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The Urban Parents' Learning Experiences in an Online Training Program

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Shamanie Atkinson

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Walden University

2019

Abstract

The Urban Parents' Learning Experiences in an Online Training Program

By

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MS, The College of New Rochelle, 2012

BS, Monroe College, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Learning, Instruction, and Innovation

Walden University

July 2019

Abstract

Research has shown a link between urban students' success in U.S. schools and the level of parental involvement. However, urban parents have historically low levels of engagement in their children's education. Increased involvement of urban parents in their children's education can increase student success in urban schools. The purpose of this generic qualitative research study was to understand the experiences of urban parents of children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who have participated in an online training program to learn about their children's learning disability. Self-efficacy, andragogy, experiential learning, and sociocultural theory were used as conceptual foundations to guide the research. The research question was what are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability. Participants in this generic qualitative study were 8 parents who participated in an online training program for parents of children with ADHD. Data sources included semi-structured interviews. Data were analyzed using thematic inductive data analysis to identify patterns and themes. The key findings indicated that parents found the online training program helpful in understanding their children's specific learning needs and supported them to become more involved in their children's education. This study contributed to social change by providing insights into an innovative learning environment that advanced urban parent learning and fostered parental involvement in urban schools. Educational leaders can use this knowledge to encourage productive parental outreach programs for urban parents.

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Dedication

This study is dedicated to the parents who strive to foster change for their children no matter the difficulties and obstacles that occur...for those parents that never, ever gave up on their children, this is dedicated to you.

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Thank you God for always loving me! I am so grateful for the strength, courage, and encouragement. To my family, friends, committee members, and cohort team, thank you for your support and collaboration: You have provided me so much inspiration through my doctoral journey, even more than you know. Thank you all so much.

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Chapter 1: Introduction to the Study

Introduction

Parent engagement is linked to their children's achievement at school (Muller, 2018; Taylor, 2017). Additionally, parent engagement in special needs children's education has also shown to be beneficial to children (Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie, & Cheng, 2014; Muller, 2018). However, urban parents are less involved in their children's education because of various stressors that prevent them from active participation in traditional parental outreach programs (Wilkes-Gillian, Buddy, Cordier, Lincoln, & Hancock, 2016; Katz, 2016). Urban parents with children diagnosed with Attention-Deficit Hyper/Activity Disorder (ADHD) have additional challenges learning about their children's diagnosis due to the lack of learning resources for parents incorporated in their children's urban schools (Boutte & Johnson, 2014; Frederico & Whiteside, 2016).

Traditionally, in urban schools, parents are offered training and learning face-to-face which is often challenging for many parents due to their busy schedules; they do not always have the availability to attend training and learning face-to-face at their children's school, and as a result, they are unable to gain valuable information in ways to better support their children's education (Frederico & Whiteside, 2016). However, innovative online learning environments that offer online training programs have been shown to be productive learning resources for adult learners (Conaway & Zorn-Arnold, 2016). Alternative parental outreach programs that support parents learning about their children's disability can increase urban parents' engagement in their children's school for the benefit of the child (Haine-Schlagel & Escobar-Walsh, 2015; Sivia and Baxan, 2015).

There is an essential need to investigate how online training programs can support urban parents in ways to help them increase in learning and foster positive parental involvement in their children's urban school.

The intent of this research study was to understand the experiences of urban parents of children diagnosed with ADHD who have participated in an online training program for parents of children with ADHD to support parent learning and promote parental involvement. The potential social change implication of this study involves understanding how online training programs can support the learning of urban parents in ways to advance their learning and increase parental involvement in urban schools. This chapter will provide an overview of sections, including the background of the study, problem statement and purpose of the study, research question and conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and significance of the study. In addition, this chapter will conclude with a summary.

Background

The literature related to the scope of the study topic involved learning environments that are offered to parents to help them learn about their children's ADHD diagnosis in their children's educational setting, nontraditional learning environments to support adult learning such as online learning, and innovative learning for parents in urban communities. The literature relates to the purpose of this study which focused on understanding the experiences of parents who participated in an online training program to advance their own knowledge about their children's educational needs.

There are many parents of children diagnosed with ADHD who strive to learn about their children's educational needs and participate in their learning. However, due to inadequate innovative learning opportunities, parents have limited ways to engage and learn in their children's urban schools (Bear, 2012; Wang & Cranton, 2017). Secondly, by moving beyond traditional learning, learners, in this case parents are able to participate in various types of learning through innovative resources such as online training experiences (McCoy & Bowen, 2015). The lack of innovative learning resources in urban schools means that parents are not able to engage to innovative learning experiences that will help them develop understanding and knowledge regarding their children's diagnosis or educational needs (Chen, 2014; Morin, Thomas, & Saade, 2015). In urban schools, there is a need to implement more innovative learning opportunities for urban parents in order to increase their learning and understanding of their children's education and disabilities.

Although there are research studies that explored the learning experiences of parents, the gap in literature addressed in this study solely involved understanding the learning experiences of urban parents who have participated in innovative learning environments such as an online training program to increase their learning and involvement in their children's urban school. This generic qualitative study will help to fill the gap in literature as the research findings offer an understanding of the learning experiences of urban parents who have participated in an innovative learning environment such as an online training program to increase their learning about their child's education.

In this study, participants were urban parents who had participated in the Parents Supporting Parents (PSP) online training program. PSP was the pseudonym used throughout this study to refer to the organization where the online training program takes place. During this online program that supports parents of children with ADHD, parents participate in webinars, receive peer-to-peer support, and obtain learning resources related to ADHD. The findings of this study offered educators an understanding of the benefits of innovative learning such as PSP to support parent learning in urban schools.

There is a significant need for urban school educators to investigate the issues of poor innovative learning resources for parents in urban schools as poor parent learning often leads to declining rates in children's academics and poor parental involvement (Goodall & Montgomery, 2014). By examining the experiences of parents who participated in an innovative learning setting such as an online training program, school leaders would be able to consider the benefits of online training programs and how they can be incorporated in urban schools in order to promote parent learning and parental involvement. This study provided new information regarding parents' learning experiences and the benefits of innovative learning such as online training programs to promote social change through the increase of innovative learning opportunities; innovative learning resources will not only support parent learning but also foster parental involvement in urban schools.

Problem Statement

In many urban schools worldwide, there continues to be issues involving inadequate innovative learning resources, including online training programs for parents of children diagnosed with ADHD. The research problem for this study relates to the

deficiency of innovative learning opportunities such as online training programs for parents in urban schools and, as a result, there is often a declining rate in parental learning and parental involvement in urban schools. Additionally, there are few studies relating to this problem.

This study was designed to understand the experiences of urban parents who participated an online training program to increases it relates to their own learning. Kelly and Katz (2016) highlighted that due to the lack of innovative educational programs in urban schools, parents are not able to effectively learn about their children's diagnosis or become actively involved in their children's education. In addition, Lynn, Landy, and Moroney (2014) found that insufficient innovative learning resources in urban schools led to poor parental involvement. Essentially, due to inadequate learning opportunities for urban parents, they are not able to actively engage in their children's urban education (Blau & Thomas-Maddox, 2014).

There have been various research studies that have examined learning resources that support parent learning; however, there is little to no current research on learning opportunities that support the learning of urban parents in ways to better support their children in urban schools. Therefore, this study examined the experience of urban parents as it related to their learning in an online training program.

Educators in urban schools should consider innovative learning resources for urban parents that will move beyond traditional learning (Hoggan, 2016). Innovative learning opportunities such as online training programs offer urban parents the ability to participate in learning at their home rather than attending their children's school for face-to-face training and learning (Haddon & Mante-Meijer, 2016; King, Currie, & Petersen,

201.

This study examined the experiences of parents of children diagnosed with ADHD who participated in an online training program. The online training program, PSP, offers parents relevant learning resources, peer-to-peer support, trending updates regarding ADHD, reading materials, learning activities, webinars, and opportunities for parents to network worldwide with peers and professionals. A meaningful gap in the current literature involves an increase understanding of how innovative learning such as online training programs support urban parents of children diagnosed with ADHD. Additionally, there are few studies regarding this issue of inadequate innovative learning resources such as online training programs to aid parent learning for parents whose children are diagnosed with ADHD (Bono et al., 2016; Hoglund et al., 2015).

Purpose of the Study

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability. The online training program is designed for parents of children diagnosed with ADHD. Additionally, the online training program provides useful learning tools for parents that can help them learn about their child's educational needs and diagnosis through learning materials about ADHD. The online training program offers peer-to-peer support and collaborations with other parents, and related learning resources about ADHD and ways to support parental involvement.

This study was conducted to understand the learning experiences of parents with children diagnosed with ADHD who have engaged in an online training program. By

providing urban parents accessible learning resources such as online training programs, it will offer the opportunity to increase their ability to learn about their children's educational needs and foster positive parental involvement. Parent engagement is linked to increased academic success for children (Hoggan, 2016; Radovan & Makovec, 2015). Innovative learning opportunities for parents such as an online training program will offer parents a better understanding of how to advocate for their children, work collaboratively with their child's teachers, and understand ways to support children with ADHD more effectively, which will lead to positive social change in terms of student achievement in urban schools.

Research Question

The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability?

Conceptual Framework

The conceptual framework of andragogy, sociocultural learning, experiential learning, and self-efficacy were used as a guide to this qualitative research study. Andragogy relates to the practices of teaching adult learners and sociocultural learning refers to the concepts of developing interactions between learners and cultures within a learning environment. Additionally, experiential learning relates to the process of learning through one's experiences and self-efficacy refers to the beliefs of individuals as it relates to their own feelings of having the ability to succeed.

First, andragogy was selected as means to understand the perspectives of parents regarding how adult learners grasp new concepts in the online learning environment.

Secondly, the sociocultural learning theory offered insights regarding how adult learners collaborate with peers in an online learning environment. Third, Kolb's experiential learning offered insights regarding how adult learners respond to the new learning materials in an online learning environment where they are asked to engage in collaborative activities to develop both their knowledge of and engagement in their child's education. Lastly, self-efficacy was used to gain an understanding of how urban adults respond learning in an online training program.

In examining the experiences and perspectives of parents with children diagnosed with ADHD, the research results offered meaningful insights regarding the importance for urban educators to incorporate innovative learning for parents in ways to promote positive learning for them and increase parental involvement. In summary, this study used andragogy, sociocultural learning, experiential learning, and self-efficacy as a guide for the research as well as means to investigate how innovative learning opportunities such as online training programs can be used to foster beneficial learning and promote positive parental involvement for parents of children diagnosed with ADHD.

Nature of the Study

This study aimed to understand the experiences of parents with children diagnosed with ADHD who participated in an online training program, PSP that offers learning and support for these parents. For this study, a generic qualitative design was selected and the researcher met with participants through phone interviews. The participants were eight parents who participated in the online training program. The researcher used purposive sampling to identify the participants that were appropriate to answer the research question.

The methodology of this qualitative study was a generic qualitative design. Transcripts from audio recordings were used for data collection and the data collected were analyzed through thematic inductive analysis. Essentially, I was able to identify relevant patterns and themes from the participants' transcripts based on their experiences. Braun and Clarke (2006) discussed the process of thematic analysis and said that, "thematic analysis involves the searching across a data set – be that a number of interviews or a range of texts – to find repeated patterns of meanings within data" (p. 86).

In addition, in qualitative research, the generic design can be seen as a basic qualitative method as opposed to the other qualitative designs including case study, grounded-theory, narrative, phenomenology, and ethnography that include more of an in-depth process. For this study, a thematic analysis was selected for the data analysis process because the purpose of the study was to gain a basic understanding of the participants' experiences. The thematic model is a data analysis process that does not follow any specific type of structure; it is a common type of analysis within qualitative research. Particularly, in this study, the thematic analysis provided the foundation for structuring the data analysis and interpretation of participants' experiences. Additionally, the thematic model allowed the researcher to gain an understanding of the experiences of the participants. The thematic analysis process provided a complete description of the experiences of the participants learning in the PSP online training program.

Definitions

The definitions section in research explains significant concepts or constructs that relate to the research topic. The following definitions relate to this study.

Andragogy: Andragogy is synonymous with adult education. Knowles (1984) described andragogy as the art and science of adult learning.

Attention-Deficit/Hyperactivity Disorder (ADHD): ADHD is defined as a mental health disorder that involves inattention, hyperactivity, and impulsivity. Children who are diagnosed with ADHD often have a difficult time focusing in academic and social environments. They often display defiant behaviors as well as habits such as being easily distracted, clumsiness, lack of focus on tasks, and issues with being organized (DuPaul et al., 2018).

Online Learning Environment: An online learning environment is defined as an instructional setting that offers adaptive methods of providing learning development content to learners as well as techniques for them to participate in individual and collaborative work. Online learning environments can be defined as technology-based instruction and integration of learning activities using technological tools (Myhre, Mehl, & Glisky, 2017).

Assumptions

In research, aspects of the study that are believed to be true but cannot be demonstrated to be true until further investigation are considered assumptions (Bevan, 2014). For this study, there is an assumption that the participants would offer meaningful insights regarding their experiences participating in the online training program at PSP to aid their learning and foster positive parental involvement. Specifically, there is an assumption that the participants provided truthful and in-depth responses to the interview questions during the interview process and that they shared their experiences as well as the meaning they have made of their experiences.

