

ABSTRACT

TITLE: *Family and School Socialization of Children with ADHD*

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ABSTRACT:

The thesis is focused on the process of socialization of children with ADHD in family and school setting. We present the overview of current research about etiologies, symptoms and therapy of the syndrome. The socialization is defined as the process of interactions between individual and his social and cultural background. ADHD symptoms are considered to be an important factor in socialization process, particularly as the factor affecting the relationships with parents and teachers. The research is focused on children of preschool and school age. We pose research questions concerning the influence of setting the diagnosis, the influence of ADHD on child's relationships with educators and the influence of the diagnosis on the relationship between family and school. Data were collected during interviews with parents and teachers of children with ADHD and during observation of children in their home or school. Data were analysed by qualitative analytic methods. Research outcomes point out the importance of educators' attitudes towards the problem, the importance of early setting a diagnosis and important role of motivational problems connected with ADHD in family - school relationship.

KEYWORDS:

ADHD, socialization, educators, family – school relationship