

## Sociological Effects of Attention Deficit and Hyperactivity Disorder on Children

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**Abstract:** The main purpose of this study is to examine the sociological effects of attention deficit and hyperactivity disorder on children. ADHD affects not only the quality of life of individuals, but also the social structure (Polanczyk et al., 2007; Wehmeier et al., 2010). In this context, research on the social dynamics of ADHD closes and increases awareness (Escobar et al., 2005). With families, educators and health professionals, the awareness of the society on this issue is critical in the development of individual and social strategies (Üneri Et Al., 2010; Kandemir Et Al., 2014). It is known that children with ADHD have deep effects on social relations, educational processes and family dynamics (Becker et al., 2011; Haza et al., 2003). Detailed analysis of these effects supports social integrity and contributes to the combination of the views of different social segments (Mrug et al., 2007). The challenges of ADHD are not only the individual; It also raises a wide social responsibility by influencing families, friends and education systems (Barkley, 2000; Dupaul & Stoner, 2003). Therefore, this study aims to understand the multidimensional effects of ADHD and to develop and raise awareness proposals at social level.

**Keywords:** Asocial life, concentrated problem, information pollution, sociological problems, bilateral communication problems, threat.

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### Introduction

Attention Deficit and Hyperactivity Disorder (ADHD) covers a wider social field by not only the individual's mobility at the behavioral level, but also the family structure, friend environment and education system (Klassen et al., 2004; Becker et al., 2011). For this reason, the elimination of deficiencies about ADHD and raising awareness is essential in terms of establishing a healthier social structure (Wehmeier et al., 2010). The development of special support programs for individuals with ADHD in the education system is important in order to increase their academic achievement and to ensure their social integration (Dupaul & Stoner, 2003). Increasing the level of consciousness of teachers and parents allows children to play an effective and supportive role in their development processes (Kandemir Et Al., 2014; Özmete, 2010). In this context, strengthening the position of children with ADHD in social environments should be supported by group studies and social activities (Choi, 2012; Coelho et al., 2017). These strategies contribute to both the development of children's social skills and their self-confidence (Hoza et al., 2003). At the same time, the increase in the awareness of the society on ADHD also positively affects the integration of these individuals into the social environment (Mrug et al., 2007). By adopting a holistic approach in the fight against ADHD, it is necessary to cooperate with all segments of society and increase the level of social awareness (Barkley, 2000; Dupaul & Stoner, 2003). In this context, support systems and social structures to be

developed will play an important role in reducing the negative effects of ADHD on children (Planczyk et al., 2007).

### Aim

In this part of our study, the purpose and importance of the study to be carried out will be handled in a wider framework and meticulously and will be analyzed in detail with a comprehensive examination process. In order to expand this scope and better make sense of the multidimensional effects of ADHD on children. Dr. Kürşat Şahin Yıldırım's attention deficit and his studies on children with special needs constitute an important reference point. Yıldırım pointed out that the difficulties experienced in the socialization process of children with attention deficit are not only individual but also educational and social dimensions; In this context, he emphasized the determining impact of parental attitudes and educational policies. This perspective enriches the theoretical framework of our study and makes the necessity of multi-actor intervention strategies more visible (Yıldırım, 2020). The issues that will be evaluated with a large perspective from the past to the present will be in-depth by equipping with rich details; In particular, attention deficit and hyperactivity disorder will be focused. This complex situation, which is widely known as ADHD in the society, but which contains many symptoms and situations together, will often examine in terms of sociological, emotional and psychological effects on children and young individuals, and this examination will be carried out with care and a meticulous analysis will be provided.