In urban schools worldwide, there continues to be an argument about the benefits of incorporating innovative learning strategies such as technology to increase learning for learners; however, it is assumed that when educators incorporate technology as innovative strategies to support learning, learners can make learning advances which surpass those of traditional learning. The online training program at PSP offers online learning for parents who have children diagnosed with ADHD including webinars and other technology based resources. PSP offers strategies to help parents become more involved in their child's education such as reading materials and related resources to support parents in learning and understanding their children's ADHD diagnosis and educational needs.

This study used a generic research design that provided firsthand knowledge of participants' experiences regarding the effectiveness of PSP online training program. It was assumed that the participants answered the interview questions honestly and truthfully regarding their experiences using online training to learn new concepts as well as their child's learning needs to answer the research question. In addition, assumptions in research studies are necessary to produce accurate data collection and analysis, which can impact the credibility and reliability of this study. Moreover, it was important that the participants' responses included in this study expressed truthfully and accurately. Additionally, it was assumed that the researcher was able to recognize and honestly explain the problems that were expressed by participants.

Scope and Delimitations

The scope of this study involved urban parents of children diagnosed with ADHD who participated in an online training program at PSP, which offered parents learning

resources, educational training, and peer-to-peer support. The focus for this study centered on understanding the experiences of the participants who participated in the online training program. The participants selected were eight parents of children diagnosed with ADHD who attend an urban school. The selection process excluded parents whose children attended rural and suburban schools. In addition, the process of transferability in this study related to the degree of the outcomes being transferred to other educational setting.

Delimitations

Delimitations in a qualitative study are research conditions and reflect choices the researcher makes about the design of the study (Bates & Khasawneh, 2007). The purpose of this study was not to understand the experiences of all parents engaged in learning in the PSP online program but to focus only on the experiences of urban parents of children with ADHD. Additionally, in this study, the data collected included transcripts from the semi-structured interviewing questions that captured the research purpose and research question.

Limitations

For this study, it was important for the researcher to consider the limitations. Particularly, there was a limitation during the online recruitment process, as participants were not readily volunteering to participate in the study, which delayed the recruitment process. Additionally, there was a possibility of bias, as there was only one researcher interviewing all participants and analyzing the data collected. However, the researcher used reflexive journaling and memoing to decrease the researcher bias as it related to any judgmental or misleading feelings by the researcher. Additionally, there were some poor

audio connections during the recording process in the study, which decreased the understanding of the participants' response to the interviewing questions. Additionally, some of the participants had accents that were challenging for the researcher to understand and when the researcher requested a follow up interview to confirm those participants' response, the researcher did not receive a reply for a follow up interview. However, the researcher used memoing notes to ensure the accuracy of the participant's responses that accents were challenging to understand.

Significance

This study contributed to filling the gap in research as it related to understanding the experiences of parents of children diagnosed with ADHD who participated in innovative learning such as online training programs to support and understand their children's needs. The results of the study showed that parents felt empowered as a result of participating in the online training program at PSP and found the learning resources beneficial. There are few studies that focus on parent education and their perspectives regarding their ability to support their children's education. For example, Afolabi (2014) argued that innovative learning such as education that incorporates online learning for parents would be an effective method for improving parental involvement because the parents would be able to learn at home or other places other than the school setting on their own pace. However, there are limited generic qualitative studies that identify the educational experiences of urban parents through innovative learning such as online training programs to support parent learning and parental involvement.

Particularly, an innovative learning setting such as PSP offers learning resources and training through online resources. Additionally, PSP provides webinars, peer support,

and learning materials regarding ADHD. There is need for urban educators to incorporate online settings like PSP for urban parents correlated with the purpose of this generic qualitative study as this study aimed to understand the experiences of parents with children diagnosed with ADHD who participated in an online training program at PSP to advance their learning and promote positive parental involvement.

Summary

In this chapter, the background, research problem, purpose of the research, framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and significance were reviewed. Chapter 1 offered an understanding of the purpose of the study and how the research may benefit future related studies. In urban schools, technology is being implemented more often than past years in order to offer parent learners innovative learning experiences. This study was designed to gain an understanding of the experiences of parents of children with ADHD who have participated in an online training program at PSP. Many adults in urban communities do not have time to attend face-to-face instruction as it relates to their children's diagnosis and participate in their child's academic and mental health process.

The implementation of innovative learning resources such as online training programs will provide parents advanced learning and support in urban communities. The results of this study can provide findings for future research studies. Chapter 2 includes a description of the literature search strategy for my literature review, presents the conceptual framework for this study, and provides a comprehensive review of current research related to the key concepts of my study.

Chapter 2: Literature Review

Introduction

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who participated in an online training program designed to develop their understanding of their children's education. The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability?

This chapter covers the literature review, which includes scholarly articles related to the research topic of innovative learning and instruction for adults. Particularly, articles relating to andragogy, nontraditional learning environments, sociocultural learning theory, experiential learning theory, and self-efficacy will be discussed. In addition, a review of the literature search strategy, research framework, the conceptual framework of andragogy, literature review topics, and a summary will be discussed in this chapter. The focus of this literature review is to examine the ways adult learners, particularly parents of children diagnosed with ADHD, learn in an online learning environment such as an online training program at PSP. The chapter concludes with a summary and inferences relating to the gap in the research literature that this study.

Literature Search Strategy

The strategy used for searching the literature review involved searches through various databases. Particularly, the research databases included: Google Scholar, ERIC,

Academic Search Complete, and ProQuest, as well as a review of textbooks of disciplines including phenomenology and adult education when information was not accessible through peer-reviewed articles. Additionally, there was a review of professional organization websites from the Centers for Disease Control and Prevention (CDC) and Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD). The research literature resources were used mainly for supportive information regarding issues of childhood ADHD, innovative learning to increase parent learning, and issues relating to poor parental involvement in urban schools.

The literature review contains primary sources that include topics on adult education, urban parent learning, innovative learning, and related topics. The literature included various articles ranging from the year 2009 to present that provide historical background and relevance to the research topic. The key terms used for the literature search were: *phenomenology research, nontraditional and traditional learning, online learning, adult education, urban families, urban communities, urban education, technology for adult learners, technology to support adult learning, andragogy, social development, experiential learning, discovery learning, special needs children, attention deficit hyperactivity disorder, and parental involvement.*

Conceptual Framework

Parents who participate in learning and instruction often come from diverse cultural backgrounds and have different educational levels (Baris, 2015). Self-efficacy, experiential learning, sociocultural learning, and andragogy were used as a guide for the study to structure an understanding about parent learning. Particularly, the conceptual frameworks offered a foundation in understanding the learning of parents in an online

training program designed to promote parental involvement in urban schools. In addition, the conceptual frameworks served to describe parents' experiences, particularly parents of children diagnosed with ADHD who participated in an online training program at PSP.

The conceptual frameworks selected for this study derived from concepts relating to adult education. First, andragogy was selected as a means to understand perspectives regarding how adult learners grasp new information and concepts in the online learning environment. Second, the sociocultural learning theory offered insights regarding how adult learners might connect to new concepts in the learning culture and how adult learners collaborate with peers in the learning environment (Vygotsky, 1978). Third, Kolb's experiential learning offered that adult learners respond to learning based on their own experiences. Lastly, self-efficacy relates to learners' belief to be success and accomplish learning goals. For this study, Bandura's theory on self-efficacy was used as a guide to understand how urban parents responded to the online training program including the motivational factors through their learning experiences participating in and online training program.

Essentially, the conceptual frameworks were used as a guide in this study to understand diverse adult learning in an innovative setting such as an online training program. Additionally, the conceptual frameworks offer the researcher a ways to organize relevant ideas that captured issues in a social environment. This generic qualitative study aimed to examine the experiences of parents who participate in an innovative learning setting such as an online training program. The learning theories andragogy, social development, experiential learning, and self-efficacy served as the conceptual frameworks.

Self-Efficacy

The PSP program is designed to develop the abilities of adults to engage in their children's education, and it will be important to consider self-efficacy as it relates to participants' perspectives regarding their own learning experiences as well as their feelings regarding parental involvement. By considering self-efficacy, professionals working with adults of children with ADHD may be able to develop more effective learning and innovative opportunities for parents in order to promote positive learning and parental involvement. Bandura (1977) claimed that self-efficacy could be viewed as the belief of a person's experience to become successful and meet personal goals (Newark, Elsasser, & Stieglitz, 2012).

. Parents of children diagnosed with ADHD often do not feel empowered when advocating for their ADHD children because they do not fully understand their child's educational needs. However, it will be important for educators in urban schools to consider the self-efficacy theory when working with parents in order to understand motivational factors that support their learning for the parents. In addition, by connecting self-efficacy to adult learning, educators working with adults may develop a better understanding of how adult learners feel about the process of learning as well as the positive and negative factors that may promote their learning. Particularly, by examining self-efficacy, adult learners, in this case parents with children with ADHD, may offer educators an understanding of the challenges adults experience as they relate to Bandura's four concepts of self-efficacy: mastery experiences, vicarious experiences, emotional and psychological states, and imaginary experiences (McCoy & Bowen, 2015).

For this study, the researcher used the concept of self-efficacy to design interview questions that ask for personal learning experiences of these urban adults. In this way I can define those aspects of the innovative online learning environment supported the development of the adults' concepts on how to support their ADHD child. For this study, by connecting the concepts of self-efficacy and adult learning, particularly, adults with children with ADHD may offer a substantial understanding of how the learners create self-beliefs of efficacy through their vicarious learning experiences and develop new knowledge about how to advocate for their child in urban classrooms (Banfield & Wilkerson, 2014).

Sociocultural Learning

Sociocultural learning theory is used in this study to develop as a conceptual base for understanding how the parents responded to the online learning environment. Sociocultural learning theory defines the learning potential in an educational setting as the zone of proximal development (Vygotsky, 1978). Vygotsky's idea of cognitive development through cultural factors included the understanding of learners increase knowledge through social and interpersonal interactions in educational settings. The concepts of social and interpersonal interactions, offers an understanding of how learners interact with others and how they conceptualizes their own social role in the learning environment.

This study provides a point of analysis in response to questions about the learning experiences of parents through an innovative setting such as an online training program to increase their knowledge about their child's disability. For this study, the researcher developed interviewing questions to understand the parents' sociocultural interactions in

the online training program. For example, asking the participants to describe their experience interacting with peers while engaging in the online training program.

Andragogy

Andragogy focuses on the design of instructional programs based on how adults learn (Stearns, 2016). Also, the andragogy theory helps educational leaders create instruction to support adult learners (Knowles, 1984). Adult learning is different from childhood learning as adults have more experience to offer in the educational setting than those of young children (Dewey, 1997/1938). The learning and instruction in the adult context are often self-directed and the learners are more involved through the learning process as they can select pertinent learning objectives that will meet their learning needs (Chan, 2010). Knowles (1984) often refers to andragogy as an art and science to adult learning (Harper & Ross, 2011).

Particularly, andragogy theory offered a guide on how adult learners grasp new information in an online instructional setting as well as show their learning process (Knowles, 1984). Adults can make connections between present and past experiences in how they develop learning and understanding of concepts (Knowles, 1984). Andragogy shows that learners are encouraged to use past knowledge to form present conclusions. Knowles' offered five assumptions to andragogy: 1) self-concept 2) adult learner experience 3) readiness to learn 4) orientation to learning 5) motivation to learn.

The five assumptions correlate with this study's conceptual framework as it provides organized ideas on adult learning that can be linked to the nontraditional online learning environment (Chan, 2010; Harper & Ross, 2011). This concept of how adults learn in the online learning environment will provide me with concepts for the design of

interview questions that ask about their learning experiences in the online educational program. An example of an interview question related to the challenges the participants' experienced learning about their child's ADHD diagnosis.

Experiential Instructional Model

For this study, the experiential-based educational program, PSP, is focused on engaging these urban adults in highly interactive experiential learning experiences in their online collaboration to develop new knowledge about their child's learning diagnosis of ADHD and how to support their child in their urban classrooms. Kolb's (1984) model of experiential learning has two levels, which includes a four-stage cycle of learning as well as four different learning styles. The experiential learning theory relates to the learner's inner cognitive development (Schenck & Cruickshank, 2015). Kolb (1984) offered the theory that learning involves a process that is formed by experience. Often, adult learners learn at different paces and their understanding and feelings regarding their learning experience may vary (Banfield & Wilkerson, 2014). Depending on the challenges that a learner might be experiencing in the present may impact the way they learn and understand new information as well as how they engage in their learning environment (Heath, Curtis, Fan, & McPherson, 2015).

The experiential instructional theory supports learning in traditional and nontraditional instructional settings and offers ideas on how adults make meaning to new concepts in unfamiliar learning environments (Kolb, 1984; Schenck & Cruickshank, 2015). The experiential learning theory highlights Kolb's idea of internal cognitive processes to foster learning and development. The experiential learning style theory is usually represented by four stage learning cycles that include: 1) concrete experience 2)

reflective observation 3) abstract socialization 4) active experimentation.

