



Parents' Focus Group Questionnaire's Results

1 Understanding ADHD and Its Impact



1 *When did you first notice signs of ADHD in your child, and what steps did you take to understand their condition?*

- Ages of first signs: 2 to 7 years
- Common responses: therapy, paediatricians, neurologists, developmental specialists
- Mothers noticed signs of ADHD at ages ranging from 2 to 7 years, with common measures including therapies and consulting specialists.

2 *How does ADHD affect your child's daily life at school, home, and in social interactions?*

- School: difficulty focusing, needs extra help
- Home: disorganisation, communication issues
- Social: some adapt well, others struggle with peer interaction
- ADHD affects children's daily life by causing difficulties in maintaining focus, requiring extra help at home, and impacting social interactions



2 Personal Competencies

3 *What specific challenges does your child face in managing their emotions, such as frustration or impulsivity?*

- Impulsivity and frustration
- Emotional instability
- Psychological support used
- Children face challenges in managing emotions like frustration and impulsivity, often requiring psychological support.

4 *How does your child handle tasks that require focus, sustained attention, or organization?*

- Needs adult help
- Avoids tasks
- Selective attention
- Children struggle with tasks requiring focus and organization, often needing adult assistance.

5 *How do you support your child's confidence and self-esteem, particularly when they face difficulties?*

- Positive reinforcement
- Family activities
- Emotional validation
- Parents support their children's confidence and self-esteem through positive reinforcement and encouragement.

3 Social Competencies

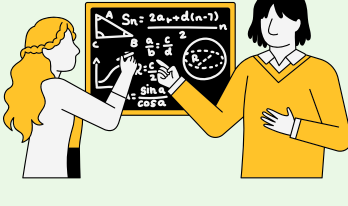


6 *Does your child face difficulties in understanding or responding to social cues? How do you address these?*

- No difficulty
- Needs guidance
- Stronger with adults or younger children
- Children face difficulties in understanding social cues, requiring parental guidance and structured activities.

7 *Have you identified any group or team-based activities that help your child positively handle social behavior?*

- Activities mentioned: karate, ballet, scouting, gymnastics
- Benefits: cooperation, confidence, rule-following
- Group activities like karate, ballet, and scouting help children positively handle social behaviour.



4 Learning Competencies

8 *Have you noticed any teaching methods, tools, or learning environments that are particularly effective for your child?*

- Tools used: videos, images, repetition, shared reading
- Preferences: visual and auditory learning
- Assistive tools and technologies like videos and apps play a significant role in supporting children's learning.

5 Supporting a Child with ADHD



9 *How do you help your child develop resilience and maintain self-esteem when they face challenges?*

- Strategies: encouragement, examples from adult life, therapy
- Emphasis on effort and persistence
- LParents help their children develop resilience and maintain self-esteem through positive reinforcement and structured routines.

10 *Have you accessed any resources, formal training, or professional support (e.g., psychologists, therapists) for your child's ADHD? Which resources or support were the most helpful? If not, what barriers have prevented you from accessing these resources?*

- Common supports: psychologists, speech therapists, occupational therapists
- Some used multiple therapies simultaneously
- Parents accessed various resources like psychologists, speech therapists, and occupational therapists to support their child's ADHD.

11 *What additional support would you need from the school to better support your child, can you recommend any changes to the education system to better support children with ADHD?*

- Needs: more trained teachers, better communication, classroom support
- Suggestions: morning scheduling for core subjects
- Parents need additional support from schools, including more trained teachers and better communication between professionals.



6 Suggestions and Future Improvements

12 *What type of resources, training, or support would you find most beneficial as a parent of a child with ADHD?*

- Suggestions: shorter and varied activities, multimedia tools, in-school specialists
- Parent training and awareness sessions
- Parents find resources like shorter activities, therapeutic interventions, and shared experiences with other families most beneficial.



Parents' Focus Group Questionnaire's Results

1 Understanding ADHD and Its Impact



1 *When did you first notice signs of ADHD in your child, and what steps did you take to understand their condition?*

- At various developmental stages mostly kindergarden and primary school
- Common indicators of ADHD signs included, difficulties in concentration, inability to follow routines, impulsivity, forgetfulness, and hyperactivity.
- Educational psychologists and paediatric psychiatrists, though schools were the professionals diagnosing ADHD on children.

