of behavioral parental training program teaches the parents about managing children behavior and encouraging prosocial interaction. This training along with medication treatment gives a positive outcome for the child (Zarra-Nezhad et al., 2024). For these, parents understanding and acceptance about both medical treatment and giving social support are both important for the development of children.

#### 2.4.3 Cross cultural Perspective on ADHD in children

Cross cultural perspective on ADHD has impact on the ADHD symptom of a child. While ADHD is recognized worldwide, cultural perspectives, diagnostic practices, and treatment approaches vary significantly across different regions and cultures.

ADHD is recognized differently in different culture, western culture it mostly recognized as medical condition where in East Asian country it is more

considered as behavioral problem. On the other hand, middle and south Asian country many still consider ADHD as a stigma and have less awareness. Comparing the parenting of Honk-Kong and USA, the parents in Hong-Kong have very high expectation form children regarding behavior and rule boundness (Y. Chan, 2022). This often leads to negative parenting and worsens the condition of a child with ADHD. Hyperactive behavior is more likely to be viewed as undesirable in some cultures than as acceptable or normal, especially in the case of younger children (Y. Chan, 2022).

As globalization continues, there is an increasing exchange of information and practices related to ADHD. International guidelines, research collaborations, and global health initiatives contribute to greater awareness and understanding of ADHD in diverse cultural settings.

## 2.5 Educational Strategies in Early Childhood Education Unit in Finland

Finland is well known for its progressive and child-centered approaches to early childhood education. Rather than placing a rigorous emphasis on academic ac-accomplishment, the Finnish approach prioritizes play, creativity, and holistic development.

Early Childhood Education and Care (ECEC) is based on the idea of supporting parents in raising a child. The relation between parents and children is given more emphasis in ECEC. The system is equal for every child including children with ADHD or any other special need (Salminen, 2017). If needed children are provided with separate care that will help them to better integrate in the daycare unit. But also focus on developing the child's social interaction skills and guiding them in a way to manage their symptoms. Teachers work closely with families and specialists to create personalized education plans that adapt to the needs of each child, helping them remain integrated in their peer groups. This tiered system of support, often divided into three levels, ensures that the intensity of care matches the needs of the child (Karila, 2021).

The early childhood education in Finland is focused on play-based learning which helps the child with ADHD in physical activity, creativity and social interaction (Sahlberg, 2015). The system also ensures proper special care for the child in the ECEC unit. Collaboration between teachers, parents, and specialists is crucial in Finland, ensuring that the needs of children with ADHD are met consistently both at home and at school (Metsäpelto, Pulkkinen, & Tolvanen, 2010).

### 3 THE PURPOSE AND AIM OF THE THESIS

This thesis aimed to shed light on how parenting style has an impact on the development of a child, especially on a child with ADHD. Parents are the primary care of a child. Their behavior and bonding with children have a long effect on children's lives. Positive parenting can help the child to reach their highest potential. Whether negative parenting can result in low self-esteem as they grow up. The thesis aims to focus on different parenting styles, and guide parents and

caregivers in the most helpful way that helps the development of a child with ADHD (Xue et al., 2021).

Our research question emerges from a need to understand the connections and effects of various parenting approaches and the behavioral and developmental outcomes they produce in children with ADHD. Our investigation aims to answer the pivotal question of “How do parenting styles influence children with ADHD, in terms of behavior and development?”. Through this question, we will uncover the relationship between parenting approaches and their effects on children with ADHD, shining some emphasis within the educational setting of daycare.

#### 4 METHODOLOGY

This section will outline the research design, data collection method used, and analytical approaches used to investigate the connection between parenting styles and children with attention deficit hyperactivity disorder. Given the complexity of ADHD and the challenges that come with it, both for parent and child, a mixed methods approach was meant to be taken. Due to complications, this study relied heavily on qualitative methods, rather than quantitative. This approach allowed for a deep exploration into other research done on the topic, and the ability to explore the experience and strategies parents took in those to help their child

with ADHD. In this section, ethical considerations, as well as the research process will be laid out.

#### 4.1 Research Design

In this thesis, a qualitative approach was employed to explore the intricate and contextual aspects of parenting styles. This methodological choice was well-suited for delving into the complex and subjective experiences associated with different parenting styles (Leavy, 2020, p. 458). Although the initial research plan envisioned a mixed-methods approach, which would have provided a more nuanced understanding by combining both qualitative and quantitative data, setbacks in survey data collection necessitated a shift to a purely qualitative focus.

Surveys were originally intended to collect quantitative data on the prevalence and impact of various parenting styles. However, due to a low response rate, the quantitative component could not be realized as planned. This limitation led to an increased emphasis on qualitative research, which became the sole basis for this study. As a literature review thesis, the emphasis is on arranging and analyzing existing academic sources to construct a comprehensive understanding of the topic. The qualitative data gathered through this literature review allowed for an in-depth exploration of parenting styles, drawing on theoretical frameworks and empirical studies to address the research questions effectively (Leavy, 2020).

This shift highlights the adaptability required in research and underscores the importance of literature review methodologies in constructing a robust and insightful analysis of complex subjects (Ali Khan et al., 2023, pp 93-115).

#### 4.2 Data Collection Method

Due to the limited number of survey responses, the primary data collection method for this study shifted to qualitative research, focusing heavily on an extensive literature review. The review was conducted strictly using academic

sources, ensuring credibility and depth of information. Key subjects explored included "parenting styles," "children with ADHD," and the convergence between "behavior and parenting styles," among others. This approach allowed for a comprehensive understanding of the existing research in these areas, compensating for the lack of direct participant data.

The literature review serves as the foundational source of knowledge for this thesis, drawing from a range of academic materials including books, journals, and other scholarly sources. These sources provide a comprehensive theoretical framework and context essential for understanding the research topic. According to Leavy (2020), a robust literature review is critical for defining key concepts and establishing a well-grounded theoretical basis for the study. Our thesis is mainly focusing on thematic literature review.

Initially, the inclusion of media such as podcasts and videos were considered as potential sources of information. These platforms offer valuable insights and diverse perspectives. However, upon further evaluation, it was determined that their educational reliability and scholarly rigor often fall short of the standards required for academic research. Consequently, these media sources, along with blogs and general website articles, were excluded from consideration due to their lack of academic backing and the potential for unreliable information.