Particularly, the experiential learning theory provided a conceptual framework in ways to convey effective learning for learners. In the experiential learning, educators can assess learning progress through the four cycles: 1) learners demonstrating concrete experience 2) learners' ability to observe and reflect on their experience 3) construction of abstract concepts 4) learners' ability to test hypothesis for new experiences and future testing (Kolb, 1984; Schenck & Cruickshank, 2015). PSP is innovative in the manner of the interactions among their online learners. The adults have choices in their content and responses to the learning modules. They also train others as part of their learning process. This type of experiential learning was used to understand the experiences of these adults as an alternative, non-traditional, learning environment. An interview question related to the experiential learning included asking what they believed was most beneficial when interacting in the PSP online program.

Summary

The conceptual framework for this study was used as a guide in the research and based on developing new understandings about the experiences of urban parents of children diagnosed with ADHD. The concept of andragogy was used to understand how these adults experienced the learning in this innovative context designed to develop both knowledge and skills to advocate for their ADHD child. Sociocultural learning theory was used to define the learning experiences of these urban adults in this educational program. Self-efficacy was used to develop an understanding of the nature of their personal experiences in the online learning environment.

The concept of experiential learning was used to understand how these adult learners responded to the PSP program. The instructional model for PSP is based on an experiential learning model that engages the adult learner in the process of responding actively by interacting with other adults during their training and designing and teaching other adults as trainers themselves. The goal of the online training program is for parents to develop both new knowledge about ADHD and the skills to support their children in school.

Literature Review Related to Key Concepts

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) who participated in an online training program for parents designed to develop their understanding of their child's learning disability. The research question was as following: what are the experiences and perspectives of urban parents with children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? The conceptual framework for the research topic was used to define significance and relevance for the research.

The generic qualitative design used for this study was consistent with the scope of the study. There are merely few research studies relating to the experiences of urban parents of children diagnosed with ADHD involving their learning experiences in an online training program to promote their learning (Newton & Douglas, 2014; Rachal, 2014). The studies related to the constructs of interest include: the characteristics of ADHD learners, parental involvement programs designed to education adults of ADHD children, and research relevant to the PSP program. For this review of the literature,

scholarly articles relating to three main headings including: Research on Childhood ADHD, Research on Adult learners, and Research Related to Parent Engagement Program will be discussed as well as subtopics relating to the research study.

Research on Childhood ADHD

This study aims to understand the experiences of parents who participated in an online training program geared to helping them develop better ways to meet the needs of their child. By understanding the traits children with ADHD, a greater understanding of the adults' perspective can be taken into consideration. Attention Deficit Disorder Hyperactivity Disorder (ADHD) is a common disorder that children may experience during childhood (Morin et al., 2015). Genetics could be the reasons for children developing ADHD; however, there continues to be misunderstanding of why children develop ADHD. Buli-Holmbers and Jeyapathanban (2016) suggested that children with ADHD often have difficulties focusing as well as issues with self-control. Similarly, Kuo and Belland (2016) identified that many children with ADHD have a challenging time keeping on track with their daily routines.

ADHD has been linked to problems in the brain anatomy as well as family history (Buli-Holmbers & Jeyapathanban, 2016). Baris (2015) found that children with ADHD show difficulties with important functioning areas such as impulse control. Children are diagnosed with ADHD at an early age after close observation and evaluation (Kallitsoglov, 2014). Additionally, they suggested that children with ADHD often have challenges that include flexible thinking, self-regulation, working memory, and organization and planning.

In addition, Morin et al., (2015) studied the dynamics of ADHD and noted the importance for children with ADHD to receive one-on-one support and be offered learning activities that will aid their focus. To support children with ADHD, it is essential that they have people around them who understand their challenges. Adults should reach out for support as needed if they have reason to believe that their children are having a difficult time focusing and staying still while in a learning. As more children are diagnosed with ADHD it is becoming increasingly important to engage the adults in support of their special needs child (Killian, 2016; Buli-Holmbers & Jeyapathanban, 2016).

Issues of Parents of Children with ADHD

Research has identified the challenges for adults of children with ADHD. When adults are informed of the new of their child's ADHD, many adults do not understand how to help their children through their challenges. Adults with children with ADHD should be educated about their child's diagnosis and academic needs as means to provide the most support to their child's development (Sadler, Lee, Lim, & Fullerton, 2010; Morin et al., 2015).

In a study by Lawton, Kapke, and Gerdes (2016), they found that often parents with children with ADHD are hopeful that their children will be resilient and seek ways to support their child's learning and development. Studies of parents with children of special needs have found that they are often seeking ways to become more involved in their child's academic performance (Heath, Curtis, Fan, & McPherson, 2015; Lambek et al., 2017; Vanderfaeille, Holen, Trogh & Andries, 2012).

Lawton, Kapke, and Gerdes (2016) highlighted that parents with children diagnosed with special needs often pursue resources to aid their understanding of their child's learning disability to support their children more effectively. However, supporting their child's education is difficult when parents work. In a research study by Clarke, et al., (2015), they identified that many parents who have children in school have multiple jobs and they are trying to manage a family household, which prevents them from getting involved in their child's education.

Heath, Curtis, Fan, and McPherson (2015) reviewed that those parents who have special needs children spend most of their hours working. As a result, it is challenging for them to be involved in their child's academic progress. Ellington and Verges (2010) suggested that it is important for educational leaders to consider innovative training and instruction that will help parents who are unable to attend face to face training to become more consistent in the involvement of their child's education. Parents are an integral aspect of developing a supportive learning environment for ADHD learners.

Parents as Adult Learners

To understand how the innovative PSP program works to educate parents of children with ADHD it is important to understand how adults learn (Rotherham & Willingham, 2010). Thus, the research relating to adult learners and their dynamics are essential for this literature review. In this section, literature regarding adult education and related topics will be reviewed as means to gain an understanding of the key aspects of this research study. Adult learners learn through different instructional settings and learning styles than from childhood and adolescent learning (Deschacht & Goeman, 2015; Radovan & Makovec, 2015). Adult learners should be exposed to learning material

that makes sense to them and that they can use to foster their own initiatives in the learning environment (Hegenbarth et al., 2015; Lauria, 2010). Additionally, Vygotsky identified that social factors contribute to cognitive development and cognitive development differs across cultures.

Parents that seek to learn about their children's special needs often engage in traditional and nontraditional learning environments as means to improve their understanding of the child's needs (Stearns, 2016; Busse & Krause, 2015). Traditional learning environments include learning face-to-face instruction while nontraditional learning environments take place online and via use of technology (Mesha, 2016; Chen, 2014). Taylor (2014) noted that through nontraditional learning environments, adults can learn through learner-centered methods by dialoging with peers and instructors in a meaningful way (Rotherham & Willingham, 2010). In nontraditional learning environments, technology has promoted positive and effective learning in adult education (Skinner & Chin, 2012).

The social development theory highlights psychologist, Lev Vygotsky' relating to how the adults experience learning related to previous experiences and cultural awareness and contends that social interaction leads to development (Taylor, 2014). It is important for educational settings to offer parents online resources in efforts to promote parental involvement (Hegarty, 2011; Vanderfaeille et al., 2012). As many parents do not have college degrees and they have been away from the school setting for a long period of time. It is essential for educational leaders to consider these parents as non-traditional learners as means to support their learning of new concepts based on their own experience and knowledge (Wang & Cranton, 2017; Herman, Cote, & Reilly, 2013;

Webb, Gibson, & Forkosh-Baruch, 2013).

Baris (2015) found that in adult education it is important for instructors to understand the importance of creating a learning environment that is meaningful for students. Ozuah (2016) identified that adult learners often want to ensure that they will be successful completing a training or course. The PSP online training program provides a certification for the parents of ADHD children.

Motivation, Learning, and Adult Learners

Motivation and learning are fundamental concepts in adult education to understand how adult learners respond to learning and their learning environment (Hashim, Tan, & Rashid, 2015). Research has found that the adult learners who are offered opportunities to learn in innovative ways are more often to succeed in their learning environment (Cocquyt, Diep, Zhu, Greef, & Vanwing, 2017). Hashim et al., (2015) found that both intrinsic and extrinsic motivational factors are involved in learning in adult education programs.

Wlodkowski and Ginsberg (2017) noted that intrinsic motivation relates to the learners' internal feelings for motivation. Lei (2010) identified that when learners are intrinsically motivated they enjoy completing learning activities as they find that it will help develop their skills. Sogunro (2014) noted that intrinsic motivations often give learners a feeling of self-satisfaction. Neagu (2016) identified that learners who are motivated intrinsically are often determined to strive inwardly to be proficient. Rothes, Lemos, and Goncalves (2017) identified that learners who move on to another lesson plan without the instructor assigning the lesson might be intrinsically motivated as they have an eagerness to move forward and get ahead of the class.

Similarly, Salleh, Khalid, Sulaiman, Mohamad, and Sern (2015) identified that learners who enjoy learning about a topic may have a desire to learn more without wanting to receive recognition for their initiative. In a study by Kuo and Belland (2016) they found that in a nontraditional learning environment, student-centered and interactive, the adult learners were more intrinsically motivated as they have a determination to learn concepts that will benefit their future or career. Particularly, in this study the adult learners, the parents with children with ADHD, are responding to a nontraditional learning environment. As it relates to the participants in this study, the learning environment PSP is an online, responsive, collaborative program (Hegarty, 2011).

Wlodkowski and Ginsberg (2017) described extrinsic motivation as external motivations that prompt learners to improve in learning due to external rewards (Kuo & Belland, 2016; Lei, 2010). Often, adult learners who complete learning activities and/or take on additional learning roles are extrinsically motivated (Rothes, Lemos, & Goncalves, 2017). Lei (2010) and Sogunro (2014) identified that extrinsic motivation is when learners are motivated to learn and achieve learning goals based on high outcomes as opposed to the learning stipulated within an experience. Kuo and Belland (2016) noted that many adult learners are also extrinsically motivated as they have a desire to complete training and/or class in efforts to push forward their career or develop the ability to become experts in a certain field.

Adult learners are often eager to complete their educational and instructional obligations while in an educational setting (Cocquyt, Diep, Zhu, Greef, & Vanwing, 2017; Francois, 2014). They suggested that many adult learners are often involved in instructional settings as means to satisfy a specific goal including personal, job-related,

and/or for degree/certification. Hashim et al., (2015) found that adult learners often have underlying motivational factors for meeting learning outcomes. It is important for instructors to consider innovation, learning, and instruction in adult education in efforts to create learning environments that include motivational strategies (Kuo & Belland, 2016; Newton & Douglas, 2014; Su, 2015). Increasingly adult learners are more motivated to learn through intrinsic and extrinsic factors when teaching online (Hansen & Reich, 2015).

Online Learning and Adult Learners

Online learning is a type of learning method that can be used to promote learning in adult education (Sharp, 2017). Cocquyt et al., 2017, found that many adult learners have been increasingly participating in online learning in efforts to manage their daily lifestyles while engaging in learning through online forums. Research has identified that online learning offers adult learners a nontraditional learning experience where they can obtain certifications and degrees by taking classes and instructional training via the Internet (Benjamin-Lowry, Zhang, Wang, & Siponen, 2016; Myhre, Mehl, & Glisky, 2017). Poitras and Lajoie (2014) found that online training offers adult learners new ways to learn concepts and engage in learning through the flexibility of their own home.

In a study by Fink and Beck (2015) the author identified that online learning offers modern learning through technology-based learning tools and related resources. Lynn et al., (2014) identified that online learning is often easily accessible including technical assistance for those who need step-by-step support with technological tools. In addition, Fink and Beck (2015) highlighted that learners can learn at their own speed and if encountered with information that they do not understand, they can return to previous

sections in the online forum to review the learning material (Hansen, Pan, & Owan, 2015; Myhre et al., 2017). In addition, online learning offers a way for adults to take classes anywhere they want and at any time which often avoids hassle of conflicting schedules for many working-class adults similar to the parents in this study (Hansen & Reich, 2015).

Kelly and Katz (2016), suggested that parents with children diagnosed with special needs may use online learning to obtain information and training about their child's diagnosis as well as learn differentiation strategies used in their child's classroom. Author, Oliver (2011) offered that through online learning, learners would have access to social interaction and networking with peers. Myhre et al., (2017) identified that online learning can promote social engagement between parents who have children diagnosed with special needs in efforts to foster networking relationships and collaborations as means to effectively support their children and one another.

Research has shown that parents of children diagnosed with ADHD often do not have enough time to learn new concepts regarding their child's education and diagnosis or collaborate with other parents in traditional types of learning settings (Kelly & Katz, 2016). Research has stressed that innovative learning experiences such as online learning have been shown to support adult learners and promote more effective experiences (Conaway & Zorn-Arnold, 2016; Stearns, 2016).

Learner Centered Educational Programs

The educational program, Parent Supporting Parents, PSP, is designed to be a learner centered and experiential learning environment. The parents are asked to do collaborative training of other parents after their own training. The purpose of this

educational program is to empower the parents to engage with educators in their child's school. PSP offers online learning and resources for parents with ADHD as well as parents with children diagnosed with ADHD. The online learning environment at PSP offers training on parental involvement, learning materials on ADHD.