Because, by giving concrete examples, experiences and individual stories about how ADHD manifests in different individuals, the seriousness and social equivalent of the subject will be revealed (Becker et al., 2011; Haza et al., 2003). In this context, the effects of ADHD on individuals of certain age groups will be meticulously emphasized; These individuals' social relations, communication skills, academic achievements and career orientations on the styling roles will be carefully examined and the methods of overcoming the difficulties encountered in this process will be carefully emphasized (Mrug et al., 2007; Kandemir et al., 2014). In the study, the effects of individuals' existing living conditions will also be emphasized; In addition to the relations in the family, the dynamics in the school environment and the various results in the social environment observed throughout the society will be studied and a more comprehensive analysis will be developed (Üneri Et al., 2010; Frankel & Feinberg, 2002). The difficulties created by ADHD in daily life, the difficulties encountered in social interactions and the potential decreases in academic success will be evaluated in detail in this context; In addition, information supported by striking data and statistics on how these situations affect individuals' quality of life will be presented (Klassen et al., 2004; Rapport et al., 2001). In the light of these findings, important inferences will be made at the social level and the prevalence of the effects of ADHD will be approached from a deep perspective. It is aimed to provide striking information about how these difficulties, which are encountered in childhood in the transition to adolescence and adulthood, will continue to be a valuable contribution to better understanding of the process experienced by individuals by providing detailed information about how the differences and dynamics in this process may be (Normand et al., 2019; Sayal & Taylor, 2005). The main objective of this study is to raise awareness about this issue, to ensure that people perceive this situation more clearly and to increase social sensitivity. It also aims to draw attention to uncertainties, misunderstandings and especially prejudices (Choi, 2012). In this respect, an approach has been adopted in order to contribute to the development of applicable and practical proposals by interacting with families, educators and different segments of the society, as well as increasing social awareness. Thus, the main purpose and importance of the research has been identified as understanding the social dimension of ADHD and developing effective, innovative and appropriate solutions. In this context, meticulous and detailed research will aim to increase social awareness by examining the various effects of ADHD on individuals and to make the society more sensitive by proposing innovative approaches to existing problems. Comprehensive examination of the information obtained from the studies related to ADHD is expected to play a critical role in terms of improving the quality of life by making significant contributions in both academic and social life (Landau et al., 1998; Demaray & Elliott, 2001). The aim of the researches will aim to raise the living standards of ADHD individuals by aiming to deeper the versatile effects of ADHD on individuals and to strengthen social consciousness. In particular, the studies to be carried out in order to provide more in -depth information about ADHD in the society are expected to make significant contributions to the development of suggestions on how to support individuals in this process. It is considered that such initiatives will make important contributions to the positive transformation of social perception on the subject while providing the effective understanding of ADHD. In summary, the data and content presented by research about ADHD will increase the thinking structure by increasing social awareness; It will contribute to the

increase in social awareness by providing important opportunities to improve the quality of life of individuals (Coelho et al., 2017). The addressing of different experiences with each individual with ADHD can help to find ways to make ways to make treatment and support mechanisms more effectively, and will form important foundations for the society to better understand this situation. As a result, these studies, which are carried out in depth and meticulously, will make a permanent awareness for the society by making ADHD's reflections in individual life more pronounced and proposing effective solutions on the subject. Studies in order to affect ADHD's social life, academic success and general happiness will not only raise awareness about this issue; It will also strengthen social sensitivity significantly (Hollar, 2003; Ataş et al., 2016). With the suggestions and solutions to be created within this framework, it is aimed to make the necessary contribution to the construction of a healthier and more balanced mental structure in society. When these studies are carried out effectively; It will open ways to get the support of individuals and families in the ADHD process more easily and allow the awareness of this issue to increase in the social structure (Jonston et al., 1985; Dupaul & Stoner, 2003). These forward -looking studies provide a better understanding of the effects of ADHD in various fields, while developing solutions to the society by developing a permanent information about this problem. In the light of these data, attention deficit and hyperactivity problem have also been found to be a very important concept.

