

ABSTRACT

The thesis deals with the relationship of the child suffering from the ADHD and the child's family to the school. The objective was to find out what is the most important to the parents and the children and what influences the relationship and attitude of the child and the child's family to school. The theoretical part describes in which way the ADHD symptoms in the child influence relationship situations of all parties involved. It points out to potential problematic situations, lack of understanding in communication and potential risks for occurrence of conflicts. The crucial part of the thesis is a qualitative research survey carried out in the form of interviews with children and their parents. Its results show that mutual communication of the family and the school is very important as prevention from a lot of negative experience on both sides. The most frequent problems the child and the family cope with include non-functional communication with the teacher, bad relationship of the child with the teacher, insufficient cooperation and lack of understanding on both sides, which often escalates to changing schools.

KEYWORDS

ADHD in kids, family, school, teachers, mutual communication, changing schools, use of psychopharmaca