Responsive learning and instruction are key concepts for adult learners that provide a scope of creative strategies that may be used to promote learning for these parents (Dawley & Dede, 2014). Kolb and Kolb (2009) identified that adult learners often seek to learn specific strategies that will assist them in their personal and professional lives. Similarly, Marshall and Horton (2011) found that active and collaborative learning is essential for adult learners as it offers support and strategies to network and build reciprocal relationships. These partnerships that can help adult learners move on to higher job titles, make more money, and/or learn new perspectives on how to manage real-life problems (Castano-Munoz, Redecker, Vuorikari, & Ponie, 2013). Ross-Gordon, Gordon, Alston, Dawson, and Aacken (2015) stressed that instructors should create a learning environment that promote active and collaborative learning and show learners that building positive collaboration is relevant to master real-life issues.

In a study by O'Shea, Stone, and Delahunty (2015) they identified that active and collaborative learning environments are focused on a perspective that knowledge is a social construct. In active and collaborative learning, learners are advised to focus on instruction and interaction in the educational setting. Studies by Bell, (2010) and Radovan and Makovec (2015) identified a high importance for learners to work in groups to complete course assignments and to work on solving solutions to the real-world problems. Similarly, Wolery and Hemmeter (2011) found that collaborative learning

could begin with learners working individually and lead to group interactions, either a small or larger group of students.

Research has identified that the aim for active and collaborative learning is to encourage learners to collaborate in groups to discuss concepts and find realistic solutions to problems (Decapua, 2016; Ross-Gordon et al., 2015). Baris (2015) found that active and collaborative learning offers learners ways to respond to ideas in a group setting and create a product together as well as learn from one another. Dawley and Dede (2014) identified that instructors will assign groups learning topics and provide discussion prompts and questions on an issue and the students will first work independently on the response and learners then come together to share their responses (Eze & Nwoke, 2011).

In a research study by Radovan and Makovec (2015) they found that active and collaborative learning is essential in adult education as it offers learners innovative experiences than those of traditional learning experiences which helps learner develop skills to create and evaluate information with the support of their peers. O'Shea, Stone, and Delahunty, 2015 suggested that the process of active learning involves learners participating in learning activities including writing and reading to promote significant investigation of the course content. Research had found that adult learners enter their educational settings with a wealth of experience and by sharing their experiences while working on group assignments, they are better able to expand on their knowledge and understanding of new concepts (Poitras & Lajoie, 2014; Ozuah, 2016). Research studies have identified that in many adult educational settings, problem-based and cooperative learning is used to promote active learning (Baris, 2015; Lam, Cheng, & Ma, 2009; Minguillon, Rodriguez, & Coresa, 2010).

Author, Ross-Gordon (2011) stressed that it is important for instructors to consider topics that will connect with real-life situations and the learning outcomes in ways to foster successful learning in the learning environment based on the concept of experiential learning as defined by Kolb and Kolb (2009). Radovan and Makovec (2015) identified that active and collaborative learning promotes socialization skills and the development of interpersonal skills. In a research study by Dawley and Dede (2014), the authors discussed that in active and collaborative learning, the instructor is the facilitator who creates the environment to foster collaborative learning. Research by Decapua (2016), Cobo (2013) and Justice et al., (2009) identified that adult learners create the collaborative environment working together and listing different viewpoints as well as committing to the group. In contrast, Hakverdi-Can and Sonmez, (2012) found that in nontraditional learning environments, the role of the instructor is reframed as educated co-learner.

Studies have found that in a nontraditional setting, the learners are able to incorporate active and collaborative learning to become a more active problem solver and contributor to the world (Li, 2013; Westera, 2011). Ozuah (2016) identified that the instructor is able to offer learners more lifelike and valuable feedback without limiting to right or wrong answers. Radovan and Makovec (2015) noted that active and collaborative learning environments offer learners ways to develop better judgments and lean toward positive independent planning. Multiple studies have identified the effectiveness of nontraditional, collaborative, and authentic learning environments as an instructional model for adult learners.

Parent Education Programs

There are various research studies on childhood ADHD; however, there are limited research studies regarding childhood ADHD and ways to support parents with children with ADHD through parent education programs. The need to implement more effective parent education programs are relevant as parents come from different cultural backgrounds and have cultural linguistic challenges are less likely to be regularly involved in their child's education and the parent's perspectives should be considered in ways to support their child's learning. Thus, many adults are not able to attend school meeting and training in a traditional setting (Pins et al., 2015; Sage, Carpenter, Sayner, Thomas, Mann, Sulzer, Sandler & Sleath, 2018).

Creating a nontraditional learning environment that offer resources to aid learning for parents as they will be able to become more involved in their child's learning (Dawson, Sacchetti, Egan, & Wymbs, 2017; Rotherham & Willingham, 2010). Parents in the PSP program are educated on developing communicative resources such as letters and information relating to their child's progress to understand their child's educational needs better and become more involved in their child's education (Lukman & Krajnc, 2012). Research has found that parents who are not able to attend school meetings, it was helpful to offer them recorded information that can be sent via email or cell phone in efforts to promote parental involvement (Garreta et al., 2018; Hegarty, 2011; Heinrich et al., 2015).

Kargillis (2013) described communication as an important factor in efforts to support parental involvement. Sage et al., (2018) found that for parents who cannot attend school meetings, it was important for educational leaders to consider devices and instruments that will keep adults abreast to their child's learning and development. The

Internet and technology can be used to increase communication between families and schools (Dawson et al., 2017; Adamski, Fraser, & Peiro, 2013).

Internet-based communication methods including websites, social networking as well as email and texting features can bridge the communication between parents and teachers (Herman, 2012; Rotherham & Willingham, 2010; Westera, 2011). Social media technologies such as blogs offer parents and teachers a forum for ongoing communication (An & Reigeluth, 2011; Sellmaier et al., 2016). Goodall and Montgomery (2014) highlighted the essential need for educational leaders to create more realistic means of communication to aid parent-teacher collaborations that will support parents with children with ADHD. Research has identified the importance of supporting parents of children with ADHD by expanding their understanding of their child's diagnosis (Wymbs et al., 2016; Garreta, Jimeno, & Servera, 2018). Hegarty (2011) identified that schools that offer parents support also offers the children advantages to overcome their academic challenges.

The adult learners in this research study refer to parents with children with ADHD. By examining the programs that promote learning for the adults, an understanding of resources available for parents in educational programs are considered. Parental engagement is a significant concept as it relates to this study as it provides an understanding of the challenges many parents might be experiencing and the limitations that may school systems experience with poor parental engagement (Lloyd & Wyatt, 2015).

Parental Involvement in Schools

Research has identified that in many educational settings there continues to be issues surrounding implementing innovative learning and engagement to support parental involvement (King, Currie, & Petersen, 2014). In a research study by Edwards, Shizu, and Kutaka (2015) they identified that many of the issues stemmed from inadequate funding to support effective parental involvement through web-based training and learning activities that include technology while other issues related to poor educational reforms.

Research has found that it will be important for educational leaders to consider the importance of innovative resources to support parental involvement in efforts to support student achievements and excellence (Haine-Schlagel & Escobar-Walsh, 2015; Killian, 2016; Quелlette-Schramm, 2015). In a study by King, Currie, and Petersen (2014) they identified that parental involvement work together to promote the health and learning of all students (Webb, Gibson, & Forkosh-Baruch, 2013). Lloyd and Wyatt (2015) noted that parents should always be included in the process of the child's academics; thus, parents will be able to respond to the health-related needs of their child (Newton & Douglas, 2014). Edwards and Kutaka (2015) discussed that positive parental involvements support community involvements as well as foster partnerships amongst schools and families.

Edwards and Kutaka (2015) identified that there is a significant difference between children whose parents were involved in their education and parents who are not as involved. Additionally, Edwards and Kutaka found that children whose parents are involved in their education are likely to adapt to school well and attend school more

regularly. In a study by Edwards and Kutaka (2015) identified that it is imperative for educational leaders to consider strategies that will support parental involvement and lead to successful student learning and accomplishment.

In a research study by King et al., (2014) they noted that children whose parents do not keep in touch with their child's school often do not graduate at the expected time frame and they often display problematic behaviors during class session (Lynn et al., 2014). Lloyd and Wyatt (2015) noted that if schools develop effective ways to support parents who are unable to attend their child's school regularly, the parents will have the chance to keep abreast to their child's academic needs and support their children in social skills as well as helping them complete challenging tasks (Pins et al., 2015).

Edwards and Kutaka (2015) discussed that parental involvement has always been important to the success of student achievement. Edwards & Kutaka (2015) identified that children are more likely to succeed academically and are less likely to engage in violent behaviors when their parents are involved in their education (Hansen, Pan, & Owan, 2015). However, King et al., (2014) identified that many parents continue to find challenges in keeping in contact with their child's education due to conflicting scheduled or lack of support and resources from schools (Edwards & Kutaka, 2015).

Sivia and Baxan (2015) stressed that it is important for parents to feel welcomed and comfortable in their child's school. King et al., (2014) identified that there should be innovative resources available for parents who are not able to attend their child's school on a regularly basis through technological devices or through virtual communications. Lloyd and Wyatt (2015) reviewed that although there continues to be issues with lack of funding to support innovative parental involvement resources, educational leaders should

apply creativity and critical thinking skills in order to support the development of parent-teacher collaborations and to ensure that adults are able to engage in their child's learning (King, Currie, & Petersen, 2014).

Parental Engagement in Urban Schools

In a study by Wilkes-Gillian, Buddy, Cordier, Lincoln, and Hancock (2016) the authors identified that there have been many challenges in urban schools to foster positive parental engagement. Gonzalez, Boders, Hines, Villalba, and Henderson (2017) identified that there are limited resources online learning environments offered to parents in efforts to support parental engagement. In a study by Wilkes-Gillian, Bundy, Cordier and Lincoln (2016) they found that there are many parents who work full time and do not have the availability to meet with teachers in the school. Martinez, Lau, Chorpita, and Weisz (2017) identified that it will be important to develop resources that may connect parents with their child's teachers in efforts for the parents to receive more supportive learning resources to help them understand that challenges their child is experiencing.

In a study by Baris (2015), the author stressed the importance of parental involvement as means to promote academic achievement and success in childhood education. Baris, 2015 identified that it will be important for professionals working with parents and children of diagnosed with ADHD to consider nontraditional learning and instructional resources for families in efforts to foster enhanced parental involvement. Wei, Yu, and Shaver (2014) identified that due to parents' lack of involvement in their child's academic progress, they often do not understand the instructional practices being implemented to support their child's development and learning (Gonzalez et al., 2017).

Chronis-Tuscano, Wang, Woods, Strickland, and Stein (2017) identified that by implementing innovative learning experiences to support working class parents and other parents who do not have the time to participate in formal learning settings such as face-to-face learning, professionals will support parents in learning more about their child's education and diagnosis. Professionals would be providing parents meaningful and innovative learning experiences in efforts to increase parental involvement.

Urban Parental Engagement Programs

Urban parental engagement programs are essential in promoting parental involvement in their child's education (Lendrum et al., 2015). Muller (2018) identified that there are many school settings develop instructional training and resources for parents in efforts to help them understand their child's academic needs (Wilder, 2014). However, Gonzalez et al., 2017 identified that there are current research studies that have identified the implications of lack of parental involvements in many urban school settings. DuPaul, Kern, and Volpe (2013) identified the instructional assessment results that show the need for more innovative learning resources such as technology in ways to promote more effective learning for parents.

Research has shown that many parents do not attend their child's school training due to scheduling conflicts and other related issues (Murray, et al., 2014; Afolabi, 2014; Buli-Holmbers & Jeyapathanban, 2016). Ma, Shen, and Krenn (2014) identified that many parents are unable to participate in instructional training during regular school hours offered by traditional school settings. Additionally, Ma et al., (2014) highlighted that parents do not often find traditional forms of instructional learning beneficial due to their cultural and/or educational backgrounds.

In a research study by Forehand and Kotchick (2016) the authors discussed that often in urban educational settings, it will be important to create a learning environment for parents, adult learners, which will help them learn more about their child's academic needs as well as developing on their own learning. Parents who have children diagnosed with special needs should be provided the opportunity to be part of their child's educational milestone (Ma et al., 2014; Peterson & Ladky, 2017). Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie, and Cheng (2014), identified that parents should be invited to parent teacher conference and relevant training to learn more about their child's learning disability (Muller, 2018).

Wilder (2014) discussed that in many urban educational settings, parents are only provided the chance to learn about their child's academics through traditional instructions. Gonzalez et al., (2017) identified that as a result of inadequate innovative training and resources in many educational schools, parents are not abreast of new trends regarding their child's learning disabilities and they are not in tuned to their child's educational needs in the most successful manner.

Significantly, Dawson-McClure, et al., (2015) identified that the issues in many urban educational settings continue to relate to poor parental involvement due to lack of innovative learning for parents such as the use of technology to support parental learning. Wilder (2014) noted that many parents are not knowledgeable about their child's learning disabilities and many parents do not know where to go for support and resources (Minna & Leena, 2015). In a study by Murray et al., (2014) the authors discussed that due to lack of parental involvement, many children with special needs are being left behind and are not meeting their academic goals. Castro et al., (2015) identified that it will be essential

for educational leaders to consider innovative learning and instruction for parents, adult learners, as means to support them toward more successful parental involvement.

Gonzalez et al., (2017) identified that since many parents who have children in educational settings are single parents and often work during offered training hours, it will be important for the school systems to consider the use of technology (Minna & Leena, 2015).