2 *How does ADHD affect your child's daily life at school, home, and in social interactions?*

- Children struggle with socialization, social acceptance, peer relationships and being accepted by others.
- There are times of tension and conflict at home, due to the constant harassment, children face from school management.
- Time management represents an issue causing problems.
- Children many times are overly talkative, tedious, obsessive and getting carried away in conversation, something that sometimes leads to their isolation.



2 Personal Competencies

3 *What specific challenges does your child face in managing their emotions, such as frustration or impulsivity?*

- Children's emotions are very intense, felt and expressed "in duplicate".
- Sadness and joy are especially intense.
- Some cry easily and are easily moved. Some others consider all their classmates as friends.
- Some are easily disappointed.
- Children show lack of empathy/understanding when they lose their stuff.

4 *How does your child handle tasks that require focus, sustained attention, or organization?*

If the task interests them, their focus and attention is sustained. If they like something they are very capable/effective, if not they can't do it. Some other children make a huge effort. Sometimes they struggle to handle and manage tasks. They have organisational problems

Some others need constant reminders, as they forget their things/lose them at school

Some other face difficulties to get into a schedule/do a task in a certain time.

5 *How do you support your child's confidence and self-esteem, particularly when they face difficulties?*

- Support children's activities.
- Spend many hours talking to them about life values and skills.
- Take them to different professionals, speech therapists, psychologists and others to help them express their selves.

3 Social Competencies

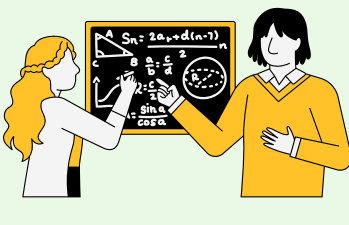


6 *Does your child face difficulties in understanding or responding to social cues? How do you address these?*

- Difficulty perceiving risk: e.g. refusal to wear a seat belt in the car
- Difficulty in time management
- Unable to follow social rules
- Children express obsessions
- Show impatience and difficulties to wait their turn or in lines.
- Difficulty controlling their impulsivity (e.g. shouting 'I love you' at people)

7 *Have you identified any group or team-based activities that help your child positively handle social behavior?*

- Participation in sports (not all; mainly individual sports)
- ADHD in Limassol organize activities among adolescents, to offer opportunities for socialization and skills/competence enhancement.
- Robotics, music and dance lessons.
- Opportunities offered by other NGOs, including socialization events, volunteerism opportunities.
- Suggestion from one participant to another: contact an educational psychology service; they have an intervention programme for bullying.
- Support participation at social skills groups e.g. Unique Smiles, scouting



4 Learning Competencies

8 *Have you noticed any teaching methods, tools, or learning environments that are particularly effective for your child?*

- Children are given the freedom to create, with more freedom, without constraints (e.g. lego- free drawing).
- Children have more freedom of movement, with more freedom of design, such as free-form, free-form, free-form, free-form, robotics.
- Through Playstation
- Watching Tik-tok/ you tube
- Being involved in activities like music, dance, sports, painting: "Everything that doesn't fit into a mould"
- Chess: with physical presence or electronically on an interactive whiteboard

5 Supporting a Child with ADHD



9 *How do you help your child develop resilience and maintain self-esteem when they face challenges?*

- Being supportive.
- Taking children to different professionals.
- Reading, learning about ADHD.
- Discussing with other parents what to do to help children.
- Focus on the positive and the development of the children
- Support their participation in sports, especially individual sports (e.g. karate)/ feel better about themselves, find acceptance.
- Give children the freedom to express themselves and accept their feelings, without criticism.

10 *Have you accessed any resources, formal training, or professional support (e.g., psychologists, therapists) for your child's ADHD? Which resources or support were the most helpful? If not, what barriers have prevented you from accessing these resources?*

- Accessed resources are limited. Parents pay for professional support by psychologists and therapists.
- Lack of proper information: Parent is forced to point to circulars + legislation
- Unfortunately there is differentiation in examinations + assessment of the child in general
- Children with learning difficulties are not separated in exams from other children
- Children in residential education are excluded from social activities offered in schools for children (not participating in celebrations, outings etc.)

