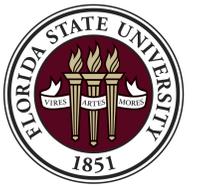




Are there resilient children with ADHD?

Chan, E.S.M., Kofler, M.J., Groves, N.B., Miller, C.E., and Richmond, K.
Florida State University, Department of Clinical Psychology, Children's Learning Clinic



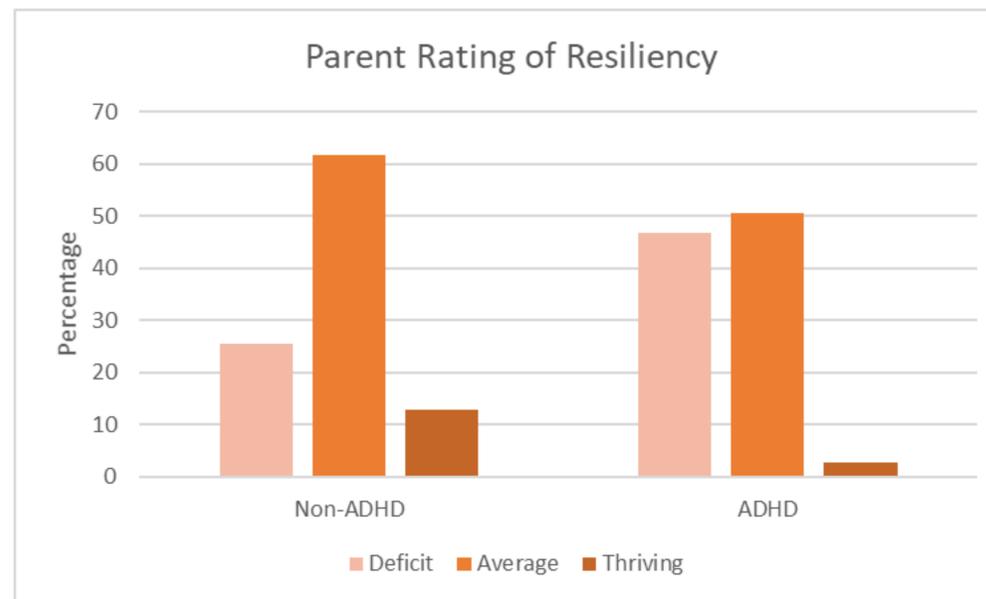
Introduction

- Decades of critical knowledge has been accumulated on risk factors associated with ADHD-related impairment (e.g., Barkley, 2014; Becker et al., 2012).
- Considerably less, however, is known about the minority of children with ADHD who may be flourishing in one or more functional domains (Biederman et al., 1998).
- Identifying factors that contribute to positive outcomes could elucidate strength-based processes that both reduce risk and facilitate thriving for children with ADHD.
- Within this framework, Lee, Sibley, & Epstein (2015) called for an increased study of resilience in the context of ADHD.
- **The present study is an initial step towards this line of research with the basic, but essential and unanswered, question: *Are there resilient children with ADHD?***

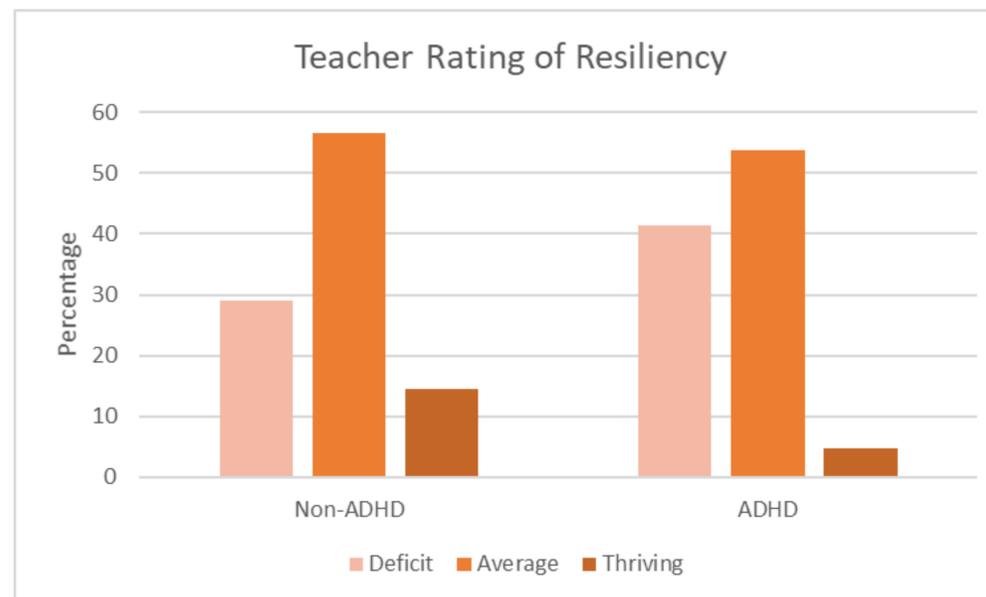
Methods

- Children aged 8-13 years were clinically evaluated and carefully phenotyped as ADHD and non-ADHD.
- Children in both diagnostic categories were classified into low, average, and high resilience subgroups using the Jacobson & Truax (1991) reliable change method.
- Resilience was measured using parent/teacher ratings from the BASC-3 Resilience subscale, which operationalizes Resilience as persistence in everyday setbacks.
- Additional exploratory analyses of demographic, clinical, and behavioral factors will be conducted to examine the extent factors may be *promotive* (i.e., associated with resilience for both children with and without ADHD; Dvorsky & Langberg, 2016) vs. *protective* (i.e., benefits most salient for individuals at high-risk such as children with ADHD).

Results



Note: Deficit, Average, and Thriving resiliency subgroups were indexed using the Jacobson & Truax reliable change method. For example, the Thriving or highly resilient subgroup comprises children whose norm-referenced Resilience T-score is reliably above the normative sample; i.e., difference exceeding chance at $p < .05$.



- Results indicated that a substantial proportion of children with ADHD (50.5%-53.3%) are perceived as resilient by parents and teachers, with a small subset perceived as more resilient than most non-ADHD children (2.9%-4.8%).
- **As a group, children with ADHD were just as likely as non-ADHD children to be classified as resilient or highly resilient (all $p > .05$), despite being overrepresented in the low resilience group (41.9%-46.7% vs. 24%-30.9%, both $p < .05$).**

Sample Description

Characteristics	ADHD (n=107)		Non-ADHD (n=99)	
	Mean	SD	Mean	SD
Age	10.1	1.44	10.5	1.36
SFIQ	102.76	15.34	107.4	11.72
SES	47.505	11.42	47.96	11.77
	Proportion			
Male	69.20%			
Caucasian	72%			
African American	15.90%			
Hispanic	7.50%			
Other	4.60%			

Conclusions & Future Work

- Preliminary findings suggest there is a resilient, and even highly resilient, subgroup of children with ADHD.
- Characteristics of resilient children with ADHD is to our knowledge an unexamined, and potentially highly important area of study, which can reveal targeted pathways to positive development specific to ADHD.

Acknowledgements



Comments, questions, critiques?

Contact me: chan@psy.fsu.edu