

Resilience and vulnerability as mediators of school achievement in adolescents with ADHD: a population-based study.



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INTRO

- **Objective:** To assess whether resilience resources (RR) and vulnerability risk (VR) play as mediators of school achievement in adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD).

METHODS

- Adolescents aged 10-18 years completed the Resiliency Scale for Children and Adolescents.
- Parents and teachers completed validated questionnaires evaluating sociodemographic, school achievement, mental health data.
- Diagnosis of ADHD was based on DSM-5 criteria.
- Mediation models (bootstrapping iterations) were used to assess: 1) total effect of ADHD on school achievement; 2) direct effect of ADHD controlled by RR and VR on school achievement.
- The mediation role was derived from the difference of total and direct effects.

RESULTS

- Consents and analyzable data were obtained from 339 adolescents (80.3% of the target sample), 53% females, aged 10-18 years (M=13.8; SD=2.0). 2.9% met DSM-5 criteria for ADHD.
- The total effect of ADHD on school performance was significantly lower than the direct effect controlled by RR (p=0.0179).
- No significant difference was found when controlling for VR (p=0.15).

CONCLUSIONS

Resilience resources act as mediators of the effect of ADHD on school achievement in adolescents with ADHD, in a way that those whose RR were higher had better school achievement. Therefore, resilience plays not only as a mediator, but also as a protective factor with regards to school achievement in adolescents with ADHD. This finding opens a novel target for intervention when considering ADHD treatment.

Figure 1. Path diagram depicting the relation between ADHD (X), Resilience (M), and school performance (Y).