As a result, the literature review for this thesis exclusively utilizes academic sources. Thematic literature analysis approach allows us to identify the strengths and weaknesses of our research topic withing our specific research. This focus ensures that the theoretical framework and key concepts are supported by credible and scholarly evidence, thereby maintaining the integrity and academic rigor of the research (Ali Khan et al., 2023, p. 1 & p. 39).

#### 4.2.1 Literature Inclusion and Exclusion Criteria

In conducting this literature review, inclusion and exclusion criteria we established to ensure the relevance and credibility of selected sources. Inclusion

criteria comprised on a publication date range, language, relevance, factual data, and peer-reviewed sources. Those that were excluded contained non-specific reviews and outdated research. For a more thorough and visual glimpse as to which articles were used in this literature review, take a look at the table located in Appendix 7.3.

First and foremost, the publication date range was acceptable if it fell between 2014 and 2024, to keep relevance. Though this was the timeframe, there was an effect to mainly use articles published in the more recent years. This timeframe reflects more recent findings and approaches to both parenting styles and ADHD research. Notable exceptions were made for influential works that remain relevant in the field, such as Alegre (2010) on parenting styles and emotional intelligence and Barkley (2020) on ADHD management, through their influence in understanding ADHD and parenting dynamics.

Language was the next inclusion criteria category. Articles were included if they were published in English or Finnish, as both languages were accessible to the researchers and the country, they were conducting the research in. This allowed for the inclusion of culturally specific studies, such as Hirvonen & Palosaari (2014), which offered insights into ADHD-related family dynamics within Finnish contexts, and Sahlberg (2015), who examined Finnish educational approaches that align with early childhood development principles.

Following, relevance to the topic was a large criterion for this literature review. Articles were deemed acceptable if they were directly based on parenting styles or one of the topics spoken about in this thesis. For example, Bhide et al. (2016) researched the association between parenting style and socioemotional and academic functioning in children with ADHD, which matched jointly with the study's objectives. Similarly, Molina & Musich (2016) gave valuable perspectives on perceptions of parenting styles and their relationship with ADHD symptoms.

Lastly, factual data and peer-reviewed works were the final criteria to determine if the source was acceptable to include, or not. For instance, when it came to factual data Pinquart & Gerke (2019) provided a meta-analysis on associations

between parenting styles and self-esteem, adding quantitative accuracy to the review. Additionally, Hutchison et al. (2016) examined parenting stress and style in relation to child executive functioning, which contributed data on stress impacts in families with a child with ADHD. Not to mention, peer-reviewed works such as Leavy (2020), a comprehensive handbook on qualitative research, were referenced to support the study's methodological considerations and to put in context the ethical significance of a literature-based research approach.

### 4.3 Data Analysis

The qualitative data collection approach provided an in-depth framework for identifying and analyzing recurring themes and patterns related to parenting styles and their influence on children with ADHD. Within this qualitative data collection, we used the thematic approach and statistical analysis to analyze research (Ali Khan et al., 2023, pp 20-39). Thematic analysis was used to identify those patterns and themes, spoken more in depth in the following sections, by categorizing them (Ali Khan et al., 2023, p. 39). Whereas statistical analysis was used to identify and interpret statistics within the research by drawing conclusions and identifying relationships (Ali Khan et al., 2023, p. 20). This entire process involved systematically gathering relevant data from various academic sources, organizing that data into themes, and interpreting these themes to draw meaningful conclusions about the relationships between different parenting approaches and the behaviors of children with ADHD. By following this structured methodology, as outlined by Leavy (2020, p. 108), the study was able to delve deeper into nuanced insights that might have been overlooked through quantitative methods alone. By first gaining insights through reviewing existing research and then analyzing it with these approaches, enabling us to gain and use solid information and knowledge on the subjects of parenting styles and children with ADHD (Ali Khan et al., 2023, p. 14).

### 4.4 Ethical Considerations

Conducting a literature-based research study on this topic required a careful approach to ensure ethical standards were met. This was particularly due to the original intent to engage with daycare staff and parents through a survey (appendix 7.1 & 7.2). However, due to a lack of responses from these participants, the research was ethically adapted. This adaptation led to relying solely on a review of existing data.

In the original structure, high-risk factors were identified, mainly associated with interactions directly with children in the daycare. This posed a high-risk due to ethical, practical, and even legal challenges (Child participation in Research, 2023). Due to their age and developmental stages, they would have been unable to provide informed consent, along with their vulnerability in this stage raised additional ethical considerations (Child participation in Research, 2023).

Adapting the research to a literature review provided a low-risk approach that aligned with these ethical guidelines. This structure aided the study's focus while simultaneously eliminating potential ethical issues associated with the engagement of participants (Ali Khan et al., 2023, pp 15-17). The literature review method allowed for a comprehensive analysis of existing research, establishing that ethical standards were met.

All sources used in the review were selected and interpreted carefully, and findings were contextualized to respect confidentiality and avoid misrepresentation. Comprised in the table provided in Appendix 7.3, it is evident that articles were carefully selected. Along with this, sources such as that of Ali Khan et al.'s (2023) *Research Methodology (Methods, Approaches and Techniques)* and Kohonen's (2019) *Ethical Principles of Research with Human Participants and Ethical Review in the Human Sciences in Finland* were carefully reviewed to ensure we were taking the most logical and ethical approaches to this literature review. This approach highlights our commitment to ethical conduct in research, prioritizing accuracy, integrity, and respect for subjects indirectly discussed, such as children in daycare settings (Kohonen et al., 2019).



## 5 KEY FINDINGS IN RESEARCH

This section will present key findings found through the literature review. This section is organized into various subtopics, in which each will address a specific aspect of the research. These include target respondents of the surveys, correlations between parenting styles and attention deficit hyperactivity disorder symptoms, the influence of parental stress on parenting styles chosen, the importance of routines, and more. There will also be a small section on other insights worth mentioning, such as the difference in approaches between mothers and fathers, and potential symptom differences related to gender differences to name a couple. These findings offer a deeper understanding and valuable insights into the dynamics of parenting and ADHD management.

### 5.1 Parenting Styles Observed

This section reviews the different parenting styles identified in the literature and their application in managing children with attention deficit hyperactivity disorder (ADHD). The studies that were chosen to be included were selected based on certain inclusion and exclusion criteria. These criteria ensured relevance and quality of publications used for this literature review. Included publications were that that focused on parenting styles categorized according to established typologies: authoritative, authoritarian, permissive, and uninvolved (Alegre, 2010). These specifically examined the impact of parenting styles and on the management of children with ADHD with these styles. They were to be published in peer-reviewed journals within the past 15 years, in order to ensure current perspectives and methods that would provide either quantitative or qualitative data on parenting and ADHD. If studies did not directly speak about parenting styles, focus mainly on clinical treatment methods, lack evidence, or were outside the specified timeframe, they were excluded from the research.