11 *What additional support would you need from the school to better support your child, can you recommend any changes to the education system to better support children with ADHD?*

- Legislative change is needed
- More opportunities to be provided by school to children with ADHD
- Utilization of learning platforms and upload of assignments on a school website
- Additional teacher communication with parents/coordination with tutoring is necessary.
- Teachers need specialised training to be more aware and sensitive towards ADHD.
- Ministry needs to develop systems of evaluation of teachers by the ministry
- Change in mindset of teachers, instead of just theoretically promote that it is unfair to others/ insistence on 'equality'.



6 Suggestions and Future Improvements

12 *What type of resources, training, or support would you find most beneficial as a parent of a child with ADHD?*

- Financial support to parents to cover costs for psychologists and professionals.
- Awareness raising, education, learning and training are always welcome.
- Support parents and children by changing the process of assessing children to identify disorders: e.g. educational psychologist coming to the school to observe the child on the spot.



Parents' Focus Group Questionnaire's Results

1 Understanding ADHD and Its Impact



1 *When did you first notice signs of ADHD in your child, and what steps did you take to understand their condition?*

- Most parents observed signs like restlessness, inattention, or impulsive behavior between ages 4 and 6. Many described a long and emotionally challenging journey through diagnosis and acceptance.

2 *How does ADHD affect your child's daily life at school, home, and in social interactions?*

- 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.



2 Personal Competencies

3 *What specific challenges does your child face in managing their emotions, such as frustration or impulsivity?*

- Parents reported frequent emotional outbursts, frustration, and difficulty calming down. Children often reacted strongly to changes or setbacks, and some struggled with sleep routines.

4 *How does your child handle tasks that require focus, sustained attention, or organization?*

- Tasks involving multiple steps or extended attention were especially challenging. Parents described difficulty completing homework and staying organized.

5 *How do you support your child's confidence and self-esteem, particularly when they face difficulties?*

- Using positive affirmations, acknowledging effort over results, and creating structured daily routines helped children feel more confident and capable.

3 Social Competencies

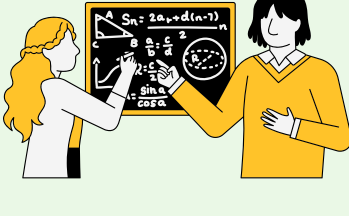


6 *Does your child face difficulties in understanding or responding to social cues? How do you address these?*

- Parents mentioned frequent misunderstandings with peers, social rejection, and sometimes bullying. Children had trouble interpreting social cues or managing group dynamics.

7 *Have you identified any group or team-based activities that help your child positively handle social behavior?*

- Extracurricular activities like group sports, music, or art workshops helped children connect with peers in structured and low-pressure environments.



4 Learning Competencies

8 *Have you noticed any teaching methods, tools, or learning environments that are particularly effective for your child?*

- Extracurricular activities like group sports, music, or art workshops helped children connect with peers in structured and low-pressure environments.

5 Supporting a Child with ADHD



9 *How do you help your child develop resilience and maintain self-esteem when they face challenges?*

- Parents focused on helping their children reflect on experiences, manage frustration, and build self-belief through praise, consistent routines, and emotional coaching.

10 *Have you accessed any resources, formal training, or professional support (e.g., psychologists, therapists) for your child's ADHD? Which resources or support were the most helpful? If not, what barriers have prevented you from accessing these resources?*

- Most families turned to private therapy due to long wait times in public services. Access to trained professionals in schools was limited and inconsistent.

11 *What additional support would you need from the school to better support your child, can you recommend any changes to the education system to better support children with ADHD?*

- Parents requested clearer communication, regular updates on progress, ADHD-aware teaching methods, and more personalized support plans.



6 Suggestions and Future Improvements

12 *What type of resources, training, or support would you find most beneficial as a parent of a child with ADHD?*

- Parents called for accessible workshops, practical guides, and ongoing support groups. They emphasized the importance of being seen as partners in the educational process.



Parents' Focus Group Questionnaire's Results

1 Understanding ADHD and Its Impact



1 *When did you first notice signs of ADHD in your child, and what steps did you take to understand their condition?*

- Parents noticed signs of ADHD at different developmental stages - some in early childhood, others when school demands increased.

Parents began noticing signs of ADHD as their children faced increasing academic and social demands, often during early school years. Schools played a crucial role in identifying the need for further evaluation, and while challenges like impulsivity and difficulty adapting were evident, parents also acknowledged their children's sociable, affectionate, and spirited nature.

