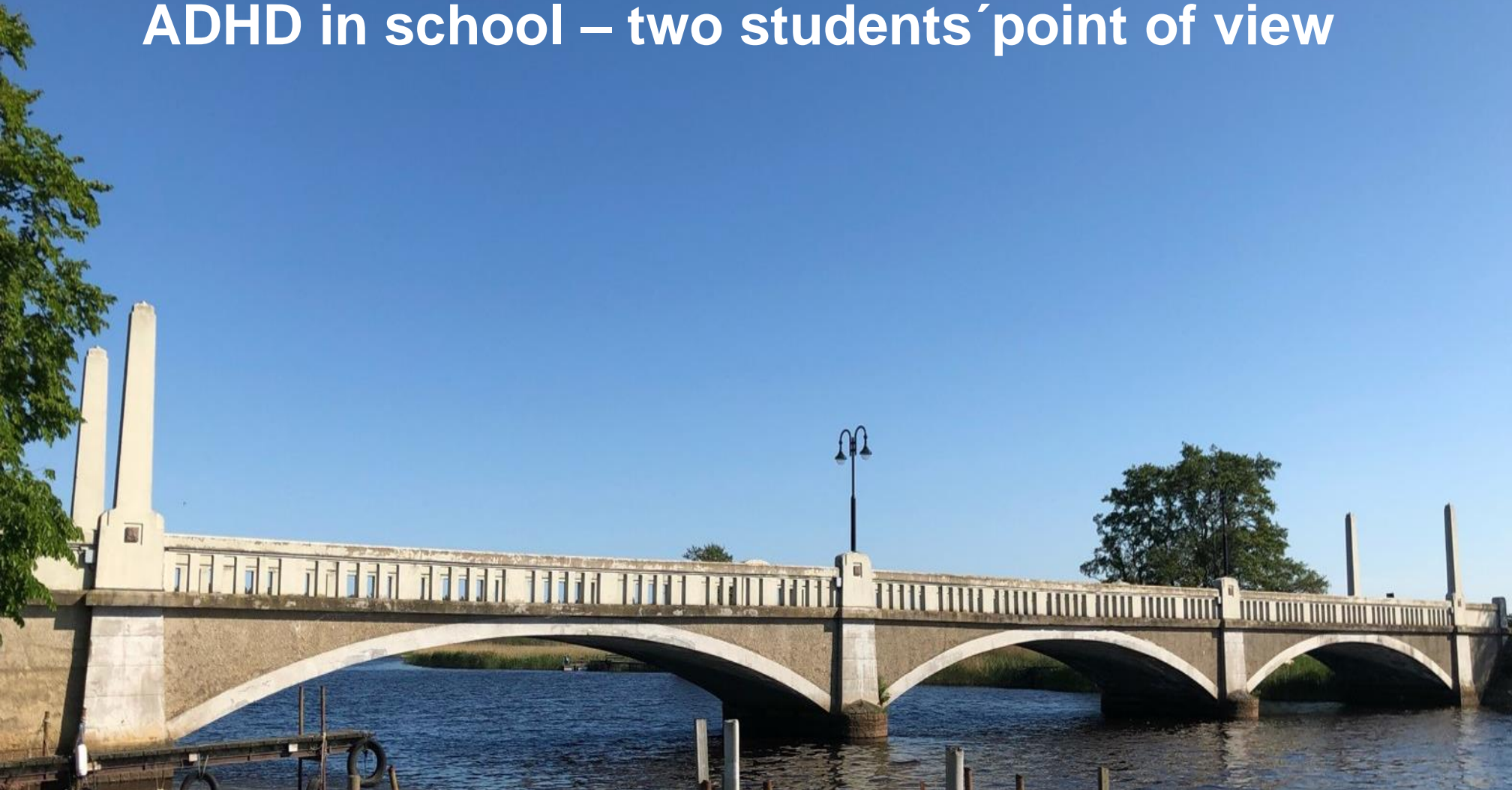


”They are kind, but not too kind”

ADHD in school – two students’ point of view



Aim of the study

The aim of this study is to provide knowledge about how students with an ADHD diagnosis can experience their everyday life in school based on the assumption that teachers’ ability of developing professional pedagogical relationships are critical for how students experience themselves and their social- and pedagogical ability.

Research question:

- What appears to be particularly important in the students’ narratives?
- What, of the particularly important, seems to be of primary relevance for the student as an individual?

Methods

The empirical part consists two narratives which were filmed in

purpose to facilitate transcription. The transcription were sent to guardians for reading and approval.

Theoretical framework

The theoretical framework bases mainly on Schütz (2002) lived experience theory *the phenomenology of the social world*. Schütz focus on the everyday world matches the purpose of this study since school may course as an everyday world for the students.

Results

Based on the result, two things appear to be particularly important in the students’ narratives:

- The experience of belonging. To be a part of the social life with friends in the everyday life in school.
- The importance of trustworthy, caring and mutual relationships with teachers in school.

The main thing that seems to be of primary relevance in both narratives were the quality of the teacher student relationship.

Implications

The study implies that how students with ADHD experience their school day depends on the relationships with both teachers and peers in the regional world that consists the students’ everyday world. Inadequate relationships with teachers and peers seems, based on the results of this study, lead to lack of self-esteem.

Keywords

ADHD, phenomenology, relational competence, school, students experience.



**MALMÖ
UNIVERSITY**