### 5.1.1 Patterns Within Parenting Styles

The literature reveals distinct patterns in the use of various parenting styles among parents of children with ADHD. Authoritative Parenting, characterized by a balance of warmth and control, is frequently associated with positive outcomes. Studies such as those by Bhide et al. (2016, p. 464) demonstrate that authoritative parenting fosters a supportive environment, which can be effective for managing ADHD. However, the variability in ADHD symptoms often led to inconsistencies in applying this parenting style, as parents had to adapt their strategies to daily fluctuations in their child's behavior (Bhide et al., 2016, pp. 469-471).

In contrast, Authoritarian Parenting, marked by strict discipline and control, was found to be prevalent among parents experiencing high stress levels. Research by Modesto-Lowe et al. (2008, p. 866) indicates that such parents often resorted to more controlling approaches in an attempt to manage challenging ADHD behaviors. Permissive Parenting was observed less frequently but appeared in studies where parents struggled with enforcement, leading to a more lenient approach (Zvereva, pp. 29-31 & 68-69). Instances of Uninvolved or Neglectful Parenting were rare, with minimal references in the literature regarding its impact on ADHD management.

## 5.2 Connection Between Parenting Styles and ADHD Symptoms

This section explores the relationship between different parenting styles and ADHD symptoms in children, as reported in previous research. The correlation between parenting approaches and child outcomes provides insight into the effectiveness of various strategies in managing ADHD. The literature included in this section was mainly chosen based on relevance. Literature that was considered and included examined the correction of parenting styles and ADHD symptoms, offered factual findings on the effects of parenting on emotional regulation, behavioral outcomes, and ADHD symptom severity, and were published in the last 15 years in a peer-reviewed journal.

Authoritative Parenting is generally associated with better emotional regulation and social skills in children with ADHD. Despite its benefits, maintaining consistency in authoritative practices proved challenging for many parents due to the unpredictable nature of ADHD symptoms (Shaw et al., 2014). Authoritarian Parenting, on the other hand, was linked to increased externalizing behaviors such as aggression and defiance, with studies including Muñoz-Suazo et al. (2019, p. 240) highlighting its negative impact on children's self-esteem and exacerbation of ADHD symptoms.

Permissive Parenting, while reducing immediate conflicts, often led to poorer long-term behavioral outcomes. The lack of structure and clear boundaries in permissive households contributed to these adverse outcomes over time (Zarranezhad & Noona Kiuru, 2015). Although instances of Uninvolved Parenting were less frequent, it was associated with the most severe outcomes for children with ADHD. Research by Srishti Bhatt et al. (2024) found that uninvolved parenting aggravated ADHD symptoms and was linked to significant difficulties in emotional and behavioral regulation.

### 5.3 Importance of Routines for Children with ADHD

For children with ADHD, maintaining a structured daily routine is crucial to managing their symptoms and improving overall well-being. This section will dive into the role of routines in providing predictability and structure for these children, which will help mitigate anxiety and behavioral issues. Included research investigated the impact of structured routines on children with ADHD, highlighted the benefits of routines on emotion related ADHD symptoms, and included parental reports or data on behavioral outcomes. Those that were deemed not fit for this research and therefore excluded did not focus on the correlation between routines and ADHD symptom management or did not have factual backing.

The importance of routines is emphasized by the benefits they offer related to focus, reducing impulsivity, and tending to a sense of control in children with ADHD (Hirvonen & Palosaari, 2014). This section draws on insights from

research and parental experiences found in that research to highlight the important role that routines play in the daily lives of children with ADHD. A structured daily routine is not only beneficial but essential for children with ADHD. Routines are a way to add predictability that helps children navigate their day, resulting in less stress and anxiety, which can be common triggers for behavioral issues in ADHD (Hirvonen & Palosaari, 2014).

Children with ADHD often struggle with transitions and unexpected changes. A structured routine provides them with a sense of control over their environment by helping them anticipate upcoming events. As emphasized by Finnish sources, "the importance of a structured daily routine emerged from our data; its significance is undoubtedly great in the lives of families with ADHD children" (Hirvonen & Palosaari, 2014).

Additionally, routines contribute to better behavioral outcomes by reducing impulsivity and hyperactivity. Consistent daily activities lead to improved rule compliance and reduced disruptive behaviors. As noted in the literature, "an ADHD child benefits from having either a pictorial or verbal daily schedule to help them anticipate upcoming events more easily" (Hirvonen & Palosaari, 2014). Structured routines also enhance focus and productivity, especially in academic settings, by providing children with the mental and emotional preparation needed for tasks. Predictability in daily life aids in better coping with transitions and maintains focus, which is crucial for academic and personal success (Hirvonen & Palosaari, 2014).

Long-term studies suggest that the parenting style adopted in a child's early years has significant implications for their development into adolescence and adulthood. Children raised by authoritative parents tend to achieve better academic results and social competence in the long run, as indicated by Choenni et al. (2018). These findings reinforce the importance of a balanced approach that provides both emotional support and clear boundaries. In contrast, authoritarian and permissive parenting styles are more likely to result in negative outcomes over time. Zarra-Nezhad & Noona Kiuru (2015) highlight that children raised in these environments often exhibit worsening ADHD symptoms and related behavioral problems as they grow older.

The consistency of discipline, particularly in authoritative households, plays a key role in fostering positive long-term outcomes. Barkley (2020) emphasizes that structured environments where expectations are clear and consistently enforced help children with ADHD develop better self-regulation skills. This structure is particularly important for children with ADHD, who often struggle with impulse control and executive functioning (Tassoni, 2010, pp. 100-104).