Muller (2018) identified that there are various types of technological resources for parents that will promote learning such as online and web-based training to teach parents new strategies on ways to help their child through their academic needs as well as teach them concepts on ways to help their child excel for academic excellence. Similarly, Hart, Cornell, Damiano, Paxton, (2015) discussed the positive impacts for students when innovative support is offered to their parents in the school setting.

In addition, Wolfson, Cavanagh, and Kraiger (2014) identified how implementing multiple technological resources for parents means that they will be able to participate in more of their child's learning and be able to track their child's progress more effectively. Goodall and Montgomery (2014) identified that many educational settings do not offer resources via website for parents to them keep abreast of their child's learning.

Parent Engagement Program: PSP Experience

The learning environment being used for this study is the Parent Supporting Parents, PSP, a pseudonym used for the online training program. PSP is an online learning environment that includes online training programs for parents of children with disability. PSP offers resources that can support parental involvement in their child's education (Kemp, Marcenko, Lyons, & Kruzich, 2014). PSP is an innovative internet-

based learning program that provides parents learning instructions about ADHD diagnosis (Hall & Bierman, 2015). The PSP online forum offers an innovative learning and supportive resource experience for parents with children with ADHD as well as parents with ADHD (Haddon & Mante-Meijer, 2016). There are educational programs on the PSP website regarding childhood ADHD as well as supportive collaborations that can be made with other members of PSP (Love et al., 2016).

Parents need extra support and resources to support them learning about their child's development and academic needs which are often limited in their child's school due to lack of resources (Yoo & Haung, 2013). The PSP learning environment offers an innovative learning opportunity for parents with children with ADHD. The PSP website offers nontraditional learning experiences including online learning, online peer collaboration, and online networking.

Haddon and Mante-Meijer (2016) found that online resources for parents have promoted parental engagement and involvement in their child's education. The PSP online system offers parents the opportunity to work individually on learning material to develop their knowledge and understanding of their child's diagnosis and academic needs. The PSP online forum offers parent educational learning in ways to promote meaningful learning opportunities for parent learning including through a problem-based and cooperative learning program is (Lucas & Goodman, 2015).

This section reviewed scholarly articles relating to research on parental engagement program with articles relating to subtopics of parental involvement, parental engagement, PSP, urban engagement programs, and diversity and adult learners. The

topics in this section were relevant to the research study as they provided meaning and understanding to the purpose of the research study.

Summary and Conclusions

The selected articles for this research study included those relating to adult learning, innovation, technology, and learning and instruction as well as theories involving andragogy, social development, experiential learning, and discovery learning specifically innovative learning strategies including student-centered approaches, nontraditional versus traditional learning environments, motivational factors, and responsive learning in parent education were identified.

The articles were selected through scholarly peer-reviewed databases. The quality of the research was appropriate as it identified specific information relating to the research topic of the importance to implement innovative learning experiences for parents in ways to promote positive parental involvement. There were significant amounts of literature considered through other university libraries that offered meaningful understanding of the research topic including adult education and technology to support parental involvement (Newton & Douglas, 2014). Accordingly, the quality of research deemed substantial in terms of relevancy and consistency, which supported the research questions, and offers ideas for future research (Finsterwald, Wagner, & Schober, 2013).

As I reviewed each scholarly article, there were several types of methodological strengths and limitations. The methodological aspects that I considered strengths included: 1) relevant information regarding the selected research topic 2) greater insights on how research has supported innovative learning experiences for adult learners 3) an understanding of adult education, diversity in learning, and how technology support those

components. Particularly, many of the research studies offered opportunities for researchers build upon the study uncovered and/or to develop future analysis for findings (Webb, Gibson, & Forkosh-Baruch, 2013). Thus, by having the prospect to consider additional research in the future, the research studies supported the selected research topic in terms of underling the need to implement technology and technological tools in adult education (Herman, Cote, & Reilly, 2013). Research studies have how innovative learning experiences including technology support learning (Rachal, 2014; Zacharis, 2010).

Many of the research studies identified the core concepts for supporting adult learners. In this study the parent learners are the parents of children with ADHD who engage in nontraditional online educational program to understand their child's disability. The research studies I reviewed offered a foundation to adult education and they outlined strategies that can be used in adult education to foster innovation and positive learning (Ellington & Verges, 2010; Zacharis, 2010). There was a gap in the research on distinct types of instructional settings such as information, formal, and non-formal to promote effective learning in adult education (Cramps et al., 2012; Rachal, 2014). The methodological limitations also included contradictory information on diversity in adult education (Newton & Douglas, 2014; Zacharis, 2010).

Although there were differences in the literature relating to traditional versus nontraditional learning, many research studies highlighted the needed to develop innovative learning opportunities for adult learners. The research literature captured learning strategies that can be used to foster learning for adult learners including technology-based resources, online training programs, and innovative learning

experiences that goes beyond traditional learning (Lynn et al., 2014).

While several researchers identified that there is a need to promote more parental involvement in efforts to educate parents of issues relating to their child's educational needs to promote higher student achievement, there is a gap in research that focuses on understanding the experiences of urban parents as they engage in an educational program designed to support their engagement in their child's school. By offering parents learning through innovative training and resources, they may become more knowledgeable about their child's learning disabilities as well as learn meaningful concepts relating to their child academics (Lynn et al., 2014; Mautone, Marshall, & Sharman, 2012).

Many of the reviewed research studies also aligned with the idea that innovation in adult education will foster positive change through social collaboration, motivational tactics, and using learning styles to improve instruction (Cramps, Lamond, & Coleyshaw, 2012). The articles selected for this research study offered insightful information regarding the research topic as well as significant research results that supported an understanding of adult education (Rachal, 2014; Zacharis, 2010). I found the research articles relevant and appropriate as they connected to my own research study.

Particularly, the research studies validated the need for innovation in adult education as well as the implementation of technology to foster learning in a diverse instructional setting (Ellington & Verges, 2010; Webb et al., 2013). The research supported how technology can be used to promote positive parental involvement through web-based features and social collaborations (Herman, Cote, & Reilly, 2013).

There were various themes that stemmed from the research studies through the selected conceptual frameworks. Particularly, the research articles offered insightful

connections to innovation relating to technology and adult learning (Knowles, 1984). Researchers considered the importance of increasing parental involvement using innovation such as technology to engage parents in their child's academics (Minna & Leena, 2015; Selwyn, 2012).

In summary, the literature review covered fundamental factors of adult learning using technology-based through current research. The research findings concluded that adult learners would benefit from instructional training in innovative online learning programs. Particularly, instructional training that include technology-based such as online learning and resources to promote learning for parents will support positive parental involvement (DuPaul, Kern, & Volpe 2013; Mills, 2011). Since many parents work to more jobs and they cannot always attend in-house training and their child's school, it will be important for school leaders to consider web-based learning in ways to support positive parental involvement (Sethi, Gandhi, & Anand, 2012).

As in any research, there were some methodological limitations that were discovered as the literature was reviewed. Significantly, among few, the limitations included: 1) bias viewpoints 2) inconclusive findings 3) not enough research evidence. It was challenging to understand and make connections as it related to the reliability and validity of the research studies and to confirm on whether the data collected were authentic (Finsterwald et al., 2013).

As I reviewed some of the articles, I was concerned on whether more evidence was needed to support the research. There were counterarguments that I found helpful in ways to develop future research studies and to gain better research findings that will support the need for technology and innovation in adult education (Finsterwald et al.,

2013; Herman, Cote, & Reilly, 2013; Newton & Douglas, 2014). My research study may help educational leaders develop innovative resources in ways to create parental involvement for parents who are unable to attend traditional learning. In Chapter 3, the research methodology for this generic qualitative study will be reviewed and the research design and rationale as well as the role of the researcher will be discussed. Also, issues of trustworthiness related to credibility, transferability, dependability, and confirmability, as well as ethical procedures will be addressed.

Chapter 3: Research Method

Introduction

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who participated in an online training program designed to develop their understanding of their child's learning. The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability?

This chapter provides an overview of the research purpose and question. The chapter also explains and justifies the choice of research design, data collection, analysis, and the role of the researcher. Instruments, recruitment process, sample participation, and the data collection process will be addressed. This chapter concludes with a description of issues of trustworthiness and ethical considerations.

Research Design and Rationale

A generic qualitative research design was selected for this study, as the purpose of the study was to gain a basic understanding of the experiences of urban parents who participated in an online training program. The generic qualitative design does not include a specific structure and is often used by researchers to develop basic inquiries in qualitative research. Many educational settings do not offer training and instruction that goes beyond traditional opportunities; however, this study uniquely offers educators working with adult learners an understanding of the experiences of parents who have participated in an online training program to learn more about their child's needs.

The generic qualitative approach involves understanding and discovering a phenomenon, perspective, or the processes of the individuals involved in the situation (Kahlke, 2014). By using this generic research approach, it was important to outline participants' experiences in a simple manner in order to explain the issues that the participants experienced. This study offered a basic understanding of participants' experiences and how their experiences supported their learning about their child's diagnosis.

Additionally, for this study, I used thematic analysis as a foundation for the data analysis process, which offered a descriptive outline of participants' experiences. Thematic analysis is a basic method that provided a detailed description of the participants' experiences as it relates to their learning in an innovative setting such as the online training program. This study is unique as it focused on the experiences of participants who participated in an online training program at PSP that centers on offering parents meaningful learning resources, peer-to-peer support, and related information in order to aid parent learning regarding ADHD. In addition, the research question was connected to the conceptual framework used in this study. The research problem involved inadequate innovative learning opportunities for parents of children diagnosed with ADHD such as online training programs in urban schools.

Rationale

There are different types of qualitative designs that can be used in a qualitative research, including generic, ethnography, narrative, grounded theory, phenomenological, and case studies (Finlay, 2014). For this study, it was important to consider the purpose of the study, which was to gain a basic understanding of the participants' experiences

participating in an online training program. Therefore, the generic qualitative design deemed more appropriate as the generic qualitative method does not include any specific structure or require an in-depth process. However, the other qualitative research designs are structured for a more in-depth type of research study.

Particularly, the parents in this study participated in the online training program to learn more about their child's diagnosis in ways to better support their child's education and they offered brief responses to the interviewing questions. For this study, the generic design was used to create a standard understanding of participants' experiences. Other qualitative designs such as grounded theory, case study, narrative study, ethnography, and phenomenology provide a more in-depth understanding of research.

For this qualitative research study, narrative, case study, and phenomenology were explored carefully. First, the narrative method was considered as this approach explores experiences of participants. The narrative method outlines a story of events that people have experienced. The researcher could use in-depth interviews, review documents, and seek themes to gain an understanding of participants' experiences. Although the narrative method is a meaningful part of social research studies, it would not offer a significant understanding of participants' reactions, perceptions, experiences, and feelings. In addition, as it relates to the purpose of this research study, the narrative method could not notably describe the experiences of the participants; therefore, the narrative method was not chosen for this research study.

Secondly, the case study design was considered for this research as it offers the researcher a way to gain a deep understanding of a phenomenon through various types of data sources. Yin (2009) indicated three criteria for identifying if the case study design is

appropriate: (a) if the researcher seeks to answer a how or why question, (b) if there are no requirements to control behavioral events, and (c) if the study focuses on a contemporary event. The case study method would not be the appropriate fit for this research study because a case study requires more participants and an in-depth inquire from the participants.

In addition, the phenomenological design was initially considered for this study; however, because of in-depth details involving a phenomenological study, a generic qualitative design was deemed more appropriate because phenomenology aims to understand the lived experiences of the participants through thorough review of the participants' experiences. The phenomenological design aims to understand the lived experiences of individuals through in-depth interview questions and data analysis. However, for this study, the participants offered a basic understanding of their experiences, limiting the depth of their descriptions. The participants were able to provide simple answers to the interview questions, noting their experiences and how participating in an online training program supported their learning and involvement in their child's education.

The generic qualitative research approach was selected as appropriate for this research study as it seeks to understand the basic experiences and perspectives of the participants that the other qualitative methods would not best produce. Therefore, this research study aimed to understand the experiences and perspectives of parents of children diagnosed with ADHD in efforts to examine how the development of innovative learning opportunities in urban schools will support parent learning and parental involvement. Particularly, the generic research approach was used to capture the parents'

experiences through a thematic analysis and the researcher gained clarity and understanding of the participants' experience in an online training program and how the online training program benefited their learning and involvement in their child's education (Anney, 2014 & Babchuk, 2017).

In addition, the generic qualitative method was appropriate as it offered means for the researcher to describe the experiences of parents of children with ADHD who are participating or have participated in online training using innovative learning resources as means to learn about their child's academic needs. The rationale for selecting the generic design as opposed to the other qualitative designs involved the focus to learn and construct the meaning of the participants' experience through basic conversation and interview with parents whom the experience. The researcher used thematic inductive analysis that will be discussed further in the data analysis section (Babchuk, 2017; Braun & Clarke, 2006).

Although many researchers identified that generic research questions provide plain inquiries, I was able to use the generic method in order to gain a basic understanding of the importance of online training programs in urban schools to support parent learning and foster positive parental involvement. The participants in this study explained how the online training program helped them learn new and trending information about ADHD and the parents discussed how the new learned information allowed them to collaborate more effectively with their child's teachers. Additionally, the participants described their feelings of empowerment, as they were able to collaborate with their peers throughout the online training program. The participants also highlighted how supported they felt after speaking with their peers which were parents who were

dealing with similar issues (Anney, 2014; Percy et al., 2015).