2 *How does ADHD affect your child's daily life at school, home, and in social interactions?*

- ADHD significantly impacts children's daily lives by causing hyperactivity, impulsivity, distractibility, and emotional regulation difficulties, especially in structured settings like school. At home, these challenges persist as resistance to rules and difficulty completing tasks. However, parents also noted their children's sociability, affection, and spirited nature, reflecting a mix of behavioral struggles and personal strengths



2 Personal Competencies

3 *What specific challenges does your child face in managing their emotions, such as frustration or impulsivity?*

- Children with ADHD struggle with emotional intensity and impulsivity, leading to disruptive behaviors in both home and school environments. These emotional challenges often impact peer relationships and classroom dynamics. Academically, children face difficulties with organization and concentration, particularly in reading, though they tend to perform better in creative tasks and auditory-based learning.

4 *How does your child handle tasks that require focus, sustained attention, or organization?*

- Children with ADHD often struggle with focus, sustained attention, and organization, particularly in tasks like reading and individual academic work. However, they tend to engage more successfully in creative or auditory learning and show greater motivation and concentration during group activities that involve social interaction.

5 *How do you support your child's confidence and self-esteem, particularly when they face difficulties?*

- Parents support their children's confidence and self-esteem through structured routines and constant reinforcement, but many children still struggle due to low self-confidence, emotional insecurity, and a reliance on external motivation rather than developing intrinsic drive.

3 Social Competencies

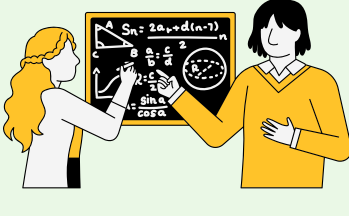


6 *Does your child face difficulties in understanding or responding to social cues? How do you address these?*

- Children with ADHD often struggle to understand or respond appropriately to social cues, which affects peer relationships. However, structured group activities with clear rules significantly improve their social interaction, communication skills, and self-confidence over time

7 *Have you identified any group or team-based activities that help your child positively handle social behavior?*

- Parents found that structured group or team-based activities (such as drama and team sports) significantly support their children's social behavior, communication, and self-esteem. These settings promote positive engagement, especially when clear rules and roles are in place, while solitary activities tend to highlight organizational and behavioral challenges



4 Learning Competencies

8 *Have you noticed any teaching methods, tools, or learning environments that are particularly effective for your child?*

- Parents consistently identified a combination of games, technology, and audiovisual tools as highly effective in supporting their children's learning and concentration. Interactive methods, audio-based materials, structured programs like KUMON, and relaxation strategies such as music and breaks were all seen as enhancing focus and engagement, especially compared to traditional reading methods.

5 Supporting a Child with ADHD



9 *How do you help your child develop resilience and maintain self-esteem when they face challenges?*

- To support their children's resilience and self-esteem, parents emphasized the value of multidisciplinary interventions—including psychological counseling, therapy services, and medication—which helped improve emotional regulation, social relationships, and overall functioning in school and social settings.

10 *Have you accessed any resources, formal training, or professional support (e.g., psychologists, therapists) for your child's ADHD? Which resources or support were the most helpful? If not, what barriers have prevented you from accessing these resources?*

- Parents accessed a range of professional supports—including psychologists, therapists, and medication—which were especially effective in improving emotional regulation, social interactions, and developmental skills. Extracurricular activities also played a key role in boosting self-esteem and confidence, particularly in structured, achievement-oriented settings.

11 *What additional support would you need from the school to better support your child, can you recommend any changes to the education system to better support children with ADHD?*

- Parents emphasized the need for schools to provide more integrated support for children with ADHD, including collaboration with psychologists and therapists, access to structured extracurricular activities, and a more holistic approach that supports emotional regulation, social skills, and academic organization.



6 Suggestions and Future Improvements

12 *What type of resources, training, or support would you find most beneficial as a parent of a child with ADHD?*

- Parents identified the need for a more inclusive and flexible education system, highlighting the importance of reduced academic pressure, permanent school psychologists, teacher training on ADHD, quicker access to support staff, better school-therapist collaboration, and state-funded services to ensure equitable support for all families.