#### 5.4 Parental Responses to ADHD: Stress, Attitudes, and Gender Considerations

The literature reveals varied parental attitudes towards ADHD interventions, including behavioral therapies and medications. This section explores the key findings related to psycho-educational workshops, medication, and behavioral interventions, by highlighting how parents' perspectives influence their willingness to adopt these strategies for managing their child's ADHD symptoms as discussed in Dixon's (2022) *Changing Parental Knowledge and Treatment Acceptance for ADHD*. Studies which fit the criteria and were included in this section focused on parental attitudes towards ADHD interventions (such as that mentioned above), focused on the relationship between parental stress and management of ADHD symptoms like that of Hutchison's (2016) *Relations Between Parenting Stress, Parenting Style, and Child Executive Functioning for Children with ADHD or Autism*, provided information on the impact of stress on the parent and the child with ADHD, how gender differences in the parent or child may impact the parenting style chosen or ADHD symptoms that come to surface, provided factual data or findings on parental perspectives, were published within the last 15 years, and included some sort of examination on how information affected parental attitudes. Studies that were excluded did not focus on one of the topics in this section or did not fall within the timeframe specified. The table located in Appendix 7.3, displays the exact articles that were chosen to be reviewed and featured in this thesis and if they fix the inclusion criteria.

When it comes to medication, research shows, like that in Dixon's *Changing Parental Knowledge and Treatment Acceptance for ADHD*, parents who participated in psycho-educational workshops generally showed increased acceptance of medication and behavioral interventions, often reporting improved outcomes for their children (Dixon et al., 2022, pp. 303-306). However, there was notable hesitancy towards medication, primarily due to concerns about side effects and stigma (Dixon et al., 2022, pp. 301-302). Despite this, those who received comprehensive information about the benefits and risks of medication were more likely to incorporate it into their child's treatment plan (Dixon et al., 2022, pp. 301-302).

Behavioral interventions were also highlighted in the research. Parents engaging in behavioral parent training programs reported better management of ADHD symptoms. The effectiveness of these interventions was influenced by the parents' coping styles and their willingness to adapt to new strategies (Modesto-Lowe et al., 2008, pp. 869-870). These findings underscore the importance of parental attitudes and education in the successful management of ADHD through various interventions.

Additionally, stress and the impact of it on the parent can have a large impact on what methods and parenting styles are chosen. Parents of children with ADHD consistently report higher stress levels, primarily due to the ongoing demands of managing challenging behaviors such as hyperactivity, impulsivity, and difficulties in following instructions (Modesto-Lowe et al., 2008). Research indicates that this heightened stress affects parenting styles, leading to more directive and controlling approaches. For instance, Hutchison et al. (2016, p. 3644) highlight that the increased stress experienced by these parents often results in frequent commands, reprimands, and corrective measures, as they attempt to manage their child's behavior more rigidly (Modesto-Lowe et al., 2008, p. 866).

The stress experienced by parents frequently translates into negative parenting practices. These practices are characterized by heightened control, disapproval, and increased verbal direction, including repeated commands (Hutchison et al., 2016). Such negative interactions often begin early and persist over time,

exacerbating the parent's stress and negatively impacting the parent-child relationship. As outlined by Modesto-Lowe et al. (2008, p. 866), this cycle of stress and negative interactions can further aggravate ADHD symptoms, creating a detrimental feedback loop that affects both the child's behavior and the parent-child dynamic.

Parenting stress also affects family dynamics, influencing the overall family environment and relationships. Positive family relationships can serve as a protective factor, providing a stable and supportive base that helps children with ADHD manage their symptoms more effectively. Conversely, high levels of stress can disrupt family dynamics, leading to more negative interactions and further complicating the management of ADHD. According to Srishti Bhatt et al. (2024), family relationships play a significant role in influencing the severity and persistence of ADHD symptoms, highlighting the importance of a supportive family environment in mitigating the challenges associated with ADHD.

Single parents of children with ADHD face distinct and often heightened challenges compared to two-parent households. Studies have consistently shown that single parents report significantly higher levels of stress, largely due to the combined demands of parenting and managing ADHD-related behaviors (Mahomed et al., 2021, p. 1709). This increased stress often necessitates more flexible and adaptive parenting strategies. Moreover, single parents have been found to rely more heavily on medication as a key component of their ADHD management strategies, likely due to the practical need for additional support in managing symptoms amidst the challenges of single parenting (Mahomed et al., 2021, p. 1709). These findings underscore the importance of tailored interventions and support systems for single parents in particular.

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#### 5.4.1 Gender's Potential Impact on Parenting Styles

Even so, the difference in gender of the parent or of the child with ADHD can influence what style or method is chosen based on behaviors or responses. Though parents work as a team, for most households, parents tend to take slightly or not so slightly different approaches than one another. Research indicates that mothers typically adopt a more nurturing and communicative approach when parenting children with ADHD. They are more likely to engage in emotional coaching, which involves recognizing, validating, and guiding their child's emotional experiences. Studies show that "mothers reported greater affection-communication responses and more use of inductive disciplinary practices compared to fathers" (Muñoz-Suazo et al., 2019, p. 239). Maternal warmth is associated with lower levels of ADHD symptoms, suggesting that mothers play a critical role in mitigating emotional and behavioral difficulties through their supportive approach (Shaw et al., 2014)

In contrast, fathers are more likely to employ stricter disciplinary methods, particularly with daughters. This approach often includes more controlling and punitive measures in response to ADHD-related behaviors (Muñoz-Suazo et al., 2019, p. 242; Zarra-Nezhad & Noona Kiuru, 2015). Paternal psychological control has been linked to increased externalizing symptoms in children with ADHD, indicating that while stricter discipline may aid in behavior management, it can also exacerbate certain symptoms if it becomes overly controlling (Muñoz-Suazo et al., 2019, p. 240).

Furthermore, the distinct maternal and paternal approaches underscore the need for a balanced parenting strategy. While mothers provide essential emotional support, fathers often contribute through structure and discipline. The literature suggests that a collaborative approach, combining warmth with consistent behavioral control, may enhance the effectiveness of parenting in managing ADHD symptoms (Zarra-Nezhad & Noona Kiuru, 2015, pp. 5-7). Integrating insights from both maternal and paternal roles can offer a comprehensive support system for children with ADHD.

While gender differences in ADHD presentation are not extensively covered in the existing literature, some studies suggest that boys and girls with ADHD may exhibit different symptom patterns, which can interact with parenting styles in distinct ways. Research indicates that boys with ADHD are more likely to exhibit externalizing symptoms, such as aggression and defiance, which can be exacerbated by authoritarian parenting approaches (Skogli et al., 2013). In contrast, girls with ADHD often display more internalizing symptoms, such as anxiety and depression, which may respond better to parenting styles that emphasize warmth, emotional support, and understanding. These gender-based differences in symptom expression suggest that tailored parenting approaches, responsive to the specific needs of boys and girls, may be necessary to manage ADHD symptoms effectively.