## Findings

Attention deficit and hyperactivity disorder occupy an important place as a situation that is very common among individuals of different age groups, has a wide variety of forms and creates deep effects (Planczyk et al., 2007; Rapport et al., 2001). Especially in childhood, this disorder is observed in the first stages more significantly (Wehmeier et al., 2010). ADHD comes with important difficulties and problems that affect many aspects of the lives of individuals. This disorder is often manifested by visible symptoms such as attention deficit, excessive mobility and impulsivity, and over time, this situation can cause permanent traces in the mental, physical, social and emotional development of the person (Klasen et al., 2004; Becker et al., 2011). As individuals have difficulty cope with this situation, they may often encounter different problems that affect their quality of life, which may cause a series of dilemma of life. The effects of ADHD may lead to remarkable decreases on the social relations and academic achievements of individuals (Haza et al., 2003; Mrug et al., 2007). Although children try to take part in their social circles in this challenging process, they may have to drive a highly distressing lifestyle due to the difficulties they face frequently. This may also turn into problems such as deep concerns, increasing stress levels and social isolation by creating negative effects on the psychological health of children (Sayal & Taylor, 2005). The significant decrease observed at the academic levels of children from ADHD question the attitude of society towards these individuals and the quality of their communication with them. The issues in relationships with their peers may adversely affect the child's self -esteem and may cause more complex problems over time (Frankel & Feinberg, 2002; Normand et al., 2019). The difficulties faced by ADHD can lead to permanent trauma in children's social relations, education life and business life. This may prevent the development of children's learning skills in a healthy way (Choi, 2012). These challenges create a wide field of influence by affecting not only individuals but also their families,

teachers and environment (Üni Et al., 2010; Özmete, 2010). ADHD usually begins in childhood and can continue in adulthood if the necessary support is not provided. Therefore, early diagnosis and intervention strategies are very important (Barkley, 2000). The intervention process plays a critical role to increase the academic success of the child, to support social development and to preserve psychological health (Dupaul & Stoner, 2003; Kandemir Et Al., 2014). In this process, effective coordination of family, teachers and health professionals is required. The cooperation between educators and families and experts is of great importance in terms of realizing the potential of children (Ataş et al., 2016; Jonston et al., 1985). ADHD should be seen not only as an individual, but also as a social responsibility. Supporting education processes directly contributes to the psychological and social health of individuals (Hollar, 2003). At this point, it is of great importance that society is aware of ADHD. Diagnosis and treatment approaches for children with ADHD should be supportive and based on understanding and is necessary in terms of healthy functioning of the process (Coelho et al., 2017). With this awareness, the social love and understanding environment plays a major role in the cope of children with difficulties. As a result, the recognition and direct management of ADHD is vital for the development of individuals. The fact that families, teachers and the general of the society are more sensitive and conscious in this regard will be decisive in the preparation of children for a better future (Landau et al., 1998). The increase in the effective management and awareness level of the processes will provide a change of consciousness spreading throughout the society.

#### **Definitions and Symptoms:**

The symptoms of ADHD are effectively gathered under three main headings in which many people can call attention deficit, hyperactivity and impulse (Polalanczyk et al., 2007). These symptoms are situations that significantly affect the quality of life in parallel with the difficulties faced by individuals in their daily lives and can deeply affect the psychological, social and academic development of individuals (Wehmeier et al., 2010; Klasen et al., 2004). As an important part of the symptoms of attention deficit, the existence of the difficulties experienced immediately draws attention. In addition, many challenging situations such as not paying attention to the details, clutter and forgetfulness may adversely affect the individual (Rapport et al., 2001; Becker et al., 2011). These negative situations can significantly reduce academic success by leading to various difficulties in the daily life of the individual; It may also adversely affect the social relations of the individual and this effect may become more complex over time (Hza et al., 2003). The social environment and friendship bonds of individuals with attention deficit problems may show serious weakening with the effect of attention problems (Frankel & Feinberg, 2002; Normand et al., 2019). For example, individuals with attention deficit tend to stay in the background in their lessons, social environments and group activities; As a result, they feel inadequate and the possibility of damage to their self-esteem increases (Mrug et al., 2007). Attention problems can bring different sizes of different sizes and increase the risk of loss of motivation in individuals by preventing the normal functioning of learning processes. Since the lack of concentration has a critical importance in learning processes, it makes it difficult for the individual to complete his academic duties in a timely and complete way and focus on his lessons (Sayal & Taylor, 2005). Therefore, it can have a negative impact on course achievements and cause individuals to fall behind in their educational processes.

