

Comparative Infographic Parents' & Teachers' Focus Groups



Personal Competencies



- P** Parents emphasised the emotional intensity and difficulty in regulation. Children experience emotions in an amplified manner and some struggle with managing rejection to the point of aggression, while others face panic attacks or become easily dissatisfied.
- P** Children demonstrate strong focus and efficiency when they find something engaging, but they struggle when tasks don't interest them. Many have difficulty managing schedules, staying organized, and remembering their belongings.
- T** Teachers noted that building trust between teachers and student is the most important factor to motivating students with ADHD to overcome certain challenges they may be facing.
- T** Teachers highlight Adopting a rewarding system for the students is an essential method used by teachers. Participants explained that rewarding should occur not only for a successful outcome, but also for effort. This not only boosts the students' confidence, but also ensures that their work is seen and appreciated.



- P** Parents' perspectives highlight a common set of challenges: difficulties in emotional regulation, weak organizational skills, reliance on external motivation, and reduced self-esteem.
- P** Despite the obstacles, children often show strengths in social settings and respond positively to structure and encouragement.
- T** Educators noted that students with ADHD frequently face challenges related to emotional regulation, frustration tolerance, impulsivity, and self-motivation. These are linked to difficulties in executive functions and can result in emotional outbursts or task avoidance.
- T** Teachers emphasized that repeated negative feedback often leads students to internalize failure and disengage. To counter this, they use strategies such as assigning meaningful roles (e.g., timekeeper), emotionally preparing students for tasks, explicitly teaching the value of mistakes, and building trust through consistent, respectful relationships.



- P** Parents reported frequent emotional outbursts, frustration, and difficulty calming down. Children often reacted strongly to changes or setbacks, and some struggled with sleep routines.
- P** Parents claim that ADHD impacted their children's ability to concentrate in school, follow routines at home, and engage in social situations. Parents shared concerns about low self-esteem and difficulty managing emotions.
- T** Teachers most commonly observed difficulty sustaining attention, impulsive actions, frequent fidgeting, and excessive talking in students with ADHD.
- T** Educators noted that managing attention, handling impulsive behavior, and supporting social integration in group activities were ongoing challenges. It was difficult to maintain a productive classroom environment while also meeting individual needs.



- P** Parents highlighted significant challenges related to emotional regulation, such as frustration, impulsivity, and anxiety. Many noted that their children often act before thinking and require ongoing psychological support to develop emotional stability.
- P** Parents underlined some strategies like positive reinforcement, drawing comparisons with adult experiences, and engaging in structured activities (e.g., karate, scouting) as commonly used to build self-esteem and resilience.
- T** Teachers observed that students with ADHD struggle with maintaining focus, organizing tasks, and controlling impulses. Impulsivity often manifests in premature responses and disruptive behavior.
- T** To address identified issues, teachers implement strategies such as task segmentation, consistent positive reinforcement, and individualized feedback. While many educators adapt their teaching to meet emotional needs, several expressed a need for more specialized training.

Social Competencies



- P** According to parents, children with ADHD often struggle to understand or respond appropriately to social cues, which affects peer relationships.
- P** Structured groups or team-based activities significantly support their children's social behavior, communication and promote positive engagement, especially when clear rules and roles are in place.
- T** Teachers observed that students with ADHD often struggle with understanding social cues, interrupting conversations, and maintaining friendships. These issues can be intensified by undiagnosed comorbidities such as Autism Spectrum Disorder (ASD).
- T** Strategies shared include role-play, social stories, guided peer interactions, and the use of therapeutic tools like "Zones of Regulation" and "How Does Your Engine Run?" Teachers emphasized the importance of peer mentoring, structured group work, and fostering inclusive classroom cultures through carefully chosen student pairings and modeling prosocial behavior.



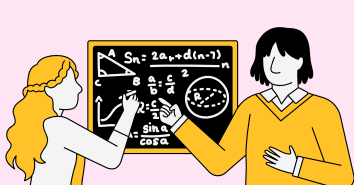
- P** Parents claim that ADHD impacted their children's ability to concentrate in school, follow routines at home, and engage in social situations. Parents shared concerns about low self-esteem and difficulty managing emotions.
- P** Using positive affirmations, acknowledging effort over results, and creating structured daily routines helped children feel more confident and capable.
- T** Teachers highlighted that students with ADHD struggled with regulating emotions, often reacting intensely or unpredictably. They also found it difficult to initiate tasks independently, which hindered progress on assignments and classroom participation.
- T** Teachers reported that children often misunderstood social boundaries, missed non-verbal cues, or acted impulsively in peer settings. These behaviors could lead to conflicts or social isolation.



