

# Complex interplay between ADHD, School Absenteeism, and Antecedent Risk Factors



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## Introduction

Prior research has shown alarming rates of school absenteeism among school-aged children with ADHD.

Literature shows chronic school absenteeism resulting in a detrimental impact on:

- Social consequences
- Socioeconomic outcomes
- Educational attainment
- Increased health risk behaviors

Theoretical perspectives such as Bronfenbrenner's bioecological model of development & Sameroff's cumulative risks model suggest the crucial role of the youth's environment and aggregation of risk factors experienced through childhood.

## Research Objective

Determining the aggregated contribution of antecedent risk factors of school absenteeism for ADHD-diagnosed youth.

### Hypothesis:

ADHD-diagnosed non-attenders will have a greater number of internalizing behavioral problems (*IBs*), externalizing behaviors (*EBs*) and adverse childhood experiences (*ACEs*) present in their lives.

### Study:

- Participants:**
  - N* = 214; 148 Males (72%)
  - Age* = 11.29; *SD* = 3.53; *range* = 11-18
- Material:**
  - CADT Questionnaire: 15-pages entailing family, health, diagnoses,, demographics & presenting problems

## Limitations and Recommendations

- Flexibility and interpretation of results due to binary data.
- Future research using published scales/questionnaires would be beneficial.
- Studying the aggregation of these risk factors among a larger community sample of ADHD-youth would be promising.