One of the symptoms of hyperactivity is the behavior such as being constantly in motion, inability to stand in place and quickly bored. This makes the individual's connection with social environments to a great extent and prevents him from adapting in group activities (Klasen et al., 2004). Hyperactive individuals are constantly attracting attention in the classroom environment; This causes the distraction of teachers and friends and negatively affects the individual's ability to focus (Choi, 2012). In addition, such behaviors weaken the individual's ability to adapt in social environments and lead to various social problems and communication breaks. The lack of social adaptation may restrict the ability of the individual to express himself by negatively affecting communication skills and this may cause loss of self-confidence (Coelho et al., 2017). Symptoms of impulsivity are often manifested by behaviors such as speaking without thinking, not waiting for the queue or making instant decisions. These behaviors may cause continuous difficulties in the individual's social relationships (Frankel & Feinberg, 2002). Impulsive behaviors adversely affect the development of social skills and limit the individual's form of expression and interactions with their environment (Landau et al., 1998; Demaray & Elliott, 2001). Such problems adversely affect the functionality by gaining a permanent place in the daily life of the individual. It can cause serious obstacles in business life and future career goals as well as education (Dupaul & Stoner, 2003). The quality of life of individuals who are exposed to all these negative effects may be damaged; As a result, the individual's general mental health, motivation and commitment to daily life activities may decrease. It is critical for individuals to receive appropriate support for overcoming such difficulties and benefit from professional assistance (Barkley, 2000).

#### **Causes and treatment process:**

Although the exact reasons of ADHD are still unknown, this situation is thought to have emerged as a complex, versatile and interactive consequence of genetic and environmental factors (Planczyk et al., 2007; Klasen et al., 2004). It is emphasized in the researches that children who grow up in families with ADHD history are high and that these observations are supported by statistical data (Rapport et al., 2001). Premature birth, low birth weight and prenatal cigarette exposure has been shown by extensive researches in which the risk of ADHD increases the risk of ADHD (Escobar et al., 2005; Kandemir et al., 2014). Such negative environmental conditions can lead to consequences such as distraction and learning difficulties in later ages (Üneri Et al., 2010). The state and society correctly defining the ADHD; It allows for the analysis of the difficulties faced by children who experience this situation (Barkley, 2000). Early identification of risks that threaten the quality of life of these children requires timely implementation of the measures to be taken to support their healthy development (Dupaul & Stoner, 2003). In this context, early diagnosis and appropriate interventions are critical in terms of increasing the academic achievements and quality of life of children struggling with ADHD (Hza Et Al., 2003). Educators, health professionals and families need to be conscious and work together (Özmete, 2010; Ataş et al., 2016). The dissemination of awareness studies and strengthening the treatment processes will increase the general sensitivity of the society (Hollar, 2003). The fact that families and teachers play a supportive role in the development processes of children will make a great contribution to realizing children's potential (Choi, 2012; Coelho et al., 2017). In addition, increasing the researches to be carried out in this field;

It will serve the positive transformation of social perception towards ADHD, the development of new strategies and the increase in social awareness (Normand et al., 2019). The developing scientific knowledge is of great importance in terms of raising awareness of the administration of ADHD. In this process, it is very important for individuals and families to understand their roles and take responsibility in this direction. The dissemination of effective treatment and support mechanisms will have positive results both at the individual and social level (Demaray & Elliott, 2001; Landau et al., 1998).