Role of the Researcher

My role as the researcher was to be objective and to gather sufficient to uncover the research problem. It was important to consider conflicts of interest and biases situation (Merriam & Tisdell, 2016). Although, I had my own opinion on the advantages and disadvantages of technology-based training to support learning and instruction for parents, it was essential to thoroughly analyze the information received through the data collection process (An & Reigeluth, 2011).

My role as the researcher was to ensure that the participants could reflect on their learning and instruction experiences in a truthful and realistic manner in the interview (Kawulich, 2005). I engaged through a member-checking process to ensure that my biases do not influence my analysis. Through email communication, I provided participants a copy of their transcript to ensure the transcript is correct. Harper and Cole (2012) defined member checking as a quality control process, often used in qualitative research, to enhance the researcher's ability to collect and analyze information as well as reduce researcher bias.

Memoing was used throughout the study to identify and track the research procedures and my interactions and thoughts about the study. Memoing provided a strong data trail that supports my data collection, structuring and analysis procedures. Additionally, I wrote my personal responses in a reflexive journal to develop my objective sense of the participants' experience by identifying my responses. Importantly, reflexive journaling allowed me to identify my biases and take steps to reduce them.

Methodology

In this section, I explain the methodology of my generic study, which includes the participation selection logic, instrumentation, and the techniques for recruitment, participation, and data collection. A component of how coding and analyzing the data collected was discussed as well as the strategies to increase trustworthiness.

Participant Selection Logic

The sample was taken from the online setting where parents participated and engaged in learning at PSP. PSP is a national nonprofit that provides online learning and resources for parents with children diagnosed with ADHD. Parents who are involved in the online training program, PSP, were considered for participation in the study. The sampling was purposive process was used and the parents were selected based on their past or current participation in the PSP educational program (Baskarada, 2014; Mason, 2010). Additionally, the parents who participated in the PSP partnering online community discussion forum, HPH, were considered for participation.

The focus of this study was to gain a basic understanding of the participants' experiences in innovative learning such as an online training program. The intent of this study was to describe the experiences of the participants who participated in the online training program through phone interviews. I met with each participant through phone communication and followed the process of member checking to validate the accuracy of the transcriptions. Additionally, I used email communication to provide the participants a copy of the interview transcripts. The participants were asked to reply through email or phone contact noting if there were any discrepancies with the transcript.

The inclusion criteria for this study included: parents of children diagnosed with ADHD children are enrolled in urban schools, parents have completed or currently taking a PSP online course, parents are adults are over the age of 18, and parents must speak English to participate. The exclusion criteria are: parents who are not taking or have not completed a PSP online course, parents whose child is not enrolled in an urban school, parents are under the age of 18, and parents who do not speak English

I intended to recruit a sample size of 8-12 participants of urban parents of children diagnosed with ADHD as means to gain multiple perspectives regarding the research question. However, I was only able to recruit eight participants through the recruitment process. The relationship between saturation and sample size was considered as I received a significant amount of responses for participation in the study. The participants were selected using purposive based sampling (Englander, 2012; Finlay, 2014). When a potential participant contacted me, I contacted the potential participant by email, or phone to ask the questions: Have you or are you currently taking a course from the organization? Is your child enrolled in an urban school district? Are you over the age of 18? Do you speak English?

Instrumentation

Generic qualitative studies offer means of a description of the participants' experiences. Therefore, for this study, I created semi-structured interviewing questions in efforts to gain a basic understanding of the participants' learning through an innovative setting such as an online training program. The interview questions were open ended in efforts to capture the meaning of the participants' experiences (Percy et al., 2015).

The interviews were conducted through phone communication. Initially, I planned to schedule two interviews including an initial interview that ranged from 1-1.5 hours and a follow up interview that ranged 30-45 minutes; however, the interviewing timeframe was shorter than expected based on the depth the participants' responses to each question. Participants 1-3 agreed to participate in an initial and follow up interview, the initial interview ranged approximately 30-45 minutes and follow up interview 25-30 minutes. However, participants 4-8 who opted to participate only in an initial interview which timeframe ranged approximately 30-45 minutes. Nevertheless, all of the participants were able to provide responses to all of the interviewing questions and they had the opportunity to include any additional comments that they felt was relevant to the study. The participants offered an in-depth understanding of their experiences within the interviewing timeframe.

The initial interview included asking the participants about their background experience, personal experience, and experience learning in the PSP online training program. This was to gain an understanding of the participants' experiences as it relates to their learning. I sent an email to the participants of their transcribed first interview for member checking. The second interview was a follow up interview, which allowed me to ask any additional questions.

Participants 1-3 participated in an initial interview and as well as a follow up interview; however, participants 4-8 opted to only participate in an initial interview by answering all of the semi-structured interviewing questions during the same session and noted that they would contact the researcher if they had any questions with the transcript. There were no discrepancies with the results of the data collected as participants 4-8

responded to all of the interviewing questions during the initial interview. The interview questions were created by the researcher and reviewed by the committee chair. The interview questions are in Appendix A.

Procedures for Recruitment, Participation and Data Collection

For this study, the source of data collection included semi-structured phone interview transcripts that were designed to understand the parents' experiences relating to learning in an online training program. The participants were recruited through an online learning environment that offers online training programs for parents of children with ADHD. I posted a recruitment flyer at PSP, the online training program. The participants made contact through phone and email of their interest in the study. I then replied to the participants to confirm that they met the inclusion criteria for the study. Participant 1-3 engaged in an initial and a follow up interview; however, participants 4-8 opted for an initial interview and noted that they would contact if they had any questions needing for a follow u interview. Once I confirmed that the participants met the criteria, we scheduled a time for the interview and met through phone communication. All participants were asked to contact the researcher if they had any follow up questions

Data Collection

The data collection process included the following steps: I received conditional approval from Walden University IRB- (approval# 01-11-19-0402914). After I received IRB approval, I sent a brief proposal of my study to PSP for approval to post on their website and in their partnering online community discussion board, HPH. The online learning environment, PSP approved my study to be posted on their website as well as their online community discussion board, HPH. I reviewed the research section of PSP

for participants as well as the main discussion board for participants willing to participate in the study.

I then contacted the participants interested in participating in the study over the phone to ensure that they met the participant criteria. I emailed the participants a copy of the informed consent and asked that they reply to the email confirming if they consented to participating in the study. The participants then replied indicating that they have reviewed the informed consent and that they consent to participate in the study. I contacted the participants through email and phone communications to set up an interview for the semi-structured interviewing questions.

Participants 1-3 agreed to an initial and follow up interviews- initial interview ranging approximately between 30-45 minutes and follow up interview ranging between 25-30 minutes. Participants 4-7 opted to meet for the initial interview ranging approximately between 30-45 minutes and they noted that if they had any questions about the transcript, they would schedule a follow up interview. During the interviewing session, I recorded the interviews using my mobile phone and recording app on laptop. I then sent each participant a copy of the transcripts for member checking and asked that they reply if they had any questions regarding the transcripts, which could be addressed during a follow up interview. When I sent the participants a copy of the transcripts, I thanked them for participating in the study and to contact the researcher if they had any questions.

Data Analysis Plan

This study used the thematic inductive model of data analysis. The Thematic inductive model provided the analysis that answered the research question. The data

analysis process included data collection from phone interviews of the parents' description of their experiences. The structure of the interviewing questions was open-ended (Braun & Clarke, 2006). The data collected through the interviewing process was transcribed and organized using themes and categorizations (Bigham, Daley, & Hastings, 2013; Percy et al., 2015).

Braun and Clarke (2006) developed a model for generic data analysis for descriptive generic studies. The critical issue for the generic qualitative design is for researchers to reduce bias through bracketing. With the descriptive analysis model, the researcher was able to describe the participants' own meaning of their experience (Anney, 2014; Percy et al., 2015). In addition, the researcher was able to produce a descriptive documentation regarding the participants' experiences as it related to problems they faced not being provided adequate innovative learning resources to aid learning (Bevan, 2014; Connell, 2012).

There are two essential types of thematic analysis, which include inductive thematic analysis and theoretical thematic analysis. Inductive analysis offers interpretation of the data inductively without including preselected theoretical classifications; on the other hand, theoretical analysis offers an interpretation of the participants' words relating to selected categories or from past literature. For this study, the thematic analysis was used inductively to create codes, categories, patterns, and themes taken from the participants' transcripts of their experiences participating in an online training program (Braun & Clarke, 2006; Percy et al., 2015).

Data Analysis Steps

Particularly, during the data analysis process, I identified passages that were meaningful and repeatedly common throughout the interview transcripts. This process included reviewing each transcript carefully to identify codes and eventually themes relating to the participants descriptions. I used memoing and reflexive journaling in efforts to reduce my own subjective feelings (Percy et al., 2015; Rennie, 2012;). I uploaded all transcripts in the qualitative software, Dedoose and reviewed the entire descriptions of data collected to gain understanding of statements focusing on the phenomenon being researched. By using reflexive journaling, memoing, and reviewing the transcripts in Dedoose, I was able to identified passages that offered meaningful statements.

I then categorized the paragraphs, units of meanings, with codes, which were expressed purely by the terms used by the participants. I reflected on the units and identified the essence of the experiences of the participants. I transformed each relevant passage into codes, categories, patterns, and themes by underlying meaningful concepts based on the participant's responses to the interview questions. I synthesized the transformed meaning units into coherent report and the completed analysis of the parents' experiences was outlined.

Essentially, since this study used a qualitative generic design, I was able to examine the participants' overall experiences participating in an online training program. The thematic analysis allowed a review of transcripts relating to the participants' participation in the online training program, PSP. I was able to understand the benefits the participants gain from the program and how they were better able to support their

children as a result of participating in the program. The participants shared their individual experiences highlighting that they felt more empowered after participating in the online training program as they were better able to collaborate with their child's school and they felt more knowledgeable about ADHD by identifying resources to help them care for their children.

Additionally, the participants noted that the online training program allowed them to become more involved in their child's academics by asking their child's teachers meaningful questions about their child's academic and progress. The generic design offered a clear overview of the participants' experiences learning in the online training program and how their experiences helped them to become more involved in their child's education as well as improved their understanding about their child's diagnosis.

Issues of Trustworthiness

For this study, I considered credibility, transferability, dependability, and confirmability in efforts to ensure the strength of this generic qualitative research study. To establish credibility, I used member checking to ensure that my transcripts were accurate. Additionally, I used reflexive journaling and memoing to reduce my bias and to increase the audit trail for my data set. Also, I made arrangements for a follow-up interview to provide the participants with additional opportunities to respond to my questions.

Transferability was considered by writing thorough reports of my findings to establish credibility including a thick description of the research study and my findings. During the sampling process, I made all efforts to gain as much diversity in the participants as possible (Rennie, 2012). In efforts to establish dependability I engaged in memoing to develop an audit trail through memoing and member checking. I offered the

participants the opportunity for a follow-up interview to provide a more nuanced data set to ensure that my findings are supported (Sousa, 2014). In addition, to ensure confirmability, I made efforts to reduce my own biases and accurately report the findings objectively through reflexivity. An appropriate strategy that I used to establish confirmability was the use of reflexive journaling throughout the research process to reduce my bias. Additionally, I used member-checking to ensure that my biases did not influence my response to the participants' interviews (Babchuk, 2017).

Ethical Procedures

The Walden University Institutional Review Board number 01-11-19-0402914 approved my research study. After receiving IRB approval, I began the recruitment process by posting my recruitment flyer on the PSP blog site. I responded to posting of interest in the blog site. However, one person on the blog site seemed upset with the flyer noting that they were not interested in my study. During this time, I met with Committee Chair, Dr. Donna Russell to discuss this issue and she recommended that I provide more information about the purpose of the study to clear up any misconceptions. I did this and was able to continue recruiting using the PSP online partnering community discussion forum. As recruitment was slow, I requested a change in my IRB, which was approved, so I could post my recruitment flyer at another organization. However, shortly after being approved to recruited participants from another website, I was able to recruit eight participants at PSP.

Since the PSP online training program is located in an online learning environment, the potential participants were asked to correspond through email during the recruitment and sampling process. The participants were selected purposively by

sampling based on the inclusion criteria and then emailed the informed consent form. The participants confirmed that they have read and understood the consent form prior to the beginning of their interview (Bailey, 2012; Baskarada, 2014). In addition, pseudonyms were used for each participant such as P1 and P2, etc. and a master list of all pseudonyms and participants' contact information were created. The master list was stored on an USB drive in a locked cabinet in my home.

Additionally, the informed consent form was emailed to potential participants and the participants were asked to review and reply via email with confirmation on whether or not they agree with the guidelines of participation. The informed consent form will include information for the participants that the data collected will only be reviewed by researcher and will be labeled as confidential information; the data collected during the research process will be destroyed after the researcher has completed the dissertation process. The participants were informed of any potential risks of being part of the study and the benefits of their participation in the study. A discussion of confidentiality was reviewed with the participants noting that their identities would not be shared outside of the research team including members of the committee mentors and IRB.

Below are steps that were taken to provide confidentiality and to secure all the data during collection, analysis, and storage prior to destruction after 5 years. I gave each participant an alphanumeric pseudonym, e.g. P1 and P2, etc. I de-identify the participant by creating a master list linking the name of the participant and the pseudonym that is stored separately in a login protected computer. I used member checking to ensure that the data collected from the interviews were accurate. In addition, the phone calls were recorded using digital recording, which is protected with a password on my computer.