## 6 DISCUSSION

Parenting styles play a critical role in shaping the developmental and behavioral outcomes of children with attention deficit hyperactivity disorder (ADHD). Numerous studies have explored how different parenting approaches impact children with ADHD, particularly focusing on the effectiveness of authoritative, authoritarian, permissive, and uninvolved styles.

Authoritative Parenting has consistently been identified as the most beneficial approach for managing ADHD symptoms, as analyzed throughout our key findings section. Zarra-Nezhad (2015, pp. 11-12) describes this parenting style as a balance between warmth, responsiveness, and appropriate discipline, offering structure while maintaining emotional support. Several studies highlight that authoritative parenting leads to better behavioral and emotional outcomes in children with ADHD, aligning with broader literature on child development (Kurman et al., 2015, p. 1209). This style fosters emotional regulation and social development, key areas where children with ADHD typically struggle. Shaw et al. (2014) emphasize that warm, supportive parenting enhances these skills, which are crucial for managing the challenges posed by ADHD.

However, maintaining consistency in authoritative parenting can be difficult, particularly for parents dealing with the daily stress of managing a child with ADHD. Research by Bhide et al. (2016) points to the fluctuating nature of ADHD symptoms, which often necessitates flexible parenting strategies that can lead to inconsistencies in maintaining authoritative practices (pp. 469-471). This challenge is acknowledged across various studies, illustrating the real-world difficulties parents face in adhering to recommended parenting techniques when managing unpredictable behaviors.

Authoritarian Parenting, by contrast, has been associated with less favorable outcomes for children with ADHD. This parenting style, characterized by high levels of control and strict discipline, tends to exacerbate externalizing behaviors such as aggression and defiance. Muñoz-Suazo et al. (2019, p. 240) found that authoritarian parenting often leads to lower self-esteem in children with ADHD, worsening their behavioral problems. While some parents may resort to authoritarian practices to control challenging behaviors, this approach appears to negatively impact a child's emotional well-being and long-term developmental trajectory (Modesto-Lowe et al., 2008, p. 866).

Permissive Parenting, which is characterized by high levels of warmth but low levels of discipline, is less commonly observed in parents of children with ADHD. However, when it does occur, it tends to yield poorer long-term outcomes. Zarra-Nezhad and Noona Kiuru (2015) argue that permissive parenting, though it may reduce immediate conflict, lacks the structure and boundaries that children with ADHD need to thrive. This lack of consistent discipline can lead to greater difficulties in behavior regulation over time.

Uninvolved or Neglectful Parenting, though minimally reported in studies focusing on ADHD, is linked with the worst developmental outcomes. Srishti Bhatt et al. (2024) found that uninvolved parenting exacerbates ADHD symptoms and contributes to emotional dysregulation and behavioral issues. Children who experience a lack of emotional support and guidance tend to struggle significantly more with managing their ADHD symptoms compared to those raised in more structured and supportive environments.

### 6.1.1 Cultural and Societal Influences on Parenting Styles and ADHD

Cultural and societal factors significantly influence how parents approach raising children with ADHD. Research indicates that parenting styles are often shaped by cultural expectations regarding discipline, emotional expression, and family dynamics. Triandis (2019, pp. 74-76) observes that collectivist cultures, which

emphasize community cohesion and family unity, tend to favor more authoritarian parenting approaches. In these contexts, strict discipline is seen as necessary for maintaining order and promoting desirable behavior in children, including those with ADHD. However, this approach may not always be beneficial, as the rigidity of authoritarian parenting can conflict with the emotional and behavioral needs of children with ADHD.

In contrast, parents in more individualistic cultures often adopt authoritative or permissive parenting styles, which prioritize personal autonomy and emotional openness (Triandis, 2019, pp. 96-98). These styles, particularly authoritative parenting, have been linked to more favorable outcomes for children with ADHD across various cultural contexts. Karreman et al. (2006) highlight that while authoritative parenting generally leads to positive outcomes, the degree of its effectiveness may vary depending on cultural norms surrounding discipline and family roles. This underscores the importance of considering cultural influences when examining the impact of parenting styles on ADHD management.

## 7 CONCLUSION

This Bachelor of social service study was timely, and it aims to promote the importance of parenting style in the development of children, especially with the child with ADHD. The study also promotes a universal parenting approach healthy for developing the child with ADHD. Parenting should not be differentiated by culture, geographic area; rather it should always aim for the betterment of the children.

The main research plan included doing a survey with parents and caregivers of children with ADHD from our work life partner Pilke daycare unit (Appendix 7.1 and 7.2). As the study was mainly carried out in summertime and due to a lack of participants, the study focused on the literature review. During the study, we found many sources backing that negative parenting approach hampers the development of children. It may seem not visible but as the child grows, they lack self-esteem, confidence; and with a child with ADHD, it causes behavioral issues. Children see themselves through the lens of their parents, positive and warmth in parenting let them grow with their full potential. While raising a child with ADHD, positive parenting with clear instructions and rules helps them control their symptoms and grow with full potential.

The outcome of the studies aims to support parents and caregivers in daycare units. ADHD is a neurodevelopment condition; it is not in the control of children that they are hyperactive or have lack of attention. It is important for parents and caregivers to understand the condition first before taking care of the child. And it is also important to break all the stigma associated with ADHD. We are positive in thinking that the study will be able to shed some light in promoting awareness about ADHD, and it will guide parents and caregivers.

Through our work process we understand the timeframe of our work does not give us enough time to collect more data from surveys. If we could extend our time, we may have been able to collect some interviewees and will be able to compare both literature and their person experiences. Learning from different experiences makes us prepare for our future work and we gain the experience that in real life social service work we may not always get the outcome we wanted.

The study has been able to shed light into parenting style and its impact on children with ADHD. For further research, it would be fruitful if the researcher could collect some data from the parents or caregivers. As our approach to collecting data was from surveys, it would be a more positive approach if in future it could be accompanied by some seminars and a survey. The topic is quite sensitive and, in most cases, parents hesitate to share their thoughts. Arranging seminars/workshops to spread awareness will help them to understand the topic and guide them in a positive way. During our study we also found how different cultures have different parenting styles and how they have the impact on the child's upbringing. It can be an area to focus on for further research on this topic. Especially because we are now in a multicultural environment and studying this topic can help the caregiver to understand the needs of the child.

## 7.1 Professional Development

The transition of becoming a social service student in Diak is driven by years of working experience with service users and many organizations. The social studies course, placements, and thesis project were valuable learning experiences that contributed to our professional skills as well as personal development. Both the authors are working to become social service workers and work to help people and make an impact in society.