- P** Parents generally perceive their children as socially functional, though some report difficulties in understanding social norms or maintaining friendships.
- P** Group activities like ballet, dance, scouting, and karate are seen as beneficial for fostering social skills and empathy by parents.
- T** Teachers, report more pronounced social challenges, including difficulty interpreting social cues, impulsive interactions, and trouble sustaining peer relationships.
- T** Teachers employ strategies such as peer pairing, role-playing, and guided group activities to promote inclusion and emotional awareness.



- P** Parents mentioned that children struggle with social awareness, risk perception, impulse control, and adherence to social norms. Some exhibit impatience, obsessions, and difficulty managing time.
- P** Parents and organizations have identified various activities, such as individual sports, robotics, dance, music, and socialization events hosted by NGOs.
- T** According to teachers, one of the greatest challenges students with ADHD face is the maintenance and sustainability of friendships, as well as bullying which occurs between students.
- T** One way to overcome bullying and help students develop and maintain friendships is in-class games and activities which encourages team work, promoting a friendly and safe environment which can then be implemented outside the classroom.



Learning Competencies



- P** Parents reported difficulties with sustained attention, completing assignments, and organizing schoolwork. Homework was often a source of stress and frustration.
- P** Parents noted that extracurricular activities like group sports, music, or art workshops helped children connect with peers in structured and low-pressure environments.
- T** Teachers used effective practices included using gamified learning platforms, chunking content into smaller parts, and offering movement breaks. Teachers also used visual timers, task cards, and interactive tools to maintain engagement.
- T** Educators highlighted that regular, individualized feedback helped build motivation. Teachers stressed the importance of focusing on effort and progress rather than solely on outcomes, and using positive reinforcement to sustain engagement.



- P** Parents noted that their children face difficulties with attention, organization, and task completion. Many mentioned that focus improves when tasks are engaging or aligned with the child's interests.
- P** Parents pointed out common strategies they use such as technology, individualized instruction, and repetition. Motivation is often extrinsic and requiring continuous support.
- T** Teachers reported that students with ADHD struggle to understand instructions to stay attentive during lectures, and complete lengthy tasks.
- T** Teachers use common strategies to support learning. They apply for visually tasks, practical teaching methods, and curriculum adaptations. Collaboration with other professionals and personalized instruction are considered essential



- P** Parents mentioned that Children thrive when given autonomy to create and explore without rigid constraints. Activities like LEGO, free drawing, robotics, and music allow them to engage deeply with learning in ways that fit their unique thought processes.
- P** Digital tools, including computer-based exams, interactive chess, PlayStation, TikTok, and YouTube, play a role in enhancing children's learning. These platforms help maintain interest, reinforce concepts, and offer alternative methods for skill development.
- T** Technological tools are a great approach to not only promoting learning but also helping students with ADHD exercise and increase their ability to focus. For example, a tablet is great for that, since it helps with restricting the user's peripheral view.
- T** Providing feedback to students with ADHD is vital since it acts as milestone towards improving. However, teachers stated that it's important to give feedback discretely in order to not embarrass the student. Avoid giving feedback in front of others.



- P** The combination of games, technology, and audiovisual tools as highly effective in supporting children's learning and concentration.
- P** Interactive activities, audio-based materials, structured programs, and relaxation strategies such as music and breaks can enhance focus and engagement, especially compared to traditional reading methods.
- T** Teachers emphasized that learning difficulties in students with ADHD are typically rooted in executive functioning challenges such as planning, focus, and task completion rather than lack of cognitive ability.
- T** Effective strategies include breaking tasks into manageable steps, using visual supports (checklists, timers), and reducing distractions on worksheets. Technology plays a key role, with tools like tablets, interactive whiteboards, and time-tracking apps helping students stay engaged. Feedback is given discretely and positively, focusing on what was done well before guiding next steps.