The data formats include digital audio from the phone interviews and digital text after transcription of the audio recordings. The audio recordings and transcripts were stored on my login-protected computer in my home office for data analysis.

I reviewed the audiotapes and took memoing notes to develop my biased perspective of the data and replace it with the described experiences of the participants. My first review of the transcripts was in Word where I carefully read and reviewed my memoing notes to develop an overarching sense of the participants' responses. I used Dedoose, an online qualitative analysis program, to structure my analysis. After analysis I deleted the data from the Dedoose server. After the research was completed, I stored all digital data on an USB drive and lock the drive in a locked file cabinet. I will physically destroy the USB drive after 5 years.

Summary

This chapter included a description of the methodology used for this study. The participants for this study were eight parents who participated in an innovative learning such as an online training program for parents of children diagnosed with ADHD. The selected participants were interviewed using a semi-structured interviewing questions designed by the researcher. The researcher used the member checking and saturation research techniques. In addition ethical considerations were considered in ways to ensure the institutional permissions and confidentiality of participants. In Chapter 4, I will present the results of this study based on implementing the generic qualitative design.

Chapter 4: Results

Introduction

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who participated in an online training program designed to develop their understanding of their child's learning. The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? This chapter will review the setting of the study, demographics of participants, data collected, and data analysis, evidence of trustworthiness, data results, and a summary of the study.

Setting

The interviews were conducted through phone communication using semi structured interviewing questions. I created a participant flyer that included the type of setting and contact information regarding how to volunteer for participation in the study. The participant flyer was posted in the online training program areas at PSP. The participants contacted me through email communication and they indicated their interest in the study and the researcher contacted the participants by phone to ensure that they met the inclusion criteria. When there was a confirmation that participants met the inclusion criteria, the researcher sent informed consent forms through email to participants for review in order to obtain their consent to participate in the study. The researcher and participants scheduled a time for each interview. Although gender was not intended as a factor in this study, participants who volunteered in the study were eight female

participants.

Since interviews were done via phone communication, participants were able to choose any location and time to participate during interviews. Although, I did not reside near the participants, they were still able to join the interview session through phone communication at the scheduled time for the interview. Participants were able to choose a time, date, and place when they were available to speak on the phone. For example, one participant noted being in a car during the interview session and another participant informed me that she was at work but on break during the interview. Similarly, other participants expressed being in locations accessible to a phone in order to participate in the interview. The participants were located in the east and west coast areas of the United States.

Since the interviews were conducted over phone, there were no issues with the interviewees being located in different parts of the United States and different time zones. There were some participants who were on the eastern time zone, central time zone, while others were on the Pacific Time zone. I had planned to schedule initial interviews ranging from 1-1.5 hours and follow up interviews which would be 30-45 minutes, the interview times were shorter than expected because the participants responded to the questions in a basic manner offering direct answers to the interviewing questions. The interview time was based on participants' responses to questions and willingness to share their experiences in a truthful manner. There were some participants who answered the interview questions with short responses while other participants were able to provide more in-depth responses of their experiences.

P1-3 participated in an initial interview as well as a follow up interview; P4-8 did not offer responses for a follow up interview but rather included all responses to the interview questions during the initial interview. P4-8 noted that they would contact the researcher if they had any questions or concerns with the transcript. Although a few transcripts were not entirely clear due to poor feedback of the audio recording, I was still able to use memo notes that were taken during the interview sessions to understand and analyze participants' experiences.

Overall, through the interview process, there were no significant issues involving understanding participants' experiences. Although participants provided thorough responses to the interview questions, the responses were not as lengthy, which decreased the expected interviewing time. In addition, while mamboing, I noted that there were some poor phone connections during the recording of interviews and a couple participants seemed to have accents that I was not used to hearing, but they were still able to articulate their experiences.

Demographics

Although the participant sample was open to all genders, all participants in this study were females who all resided in eastern and western parts of the United States of America. There was no participation from males. All participants had children who were currently attending urban schools. Although P4-8 only participated in an initial interview, there were no differences in terms of results because they answered all the interviewing questions during the initial interview session. Data collection included audio recordings of the participants' responses and transcripts. I was able to speak with all participants using my cell phone and laptop speakers to record the interviews. A variation in the data

collection from the plan presented in Chapter 3 included changes in terms of duration of the interviews and how the interviews were recorded. In Chapter 3, I noted that the interview process would include an initial interview of 1-1.5 hours and a follow up interview of 30-45 minutes.

In addition, I had planned to record the interviews on my iPhone while conducting interviews. However, my cell phone did not have a feature to talk while recording. There were times when I used one cell phone to talk during the interview and my other cell phone to record. Also, there were times when I recorded the interviews on a laptop while talking on my cell phone during interviews.

Overall, there were no significant unusual circumstances encountered during the data collection process. However, in Chapter 3, I noted the plan to interview at least 8-12 participants. However, after a couple of months of recruiting participants from the PSP website, I was only able to recruit eight participants for the study. I submitted a change of procedure form to include additional organizations from which to recruit participants that was approved; however, I was unable to obtain any additional participants.

In addition, while mamboing, I noted that many of the participants asked me to rephrase the interviewing questions because they could not understand the question. While asking an interview question, some participants were silent trying to figure out what the question actually meant, at which point, I rephrased the question and provided an example of the meaning of the question. After rephrasing the question, the participants were able to provide clear responses (see Table 1).

Table 1

Demographics

Pseudonym	Gender/Adults	School-aged children	Residence in USA
P1	Female/Yes	Yes	West Coast
P2	Female/Yes	Yes	West Coast
P3	Female/Yes	Yes	East Coast
P4	Female/Yes	Yes	West Coast
P5	Female/Yes	Yes	West Coast
P6	Female/Yes	Yes	West Coast
P7	Female/Yes	Yes	West Coast
P8	Female/Yes	Yes	East Coast

Data Collection

For the data collection process, I started by obtaining approval from the Walden University's IRB. Once I received the approval from IRB, I reached out to an ADHD Information and Resource Specialist from the PSP website via email. Since I had spoken to that person a few months prior to inquire about the recruiting process on the PSP website, I was confident that arranging to recruit on the PSP website would be a smooth transition. However, the contact person at PSP did not reply to the email instead another colleague from the PSP website responded to my email. After a few weeks of collaborating with the new contact person at PSP regarding required documentations needed to post my recruitment flyer on the PSP website. I finally received approval from PSP to post my research recruitment flyer (see appendix B) on their website as well as

posting on the PSP main discussion board, a partnering online community discussion forum which was moderated by Helping Partners Help (HPH).

The recruitment flyer included information about the study and how to contact the researcher. I ensured that recruitment flyer was posted both in the research section of PSP and the partnering online community discussion forum that is moderated by HPH. After the recruitment flyers were posted, I posted a message in the discussion board to invite volunteers to participate in the study while I waited to hear from participants.

Although, I planned to recruit a larger number of participants, after a couple of months of recruiting, I was finally able to recruit the minimum of eight participants from the 8-12 participants that I planned to recruit noted in chapter 3. The participants reached out to me through email and I contacted them through phone and email communication to ensure that they met the participant criteria. After confirming that the participants met the participant criteria for the study, an informed consent form was sent to them through email communication. Once I was able to confirm that the participants met the criteria and consented to participate in the study, I scheduled an interview with the participants. When the participants agreed to the study, I sent them an email of the informed consent document that was approved by IRB and I asked the participants to send an email confirming that they have consented to participate in the study.

The interviews occurred through phone communication, which included semi-structured interviewing questions. There were ten interviewing questions, which included two background questions, two questions regarding information on personal learning, three questions regarding PSP education and three follow up questions. The interview

questions were designed to understand the participants' experiences engaging in an online training program to learn about their child's learning.

Before the formal interview and recording started, the participants seemed a little nervous as they engaged with the researcher. I informed them that their real names would not be used in the study and thanked them for taking the time to meet with the interviewer. During the interviewing process, I was able to take mamboing notes of my thoughts about the participants by indicating my own feelings as well as what I noticed about the participants' responses during the interview. During the formal interviewing and recording process, the participants offered insightful information regarding their experiences and they were able to clearly respond to the interviewing questions.

Although the initial interview was scheduled for about 1- 1.5 hours and a follow up interview 30-45 minutes, the participants answered the questions promptly which led to interviews being shorter than expected ranging approximately up to 30 minutes per interview. Some participants elaborated further on the interviewing questions while other participants were straight to the point when answering the interviewing questions. After the interviewing and the recording were completed, I thanked the participants for taking time out to be part of the study and I concluded the interview. For member checking, I sent a copy of the transcripts to all of the participants for review and requested a reply regarding any questions or concerns. Conversely, only participants 1-3 agreed to participate in a follow up interview; participants 4-8 agreed to participate in a follow up interview if they had any questions regarding the transcript.

The interviews were recorded using digital audio via phone and laptop microphones. Although I had planned to hire a transcriptionist, I was able to

independently transcribe the audio materials on my own. However, there were some reduced audio recording due to poor phone connection, for example, parts of participant's 7 transcript was not entirely clear due to poor audio; however, I was able to review my memoing notes which included notes that I had taken of the participant's responses for clarity on areas missed on the audio.

Data Analysis

Since this is a generic qualitative study, I selected the thematic inductive analysis appropriate for analyzing the data collected. I applied the Braun and Clarke model of data analysis as I considered the experiences of each participant and their responses to the interviewing questions. I reviewed the participants' transcripts and identified passages that had meaningful statements and then I categorized the sentences with codes that were expressed by the terms used by the participants.

I reflected on the passages in the transcripts and identified the essence of the experiences of the participants; I identified each relevant passage and concept based on the participant's responses to the interview question. With the thematic analysis model, I was able to successfully define the meaning of the participants' experiences. I reviewed the descriptive transcript regarding the participants' experiences and influences as it related to their experiences learning about their child's education through the online training program, PSP. The process to move inductively from coded units to larger representations including categories and themes began with reviewing the audio materials.

I reviewed each participant's audio several times for clarity using my memoing notes taken during the interviewing process. I uploaded the transcripts of the participants'

interviews as a Word document into qualitative data analysis software, Dedoose. In Dedoose, I continued to review each participant's transcripts and identified meaningful passages as appropriate.

As I reviewed the transcripts in Dedoose and my memoing notes from the interviews, I divided the interview transcripts into sections to make sense of the data collected from the interviewing questions. I identified sentences as a unit of meaning. As I reviewed each transcript from all participants' interviews, I wrote down in my notepad relevant identifiers for each unit of meaning as appropriate codes to create.

Below is summary of the participants' profile and notable codes that were taken from the interviews with each participant. For confidentiality, the pseudonym used for each participant included the use of numbers as identifiers. The participants were informed that their real names and contact information would not be mentioned in the study.

P1

P1 is an adult woman whose children attended urban schools in the west coast part of the United States. During the interview, P1 identified her experiences of when her child attended public school noting that he was doing worse than he is now in private school as it related to his progress in learning. When I asked 1 if she could explain her experience as it relates to her feelings of engaging in the PSP online learning to learn about her child's education, she replied,

Oh, I feel comfortable. I didn't feel like you know the information my know my identity was going to be passed around to a lot of people I felt like it was private

and I feel like it was a special community that help other people that were struggling that had no information.

The notable codes generated from this interview included: engagement, teacher-parent collaboration, online learning, support, feelings, and knowledge. Overall, P1 presented as an educated person being knowledgeable about her child's learning needs and aware of issues that may prevent her child from being successful in learning.

P2

P2 is an adult woman whose children attended urban schools in the west coast part of the United States. P2 offered insightful information regarding her experiences learning about her child's ADHD and being a support for other parents. P2 seemed to have experience being a strong advocate for the development of her child. P2 shared that:

So, with all that I learned from the online stuff. I was able to really bring that to the school district and said these are the reasons why I need the 504 for my son. So, before there are lots and lots of challenges with him in school and all the assignments that he didn't do and no one really understood about his diagnosis.

The notable codes generated for this interview included: feelings, engagement, webinars, diagnosis, training, school understanding, teacher-parent collaboration, and online learning. P2 expressed her experience working with the schoolteachers to better support her child as well as being an advocate for her child to receive meaningful resources to promote academic achievement.

P3

P3 is an adult woman whose child attends an urban school in the east coast part of the United States. P3 informed that due to her family's military background, at times, her

family is often moving. P3 expressed challenges she experienced with teachers at her child's school not understanding ADHD and how to support children diagnosed with ADHD. P3 expressed her experience engaging on the PSP website being helpful and supportive to her understanding of ADHD. The notable codes generated for this interview included: school, understanding, reflection, parent support, training, school, and understanding. P3 presented to be knowledgeable about ADHD and resources that have helped in her engagement in her child's education.

P4

P4 is an adult woman whose children attend urban schools in the west coast part of the United States. P4 expressed her experiences learning about her child's education and diagnosis. P4 expressed experiences learning through online learning environments. The notable codes generated for this interview included: understanding, reflection, memory, challenges, and engagement. P 4 seemed to have a strong desire to learn about special needs and ways to better support her child.