Zannatul – I truly believe the knowledge and experience I gathered during my bachelor's degree program in Diak will go a long way in helping me shape my career as a future social service professional. The curriculum helps us to navigate various sectors in the social service field, understand the current situation and make us prepared for the challenges. During my study, we visited many organizations and understood the real work-life scenario which will help me in my career. I also learned about professional interaction with people respecting their age, culture, norms and ethical boundaries.

Briana – In my professional and personal development journey, one of the most impactful areas of growth has been learning more about ADHD, both through formal research and through a deeper understanding of my own experiences with it. As I've gained more knowledge about ADHD, I've not only come to understand how it affects behavior, habits, focus, and emotions, but I've also reflected on how I would approach parenting a child with ADHD. This gives me a better understanding and basis for not only my personal life and home but also gives me a better understanding of approaches if I would with children/youth in the future.

This thesis project has also exposed me to a very important area of social service, the effect of parenting style with the children with ADHD, how different parenting style, culture, family play important role. During our research we understand the importance of raising the issue on a broader level as the topic is still considered taboo and there are so many misunderstandings regarding the topic. I also understand how important it is to recognize ADHD in the early stage, as it will help the children when they grow up. And we feel it will be helpful if the parents and care givers for children need to provide some training when dealing with children with ADHD. Me and my coauthor both had shared responsibilities throughout the thesis work to make it successful.

### 7.1.1 Practical Implications and Recommendations

We want to conclude this thesis by leaving the reader with something meaningful to think about and practical actions to consider. The recommendations provided aim to inspire reflection and offer actionable steps for parents and educators to support children with ADHD more effectively. For parents, the authoritative parenting style, which combines warmth and support with consistent discipline, is widely recommended. Developing a structured daily routine, including regular mealtimes, homework sessions, and bedtime schedules, provides the predictability that children with ADHD need to feel secure. In addition, consistent communication and emotional support are essential for fostering a positive environment that promotes emotional and behavioral regulation (Tassoni, 2010, pp. 101-104).

Professionals, such as educators and clinicians, should advocate for family-centered approaches that educate parents on the importance of consistent discipline and emotional support. Modesto-Lowe et al. (2008, pp. 869-870) suggest that training programs and support groups can help parents improve their understanding of ADHD and develop effective strategies for managing their child's symptoms. It is also crucial for practitioners to consider cultural and societal factors when advising parents, as these influences can shape how parents approach discipline and emotional support.

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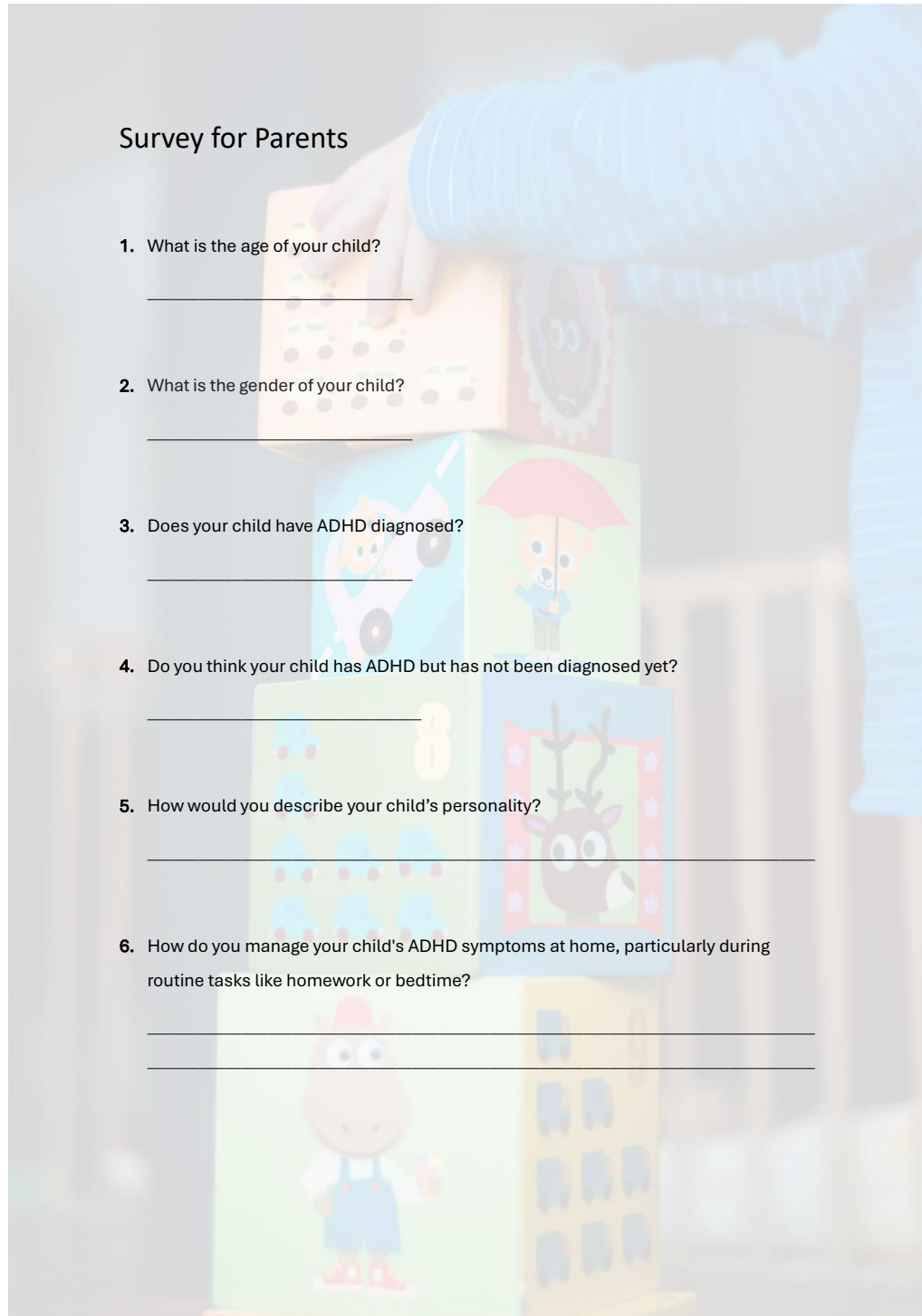
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## 8 APPENDIX

