# Article information:

Educational practitioners’ perceptions of ADHD: a qualitative study of views of the home lives of children with ADHD in the UK - Russell - 2019 - British Journal of Special Education - Wiley Online Library
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# Article summary:

1. The study aimed to understand educational practitioners' beliefs about the home lives of children with ADHD and how they perceive these home lives to affect children's behavior in school.

2. Three themes emerged from the data: inconsistency, psychosocial adversity, and isolation. These themes reflect the practitioners' experiences working with children with ADHD and their beliefs about what occurs at home.

3. The study highlights the importance of positive school-home relationships for children with ADHD and suggests strategies that school practitioners can use when working with these children.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Educational practitioners’ perceptions of ADHD: a qualitative study of views of the home lives of children with ADHD in the UK" explores the beliefs and perceptions of educational practitioners regarding the home lives of children with ADHD and how these home lives affect their behavior in school. The study uses qualitative methods, including focus groups and interviews, to gather data from 42 educational practitioners from primary, secondary, and pupil referral schools in the south-west of England.

One potential bias in this article is the limited sample size and geographical location of the participants. The study only includes 42 educational practitioners from a specific region in the UK, which may limit the generalizability of the findings to other contexts. Additionally, there is no information provided about how participants were selected or if any efforts were made to ensure diversity among participants.

The article also relies heavily on previous research to support its claims about ADHD prevalence, causes, and impacts on families. While it is important to reference existing literature, it would have been beneficial for the authors to provide more specific evidence or examples from their own study to support their arguments.

Furthermore, there are some unsupported claims made throughout the article. For example, it is stated that positive school-home relationships are associated with lower levels of difficulties for children with ADHD without providing any evidence or references to support this claim. It would have been helpful for the authors to include citations or examples from their own data analysis to back up these assertions.

Additionally, there are some missing points of consideration in this article. While it focuses on educational practitioners' beliefs about home lives and their impact on children's behavior in school, it does not explore other factors that may contribute to ADHD symptoms or difficulties at school. For example, it does not discuss potential biological or neurological factors that may influence ADHD symptoms or consider how classroom environments or teaching strategies could affect children with ADHD.

There is also a lack of exploration of counterarguments or alternative perspectives in this article. The authors present the beliefs and perceptions of educational practitioners without critically examining or challenging these views. Including a discussion of different perspectives or conflicting evidence would have provided a more balanced analysis.

Overall, this article provides some insights into educational practitioners' beliefs about the home lives of children with ADHD and their impact on behavior in school. However, it is limited by its small sample size, lack of specific evidence from the study itself, unsupported claims, missing points of consideration, and unexplored counterarguments. Further research is needed to provide a more comprehensive understanding of this topic.

# Topics for further research:

* Biological factors influencing ADHD symptoms and behavior in school
* Classroom environments and teaching strategies for children with ADHD
* Neurological factors contributing to ADHD symptoms
* Alternative perspectives on the impact of home lives on children with ADHD
* Research on positive school-home relationships and their effects on children with ADHD
* Factors other than home lives that may contribute to difficulties for children with ADHD in school

# Report location:

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