



New York University Child Study Center

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ADHD NOT JUST A SCHOOL-DAY DISORDER: New Survey Reveals All-Day Impact of ADHD on Children and Their Parents

Parents Report Socialization Problems Abound With Peers & Family

NEW YORK, NY, November 15, 2001 – Parents of children diagnosed with attention-deficit/hyperactivity disorder (ADHD) are nearly three times more likely to report that their child has difficulty getting along with neighborhood children, more than twice as likely to say their child gets picked on, and half as likely to believe their child has many good friends, than parents of children without ADHD, according to a new survey.

More than 500 parents participated in the first ever **I.M.P.A.C.T. Survey** (Investigating the **M**indset of **P**arents about **ADHD & Children Today**), developed by the New York University Child Study Center. The survey is believed to be the first ever to compare attitudes and perceptions of parents of children with and without ADHD.

Results of the national survey reveal that children diagnosed with ADHD face serious social development issues that affect their relationships with family and friends and impede their participation in after-school activities. Furthermore, parent responses indicate that many children are not following recommended treatment for their condition.

“ADHD is not just a school-day disorder; it is an all-day disorder,” said Harold S. Koplewicz, M.D., director of the New York University Child Study Center. “In addition to its proven impact on academic performance, ADHD also affects how children get along with family and friends, complete homework assignments and participate in after-school activities. Successful management of this condition needs to address all aspects of a young person’s daily life.”

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Participation in After School Activities Vital to Children's Social Development

A majority (91%) of parents surveyed believe that participation in after-school activities, such as sports/clubs or after-school programs, is important to a child's emotional development. Sixty-nine percent of parents of children with ADHD and 78% of parents of children without ADHD report that their child participates in after-school activities. However, nearly one-quarter (22%) of parents of ADHD children say their child has problems that limit their participation in after-school activities, as compared with only seven percent of parents of children without ADHD.

Additional key survey findings related to social, emotional, and behavioral development:

- More than twice as many parents of children with ADHD (43%) believe their child is likely to be picked on at school than parents of children without ADHD (18%)
- Nearly half (49%) of parents of children with ADHD say their child is likely to have difficulty getting along with other neighborhood children (vs. 18% of parents of children without ADHD)
- 72% of parents of children with ADHD report that their child has trouble getting along with siblings or other family members, as compared to 53% of parents of children without ADHD
- Less than half (48%) of parents of children with ADHD say their child easily adapts to new situations as compared to 84% of parents of children without ADHD
- Children with ADHD are half as likely to have many good friends (18% vs. 36%) and are less likely to play with a group of friends (38% vs. 50%) – as compared to children without ADHD, according to their parents.

How Parents Are Managing Their Child's ADHD

Of parents of children with ADHD, 45% say that behavior therapy has been recommended for their child, but less than one-quarter (21%) report that their child participates in behavior therapy. Additionally, 89% of parents of children with ADHD report that their child has been prescribed medication to help manage their symptoms, but only 55% report that their child is currently taking medication. While nearly all parents of children who are receiving medication for their ADHD report being "very" and "somewhat" concerned that their child gets the correct dosage of medication (99%) and is consistently medicated while at school (94%), much fewer are concerned about consistent medication during evenings and weekends (67%).

"Parents should talk with their physician about available behavioral modification programs as well as longer-lasting medications that can help children with ADHD effectively manage the symptoms of their condition before, during, and after school, including weekends," said Dr. Koplewicz. "New treatment guidelines for ADHD issued by the American Academy of Pediatrics (AAP) state that, if appropriate, physicians should recommend behavior therapy and/or stimulant medication to improve specific symptoms in children with ADHD."

ADHD's Impact on Parents & Tips to Help Parents Manage ADHD

One in three (35%) parents of children with ADHD and 23% of parents of children without ADHD say they play a major role in their child's daily routine. In general, more parents of children diagnosed with ADHD than parents of children without ADHD said that activities such as helping them with homework (52% vs. 28%), getting their child ready for school in the morning (26% vs. 16%), and getting them ready for bed on a school night (27% vs. 11%) required more than one hour per activity.

Overall, more than half of the parents of children with ADHD reported being “very” or “somewhat” frustrated while helping their child through these activities. “Parents of children with ADHD face more challenges in helping their child successfully complete everyday tasks,” continued Koplewicz.

NYU Child Study Center has created tips for parents of children with ADHD to help them with successful management of the condition, which include maintaining a regular schedule, celebrating accomplishments, evaluating personal strengths and weaknesses, and building a support team of parents, teachers and coaches to work through challenges. The complete tips, along with more information on ADHD, are available on the NYU Child Study Center Web site at www.AboutOurKids.org.

ADHD Survey Reference Information

Developed by the NYU Child Study Center, the **I.M.P.A.C.T. Survey** was conducted by Market Facts, a leading research consultancy currently ranked among the top 10 global custom market research companies. Results were concluded from 507 13-minute telephone interviews with parents of children with ADHD (n=255) and parents of children without ADHD (n=252); children were in grades ranging from kindergarten to 9th grade and ranged from six to 14 years of age. The survey was sponsored by an unrestricted educational grant from McNeil Consumer & Specialty Pharmaceuticals. A full copy of the survey results is available on the NYU Child Study Center Web site at www.AboutOurKids.org.

ADHD: An Important Public Health Concern

ADHD is a medical condition characterized by symptoms of inattention and/or hyperactivity-impulsivity that affects millions of children and adults, and often has a significant impact on a person’s life. Left untreated, children with ADHD can suffer academically and experience behavioral, social and emotional problems through adulthood. According to the National Institutes of Health (NIH), ADHD is one of the most common mental disorders among children. Today, ADHD affects approximately three to five percent of the U.S. school-age population, with boys diagnosed three to four times more often than girls.

NYU Child Study Center

In 1997, The New York University Child Study Center was established in order to increase the awareness of child mental health issues and improve the treatment of child psychiatric illnesses. The NYU Child Study Center’s multi-disciplinary team of professionals is dedicated to advancing the field of mental health for children and their families and is committed to the understanding, prevention and treatment of child mental health disorders. State-of-the-art research, patient care and professional training have established the Center as a place where scientifically proven models of treatment are forged and new ways of delivering effective care are created.

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