### 8.1 Survey/Questionnaire

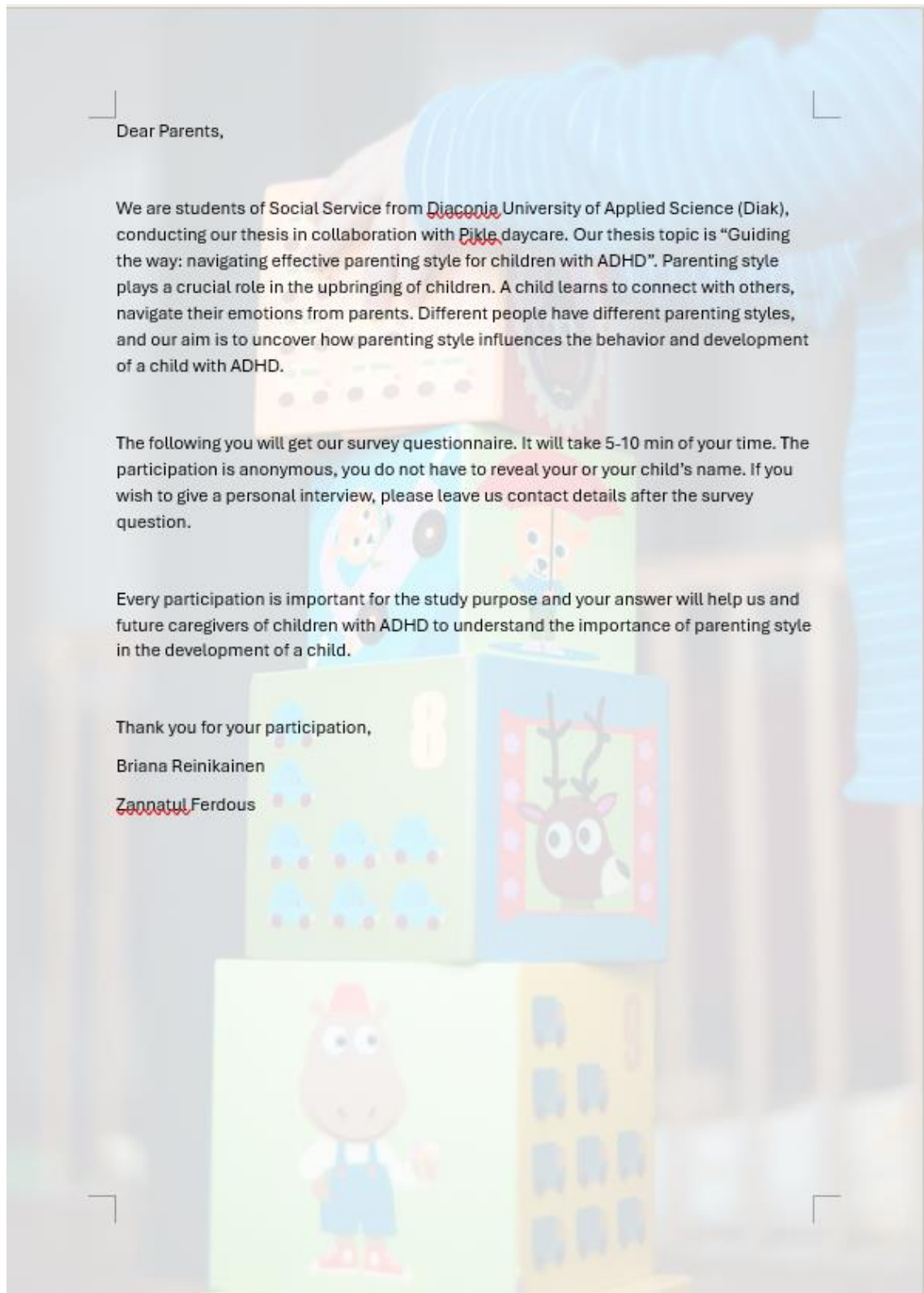


**Survey for Parents**

1. What is the age of your child?  
\_\_\_\_\_
2. What is the gender of your child?  
\_\_\_\_\_
3. Does your child have ADHD diagnosed?  
\_\_\_\_\_
4. Do you think your child has ADHD but has not been diagnosed yet?  
\_\_\_\_\_
5. How would you describe your child's personality?  
\_\_\_\_\_  
\_\_\_\_\_
6. How do you manage your child's ADHD symptoms at home, particularly during routine tasks like homework or bedtime?  
\_\_\_\_\_  
\_\_\_\_\_

Digital Version (<https://forms.gle/sZm9oRncWHDibLg49>)

## 8.2 Letter to Parents



## 8.3 Articles Used

Inclusion Criteria for Articles	Title and Author(s)	Publication Date: 2014-2024	Language: English or Finnish	Relevance: Tied to the subject	Why this was included.
	<p>Parenting styles and children's emotional intelligence: What do we know?</p> <p>Alegre, A</p>	<p>✓</p> <p>2010</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>Parenting Styles</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>Taking charge of ADHD: The complete, authoritative guide for parents.</p> <p>Barkley, R. A</p>	<p>✓</p> <p>2020</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD and Parenting Styles</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>As-sociation between parenting style and socio-emotional and academic functioning in children with and without ADHD: A community-based study.</p> <p>Bhide, S., Sciberas, E., Anderson, V., Hazell, P., &amp; Nicholson, J. M.</p>	<p>✓</p> <p>2016</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD and Parenting Styles</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>Multivariate associations between behavioral dimensions and white matter across children and adolescents with and without attention-deficit/hyperactivity disorder</p>	<p>✓</p> <p>2023</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>