### **Sociological and Psychological Effects:**

The scope of the effects of children with attention deficit and hyperactivity disorders spread to a much wider and more complex range than expected. The difficulties experienced in the process of directing and focusing on children with ADHD may adversely affect the dynamics of family and these effects may become more pronounced over time (Wehmeier et al., 2010; Becker et al., 2011). This complex structure further increases the importance of healthy communication environments. The lack of communication may cause serious problems in the family, as well as damage the integrity of the family (Haza et al., 2003). For this reason, the establishment of a supportive family structure for children with ADHD may be possible with a constructive communication basis (Choi, 2012). Domestic relations, which are carried out within the framework of empathy, understanding and patience, can have positive results both individually and collectively (Frankel & Feinberg, 2002). The sensitivities experienced by ADHD in social environments may cause domestic conflicts, especially sister relations. In order to cope with such problems, family members should take a more tolerant and constructive attitude towards children (Normand et al., 2019). Healthy relationships established in the family environment support the child's identity and emotional development and contribute to the quality of life. Developing the competence of coping with problems may directly affect the child's individual development. Therefore, it is of great importance that families determine appropriate strategies by analyzing the cases of ADHD correctly (Dupaul & Stoner, 2003). The sensitive, supportive and communication -open attitudes of parents play a positive role in the mental and social development of children with ADHD (Kandemir et al., 2014). These approaches strengthen family solidarity, make the child feel valuable and increase their inner motivation (Coelho et al., 2017). The deepening of family partnerships strengthens the commitment of individuals to each other and prepares the ground for more easily overcome the difficulties of ADHD (Landau et al., 1998). At this point, it is possible to evaluate the difficulties in the family as a learning process. Information and experience sharing through training programs and supportive groups provides a great advantage for families to cope with difficulties. Creating a strong network of communication in the family increases the value given by individuals to each other and forms a solid foundation for the development of children (Demaray & Elliott, 2001). Cooperation and empathy in the family helps children to develop their social skills, to trust themselves and to establish healthier ties with life. In this context, families develop effective strategies for children with ADHD and care about the contribution of each individual is a critical step on the way to collective success (Hollar, 2003). As a result, increasing family solidarity increases the quality of life of children with ADHD, while the society also increases the awareness of these individuals. The strengthening of families makes significant contributions to the realization of children's

individual potential and the facilitation of their social harmony (Jonston et al., 1985).

### **Conclusion**

The importance of attention deficit and hyperactivity disorder (ADHD) in the field of education has started to attract more attention and discuss today. In this context, comprehensive and detailed research on this subject clearly reveals clearly that certain and significant improvements in existing educational practices should be realized when considering the sociological effects of educational policies on children. Educational institutions have to take remarkable steps for the development of more inclusive, effective and supportive policies for individuals with ADHD. Such steps will not only illuminate the role of ADHD in the educational process, but also reveal the effects of the social structure, which is of great importance in the development of the general education system. It is very important to increase social awareness and to strengthen the support mechanisms associated with the necessity of comprehensive and in -depth education in this subject. These elements form the cornerstones of the improvements to be realized within the education system and play an effective role in strengthening these stones. It will not only meet the various needs of individuals with ADHD, but it will also encourage social learning by making a great contribution to the awareness of their families and teachers on the subject. Thus, a significant contribution to the creation of a healthier, effective and success - oriented educational environment is prepared. In order to ensure equal access to education, in order to eliminate the inequalities in education and to prevent discrimination with stamp stamp, it has become a great necessity for policy -makers, parents and teachers to act together in an effective cooperation. The cooperation and solidarity of these parties is an indispensable situation in terms of the quality of the education process. In addition, increasing the level of consciousness of all actors in the education system and implementing the encouraging arrangements in this context play a critical and decisive role in terms of having a healthier, equal and quality educational experience of ADHD children. The addressing of issues related to ADHD attracts attention and causes consciousness by producing important and lasting results at social level as well as individual situations. Therefore, it is extremely important for all stakeholders to cooperate and show extraordinary sensitivity to the issue, in terms of making the education system more egalitarian and fair. Without forgetting the effects of education on the development of children and young people, providing equal opportunities to each individual and obtaining positive results and maintaining the continuity of the desired developments continues to establish one of the most important goals of the education system. The difficulties faced by ADHD children may deeply affect their social, academic and emotional development in a negative sense, and this can seriously prevent the success of the education process. For this reason, taking into consideration and taking into account ADHD in the education process is vital for all children to maximize their potential. In order to enable children from ADHD to cope with these difficulties and to use the support mechanisms in this process effectively, teachers, families and development experts, cooperation and in -depth analysis; It is a great necessity to produce effective and essential solutions on related problems. Review of educational approaches with a student -centered understanding should turn into more and more effective applications.



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