## Results

### Absenteeism Results

Table 1

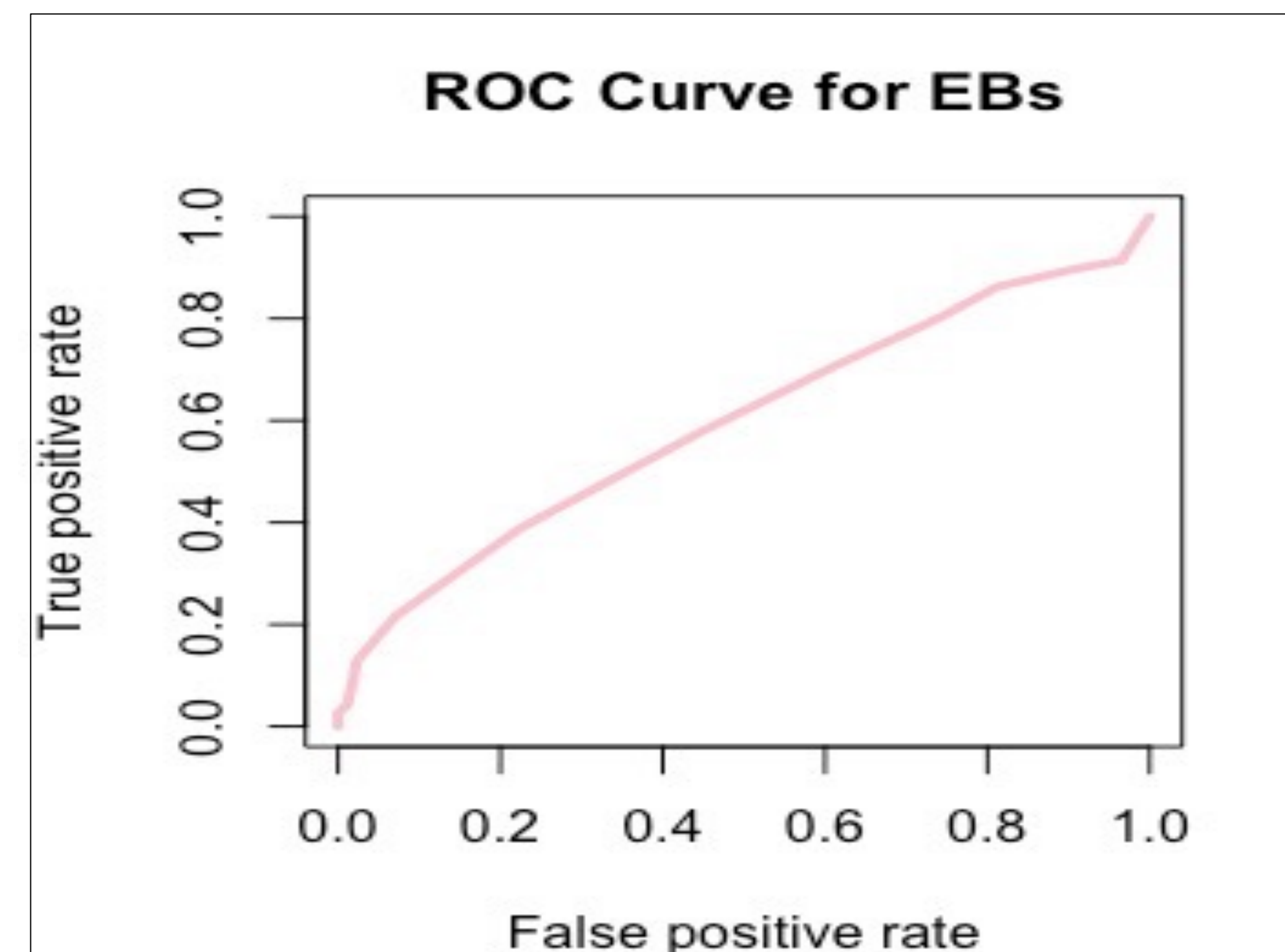
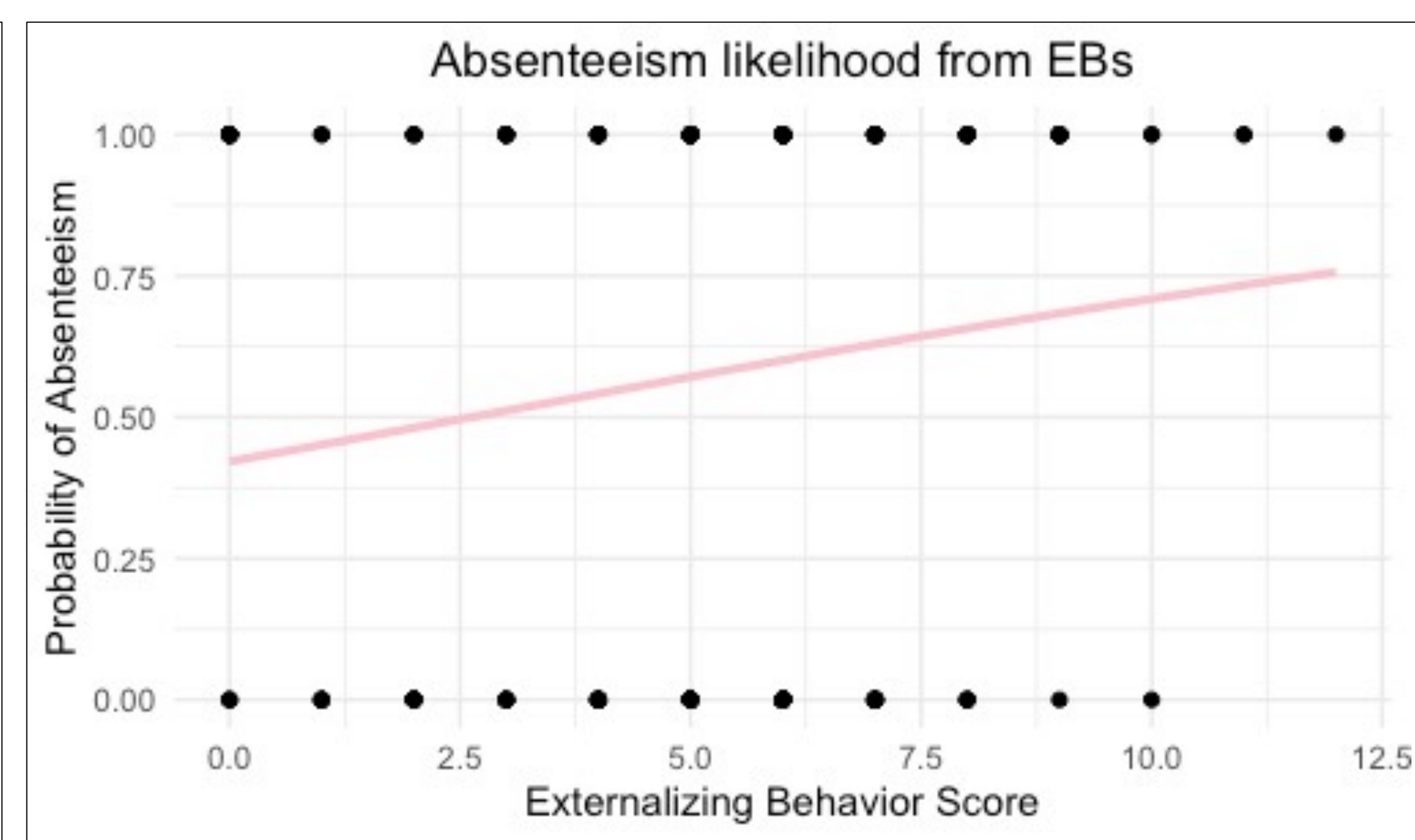
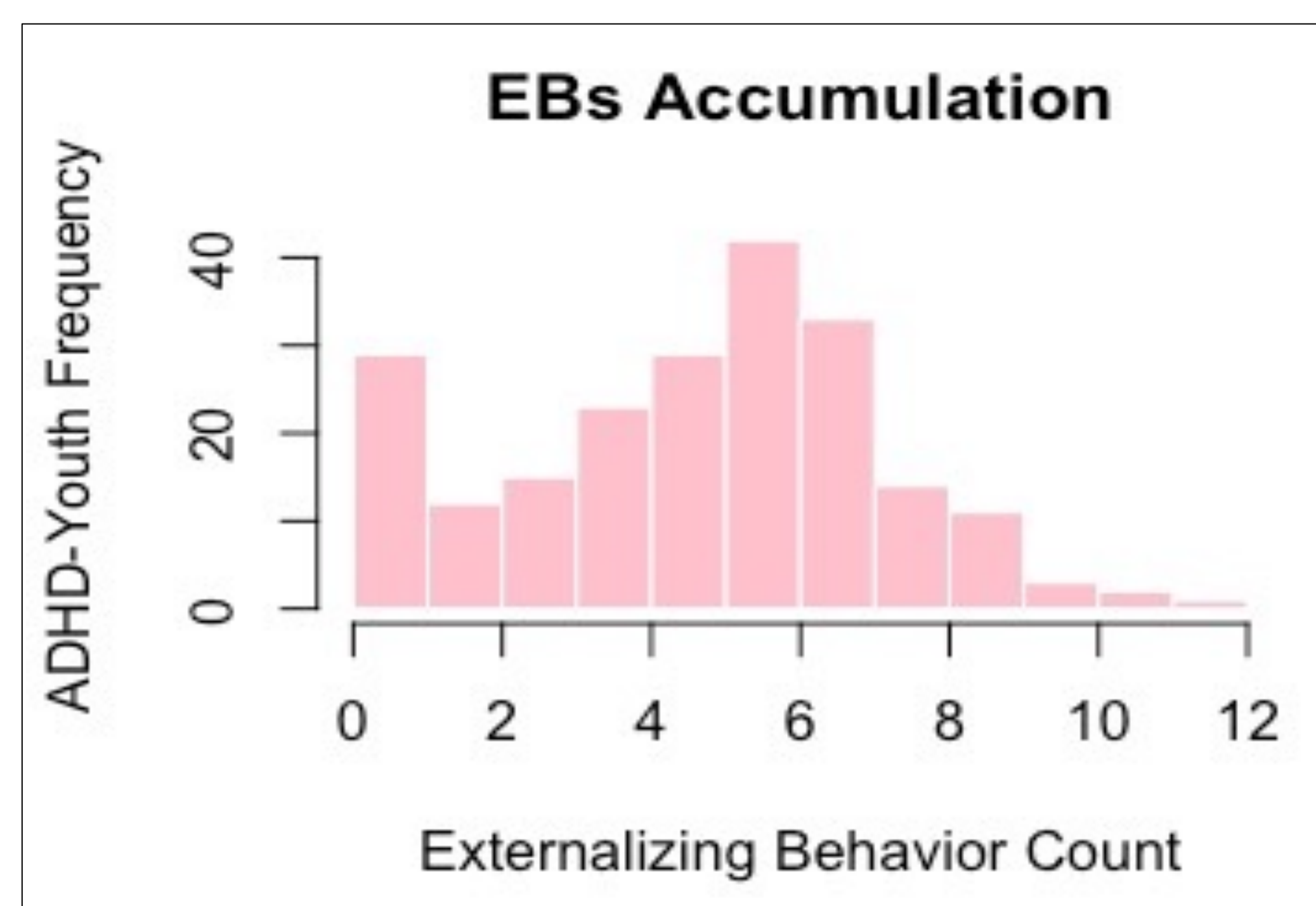
Logistic Regression Model for History of Absenteeism Based on Count Score Predictors

	Coefficient	Std. error	<i>p</i> . value	OR [95% CI]
Intercept	-0.31	0.33	0.34	
EBs	0.12	0.06	0.037*	1.13 [1.05, 1.32]
ACEs	-0.03	0.13	0.79	.97 [0.75, 1.25]
IBs	-0.03	0.17	0.85	.96 [.69, 1.36]
Observations	214			

Note. OR = odds ratio.

\* *p* < .05

## EBs



## Conclusion

- Modest yet significant: Cumulation of externalizing behaviors (*EBs*) is linked with a higher likelihood of absenteeism among ADHD-diagnosed students.
- The buildup of *IBs* and *ACEs* did not predict a history of absenteeism among ADHD-diagnosed students.
- Past attendance behavior must continue to be studied to determine validity of results regarding these associations and future interventions.

## References

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