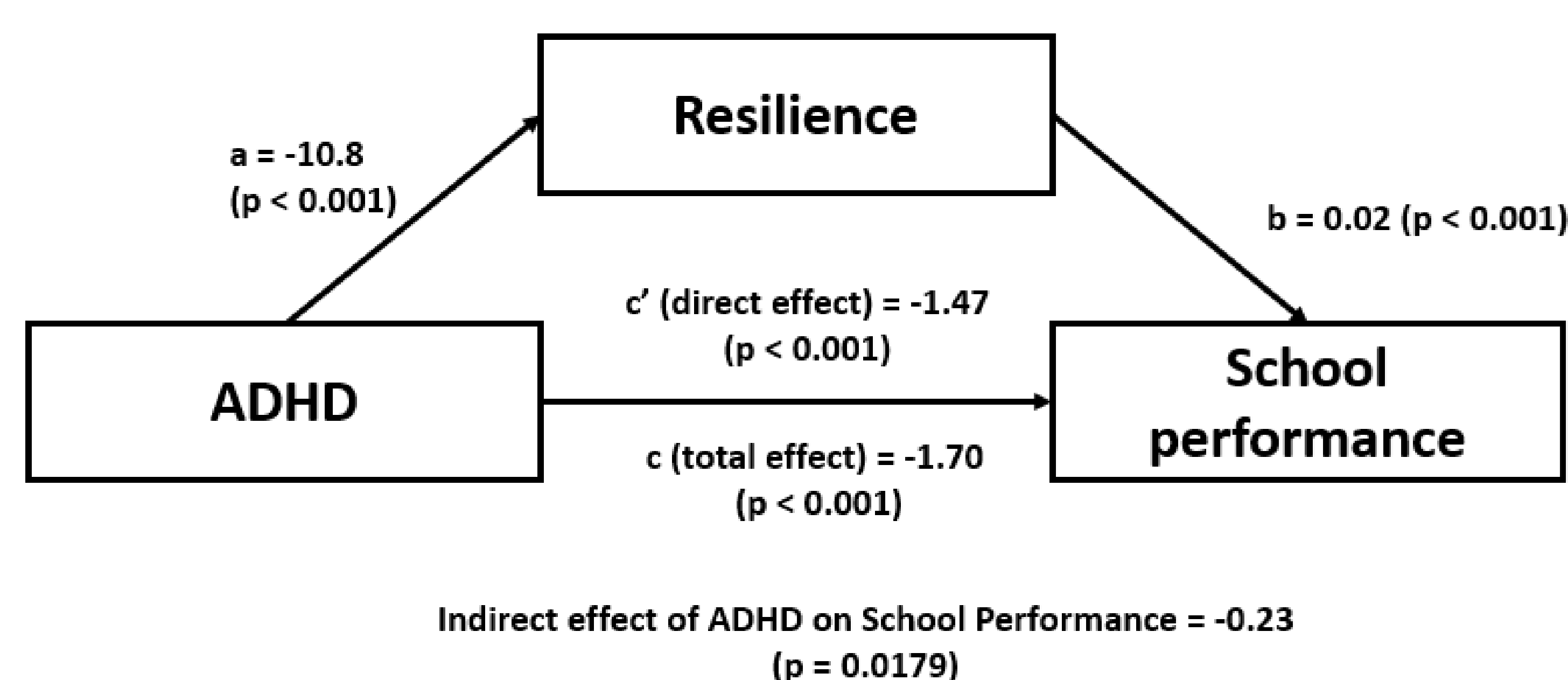
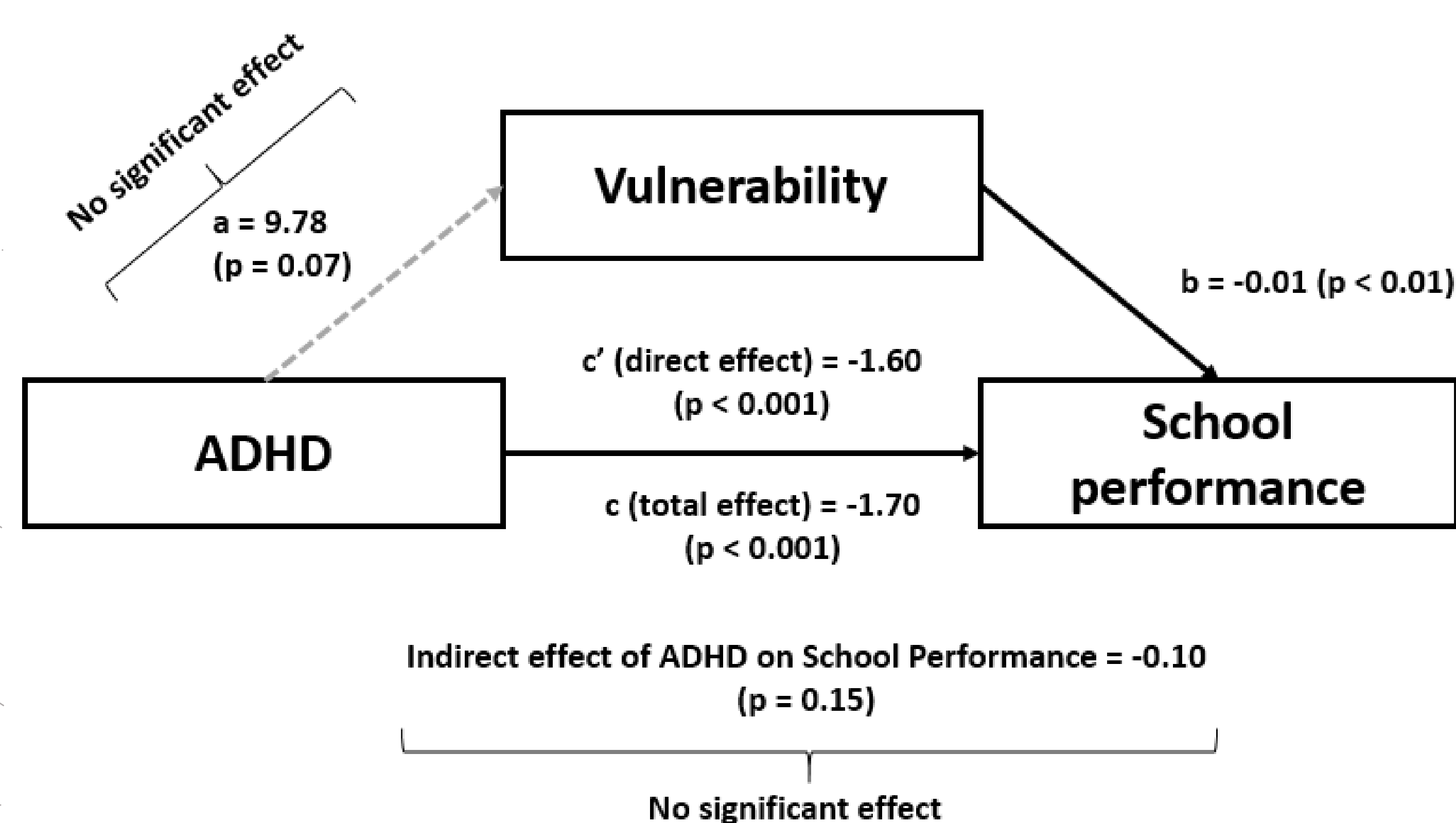


Figure 2. Path diagram depicting the relation between ADHD (X), Vulnerability (M), and school performance (Y).



“...resilience plays not only as a mediator, but also as a protective factor with regards to school achievement in adolescents with ADHD. This finding opens a novel target for intervention when considering ADHD treatment.”

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