	Bu, X., Gao, Y., Liang, K., Bao, W., Chen, Y., Guo, L., Gong, Q., Lu, H., Caffo, B., Mori, S., & Huang, X.				
	The longitudinal relation between observed maternal parenting in the preschool period and the occurrence of child ADHD symptoms in middle childhood  Choenni, V., Lambregtse-van den Berg, M. P., Verhulst, F. C., Tiemeier, H., & Kok, R.	✓  2018	✓  ENG	✓  ADHD	This fit all of the criteria and had useful information for this thesis.
	Changing parental knowledge and treatment acceptance for ADHD: A pilot study  Dixon, J. F., Akins, R., Miller, E., Breslau, J., Gill, S., Bisi, E., & Schweitzer, J. B.	✓  2022	✓  ENG	✓  ADHD and Parenting	This fit all of the criteria and had useful information for this thesis.
	Adhd-lasten Ja Perheiden Arki (thesis)  Hirvonen, M., & Palosaari, T.	✓  2014	✓  FI	✓  ADHD	This fit all of the criteria and had useful information for this thesis.
	Relations between parenting stress, parenting style, and child executive	✓  2016	✓  ENG	✓  ADHD and Parenting	This fit all of the criteria and had useful

	functioning for children with ADHD or autism  Hutchison, L., Feder, M., Abar, B., & Winsler, A.				information for this thesis.
	The Finnish approach to early childhood education and care: A systemic perspective  Karila, K.	✓  2021	✓  ENG	X	As this thesis was written in Finland and with the target of day-care aged children, this still had relevant information for our thesis.
	How good am I? implicit and explicit self-esteem as a function of perceived parenting styles among children with ADHD  Kurman, J., Rothschild-Yakar, L., Angel, R., & Katz, M.	✓  2015	✓  ENG	✓  ADHD and Parenting	This fit all of the criteria and had useful information for this thesis.
	Raising children: Single parents' parenting styles with children living with attention-deficit/hyperactive disorder  Mahomed, R., Alexander, D., & Maree, J.	✓  2021	✓  ENG	✓  Parenting Styles	This fit all of the criteria and had useful information for this thesis.
	Parenting Styles, Internalization of	✓	✓	✓	This fit all of the

	<p>Values and Self-Esteem: A Cross-Cultural Study in Spain, Portugal and Brazil</p> <p>Martinez, I., Garcia, F., Veiga, F., Garcia, O. F., Rodrigues, Y., &amp; Serra, E.</p>	<p>2019</p>	<p>ENG</p>	<p>Parenting Styles</p>	<p>criteria and had useful information for this thesis.</p>
	<p>A Family and School in Partnership: Positive Effects of a Family-Based School Intervention</p> <p>Metsäpelto, R. L., Pulkkinen, L., &amp; Tolvanen, A.</p>	<p>✓ 2010</p>	<p>✓ ENG</p>	<p>X</p>	<p>As this thesis was written in Finland and this article was too, this still had relevant information for our thesis.</p>
	<p>ADHD: Does parenting style matter?</p> <p>Modesto-Lowe, V., Danforth, J. S., &amp; Brooks, D.</p>	<p>X 2008</p>	<p>✓ ENG</p>	<p>✓ ADHD and Parenting Styles</p>	<p>Though this did not meet the publication date criteria, we felt the information was still relevant to today.</p>
	<p>Perception of parenting style by children with ADHD and its relation with inattention, hyperactivity/impulsivity and externalizing symptoms</p>	<p>✓ 2016</p>	<p>✓ ENG</p>	<p>✓ ADHD and Parenting Styles</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>

	Molina, M. F., & Musich, F. M.				
	Parenting practices among parents of children with attention-deficit/hyperactivity disorder: Gender-related differences.  Muñoz-Suazo, M. D., Navarro-Muñoz, J., Díaz-Román, A., Coronilla-García, M., Porcel-Gálvez, A. M., & Gil-García, E.	✓  2019	✓  ENG	✓  Parenting	This fit all of the criteria and had useful information for this thesis. Though gender is not a focus for this thesis, it is still important and we wanted to touch on it.
	The global prevalence of ADHD in children and adolescents: a systematic review and meta-analysis  Nader Salari, Hooman Ghasemi, Nasrin Abdoli, Adibeh Rahmani, Mohammad Hossain Shiri, Amir Hossein Hashemian, Hakimeh Akbari & Masoud Mohammadi.	✓  2023	✓  ENG	✓  ADHD	This fit all of the criteria and had useful information for this thesis.
	Associations of Parenting Styles with Self-Esteem in Children and Adolescents: A Meta-Analysis.  Pinquart, M., & Gerke, D.-C.	✓  2019	✓  ENG	✓  Parenting Styles	This fit all of the criteria and had useful information for this thesis.

	<p>Behavior Management for School Aged Children with ADHD</p> <p>Pfiffner, L. J., &amp; Haack, L. M.</p>	<p>✓</p> <p>2014</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>Emotion dysregulation in attention deficit hyperactivity disorder</p> <p>Shaw, P., Stringaris, A., Nigg, J., &amp; Leibenluft, E.</p>	<p>✓</p> <p>2014</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>ADHD in girls and boys gender differences in co-existing symptoms and executive function measures</p> <p>Skogli, E. W., Teicher, M. H., Andersen, P. N., Hovik, K. T., &amp; Øie, M.</p>	<p>✓</p> <p>2013</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD</p>	<p>This fit all of the criteria and had useful information for this thesis. Though gender is not a focus for this thesis, it is still important, and we wanted to touch on it.</p>
	<p>Parenting styles and ADHD severity: Leveraging AI to understand their relationship</p> <p>Srishti Bhatt, Saumya Jogy, &amp; Amita Puri</p>	<p>✓</p> <p>2024</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>ADHD and Parenting Styles</p>	<p>This fit all of the criteria and had useful information for this thesis.</p>
	<p>Parenting styles and children's emotional</p>	<p>✓</p> <p>2015</p>	<p>✓</p> <p>ENG</p>	<p>✓</p>	<p>This fit all of the criteria and</p>

	<p>development during the first grade: The moderating role of child temperament</p> <p>Zarra-Nezhad, M., &amp; Noona Kiuru, K. A.</p>			Parenting Styles	had useful information for this thesis.
	<p>Keeping early social- emotional learning developmental: The development, implementation, and preliminary evaluation of a preventive intervention program for early childhood education and care</p> <p>Zarra-Nezhad, M., Suhonen, K., &amp; Sajaniemi, N.</p>	<p>✓</p> <p>2024</p>	<p>✓</p> <p>ENG</p>	X	As this thesis was written with the target of day-care aged children in mind, this still had relevant information for our thesis.
	<p>The impact of children's socio-emotional development on parenting styles: The moderating effect of social withdrawal</p> <p>Zarra-Nezhad, M., Viljaranta, J., Sajaniemi, N., Aunola, K., &amp; Lerkkanen, M.-K.</p>	<p>✓</p> <p>2020</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>Parenting Styles</p>	This fit all of the criteria and had useful information for this thesis.
	<p>Parents' interpretations of emotion regulation and its implementation in parenting (thesis)</p>	<p>✓</p> <p>2022</p>	<p>✓</p> <p>ENG</p>	<p>✓</p> <p>Parenting</p>	This fit all of the criteria and had useful information

	Zvereva, G.				for this thesis.
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