P5

P5 is an adult woman whose children attend urban schools in the west coast part of the United States. P5 offered her experiences using the PSP website. P5 expressed her experiences working with her child's school in efforts to be supportive toward her child. When I asked P5 to share her experiences relating to the interactions she had with her ADHD child's school prior to engaging in the PSP online learning environment, participant 5 expressed, "I didn't interact with the school first...I went to PSP first". The notable codes generated for this interview included: school understanding, experience, feelings, emotions, knowledge, memory, and training. P5 appeared to be knowledgeable

about special needs and determined to learn more about ways to support her child's education.

P6

P6 is an adult woman whose children attend urban schools in the west coast part of the United States. P6 described her experience learning about her child's diagnosis and engagement in her child's education. Participant noted that parents and teachers should collaborate more in order to learn about ADHD. The notable codes generated for this interview included: support, reflection, parent support, learning, challenges, webinars, online learning, school, and engagement. P6 expressed the benefits of an online training program noting that it is an opportunity to learn and engage through podcasts and webinars all in efforts to learn more in ways to support her child.

P7

P7 is an adult woman whose children attend urban schools in the west coast part of the United States. P7 expressed her experiences learning about her child's needs and the support that the online training program, PSP, has offered to her learning. P7 noted that the online training program offers means for parents to collaborate with one another as well as learn new information on trending topics. The notable codes generated for this interview included: school understanding, training, feelings, diagnosis, engagement, emotions, and parent support. P7 described her experiences in advocating her child and finding ways to be supportive toward her child development.

P8

P8 is an adult woman whose children attended an urban school district in the east coast part of the United States. P8 expressed having other children with disabilities and

noted that she is a great advocate for her child who has ADHD. P8 informed that she used the online training program to learn new terminology and to find books about ADHD.

The notable codes generated for this interview included: online learning, parental involvement, support, understanding, engagement, challenges, school, and understanding. Additionally, P8 described her experiences as it related to engaging in school meetings and collaborating with teachers noting that she had to learn the higher hierarchy system in her child's school in order to better find supportive resources to aid her child's learning.

In reviewing the transcripts from the interviews conducted, I developed 40 codes and organized the codes into categories. I considered patterns in the codes and categories, which then led to the development of significant themes that outlined the participants' responses. In order to move inductively from coded units to larger representations such as themes, I pursued a detailed review and perceptive readings of the participants' transcripts.

As I reviewed the entire data collected to gain understanding of the participants' statements while focusing on the issue being researched, I carefully considered the research question and the conceptual framework. I identified specific codes and categories that emerged from the data collected during each interviewing process and I made note of the patterns from the codes and categories to then create the themes.

The codes were generated as I reviewed the transcripts. Particularly, I reviewed each section of the transcripts and noted sections that offered meaningful concepts in order to identify the initial codes. When I noticed a statement from the transcript that discussed the participants' memory, I coded the statement as "beliefs". For the coding

process, I reviewed the transcript documents in Dedoose and wrote the initial codes on a notepad and in a Word document. I was then able to create 40 codes.

Development of Categories

In developing the categories, I reflected on the initial codes and research question several times to develop the categories. A code developed through the transcripts, motivating feelings; I expanded on that initial code and created a category of “expression toward experiences”. As I reviewed the data collected including the transcripts and memoing notes, I was able to create specific codes from each transcript and then I created bigger ideas from those codes to then categorize the codes. The patterns were created through the coding and categorizing process as I reviewed the repetitions of the codes and considered the categories in order to make an outline of the patterns between the participants’ experiences as shown in Table 2.

Table 2

Initial Codes, Categorizations, and Patterns

Initial Codes	Categorizations	Patterns
Beliefs	Past experiences	Online Interactions
Feeling of engagement	Participation in learning resources	Understanding their child’s ADHD
Motivating feelings		
Experiences	Online experiences and engagement	Understanding their child’s ADHD
Own knowledge		
Webinars		
Diagnosis	Making connections	Past Experiences with schools
Learning experience		
Types of challenges	Being involved in child’s education	
Training	Importance of advocacy	
School understanding		
Child issues		

Help is needed	Strategies to support child	
Advocacy experience	Impact of the child's future	
Parental involvement		
Teacher understanding	Parents working	
School shift		
Experience with child		Online PSP Program
Peer-to-peer support	Creating innovative opportunities	
Nontraditional learning		
Engagement experience	Leadership and learning	
Own initiative	Creativity in schools	
Experience being overwhelmed		Urban school support
Practices	Teacher-parent training together	
Learning environment		
Making meaning		
Experience of change		Advocacy for child
My passion	Aspiration to accomplishment	
Parent expectation		
Experience with parents	Supportive collaborative experiences in learning	
Differentiation	Lack of information from child's school	
Educating one another		
other		
Teacher-parent collaboration		Future Interactions with teachers
Online learning	Learning experiences and impacts	
School collaboration		
Reflection of experience	Opportunities for learning and instruction together to help child succeed	
Understanding ADHD		
Emotions	Helpful and overwhelming online learning environment	
Experience from child's school		
Parental involvement		

Patterns and Themes

After creating the codes and categories, I reviewed the codes and categories several times again to consider the research question as well as the conceptual framework of this study. The patterns were considered as an in-depth review of the transcripts. Particularly, the codes and categories were reviewed to develop meaningful patterns of the parents' experiences.

In considering the patterns, I continued to review the memoing notes and I connected the ideas from the codes and categories to then develop meaningful relationships among with the patterns, which led to creating the themes. The themes conveyed significant concepts of the parents' experiences and were a result of linking the patterns to the research question.

An example of the process of coding, categorizing, creating patterns, and themes included: 1) By reviewing all the participants' transcripts as well as memoing notes, I created relevant codes; for example, I created a code beliefs based on reviewing the passages of the participants' transcripts and coding words that they used in their transcript 2) I then categorized all the codes in segments; for example, the code beliefs, I categorized it as past experiences 3) I considered the patterns by reviewing the transcripts and I identified the patterns through the participants' experiences; for example I reviewed the patterns from the code experiences and the category past experiences; to identify the patterns of the participants' experiences of online interactions 4) I reviewed the relevant codes, categories, and patterns in the transcript passages to develop appropriate themes.

The themes were created as I connected the codes, categories, and patterns in ways to gain a greater essence of the parents' experiences. The themes include:

The parents personal learning- this is when the participants discussed their own learning about their child's education, the parents' online learning experiences- this is when the participants discussed their learning experiences in the online training program, the parents collaboration with child's school- this is the participants' experiences as it relates to advocating and working with their child's school resulting from the online training program and ideas about future innovation. I reviewed each code, the categories, and patterns to create the themes, which are connected to the research question (see Table 3).

Table 3

Initial Codes, Categorizations, Patterns, and Themes

Initial Codes	Categorizations	Patterns	Themes
Beliefs	Past experiences	Online Interactions	Personal Learning-relates to the parents' personal learning
Feeling of engagement	Participation in learning resources		
Motivating feelings			
Experiences			
Own knowledge			
Webinars	Online experiences and engagement		
Diagnosis			
Learning experience	Making connections	Understanding their child's ADHD	
Types of challenges	Being involved in child's education		
Training			
School understanding			
Child issues	Importance of advocacy		
Help is needed	Strategies to support child	Past Experiences with schools	
Advocacy	Impact of the child's		Online Learning-

experience	future		related to the parents' experiences learning in an online environment
Parental involvement			
Teacher understanding	Parents working		
School shift			
Experience with child		Online PSP Program	
Peer-to-peer support	Creating innovative opportunities		
Nontraditional learning			
Engagement experience	Leadership and learning		
Own initiative	Creativity in schools		
Experience being overwhelmed		Urban school support	
Practices	Teacher-parent training together		
Learning environment			
Making meaning			
Experience of change		Advocacy for child	Collaboration with school-related to the parents' collaboration with their child's school
My passion	Aspiration to accomplishment		
Parent expectation			
Experience with parents	Supportive collaborative experiences in learning		
Differentiation	Lack of information from child's school		
Educating one another other			
Teacher-parent collaboration		Future Interactions with teachers	
Online learning	Learning		

School collaboration	experiences and impacts
Reflection of experience	Opportunities for learning and instruction together to help child succeed
Understanding ADHD Emotions	Helpful and overwhelming online learning environment
Experience from child's school Parental involvement	

There were no significant qualities of discrepant cases that factored into the analysis including the interpretations of the data collected. Although a couple of the participant's transcripts were not entirely clear due to poor phone connection through the recorded audio, I was still able to use the memoing notes that were taken during the interview session to understand the participant's experiences in efforts to analyze the data collected. Overall, there were no significant differences or departures from the protocol described in chapter 3 or any problems arising during data analysis.

Summary of Themes

In summary, I used the thematic data analysis process by reviewing the audio recordings, the participants' transcripts, and my memoing notes to gain a sense of the participants' experiences. Also, I uploaded the eight transcripts into qualitative data analysis software, Dedoose, and I reviewed each transcript taking notes on my notepad to

identify relevant codes through the transcripts. I used memoing notes to clarify the participants' responses while creating the codes and I reviewed the thematic inductive model of data analysis (Braun & Clarke, 2006). I created 40 codes in my notepad and in a Word document. As a result of reviewing the audio materials and the transcripts I developed meaningful codes, which led to my next step of categorizing the codes.

After creating the codes, I continued to review the transcripts in the qualitative software, Dedoose, I then used the codes to create categories. After creating and outlining the codes and categories, I considered patterns of the participants' experiences and created patterns and themes. In developing the themes, I made note of the importance to consider the research question and conceptual framework. After several reviews of the audio recordings, transcripts, and memoing notes, I finally able to complete the process of creating codes, categories, patterns, and emerging themes.

Evidence of Trustworthiness

Credibility

The participants in this study were eight adult parents of children diagnosed with a special needs disorder. During the interviewing process, I made strong efforts to slowly and clearly communicate the interview questions in efforts for the participants to understand each question been asked to them; when needed, I also asked clarifying questions to ensure that I understood the participants' responses. To establish credibility, I used member checking by providing the participants a copy of the transcript from the audio recording promptly after the interviewing session in efforts to ensure the accuracy of the audio material.

I used reflexive journaling and memoing to reduce my bias and to increase the audit trail for my data set. Also, I provided the opportunity to all participants for a follow up interview and scheduled follow-up interviews to offer the participants a chance to share any thoughts they may have or to address any questions or concerns.

Transferability

For transferability, I considered how the research study would be generalized to other settings. The participant criteria were outlined for volunteers who chose to participate in the study. The participants were required to meet the inclusion criteria. I was aware of the limitations of the study based on the implied factors including that the participants were being recruited through an online environment and the interviews were conducted through phone communication.

Dependability

To provide dependability, I engaged in the journaling process to develop an audit trail through memoing and member checking. I remain in contact with Committee Chair for guidance. I offered the participants an opportunity to make contact for a follow-up interview to provide a more nuanced data set to ensure that the findings were supported and truthful; in addition, I offered the participants a chance to contact me if they had any questions or thoughts they may have wanted to address.

Confirmability

For confirmability, I considered how I could reduce my own biases and report the findings accurately and objectively. The strategies I used to establish confirmability is the use of reflexive journaling throughout the research process to reduce my bias. I used

member-checking to ensure that my biases limited the influences of the participants' responses.

Results

The research question was as following: what are the experiences and perspectives of urban parents with children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? The purpose of this study was to understand the experiences of parents with children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability. In this generic qualitative study, I focused on understanding the parents' experiences as it related to their learning in an online training program.

The results from this study answered the research question as the participants expressed their experiences participating in the online training program as it related to their learning and interaction with peers. The participants noted that the online training program was beneficial in the advancement of their learning and understanding of their child's diagnosis and education. Additionally, the participants highlighted that participating in the online training program was valuable as it helped them become more involved in their child's education.

In addition, the results from the data collection described the parents' experiences and identified the ways that they learned and collaborated in the online training program. The participants noted that as a result of participating in the online training program, they learned appropriate language to use when speaking with their child's teachers and they learned useful tips on ways to better advocate for their child. The participants offered

meaningful insights as it related to their experiences on how online training programs would be helpful in ways to promote parent learning and parental involvement in urban schools.

The result of the study included three major themes: a) parents' personal learning experiences in response to the online learning environment b) parents' social learning experiences such as the social interactions in the PSP online training program c) parents' collaboration with their child's school such as the parents' experiences and perceptions interacting with the teachers, school administrators and educational policies.

Theme 1 identified the parents' positive personal feelings about learning in the online learning environment. Themes 2 include the results of the parents' interactions in the online learning environment. Theme 3 describes the parents' descriptions of the changes in their interactions with their child's school. Particularly, the themes with supporting data are discussed below.

Personal Learning Experiences

The first theme resulting from my analysis was a compression of the initial codes, categories, and patterns that emerged from my data analysis. This theme is based on the personal learning experiences of these participants. The overall result relevant to this theme is that the parents found that their learning was empowering and provided them with the knowledge to interact with their child and the educational system. This is relevant to the concept of developing self-efficacy and was identified as a conceptual base for this theme. Particularly, the participants expressed having a good feeling when learning through an online learning environment and described their online learning experience as both motivating and engaging.

P3 explained:

With the P2P, I'm a part of the umm...parent-to-parent organization as well as the professional organization. With the background of P2P I learn what things was education advocacy for my umm child that has ADHD. So, I learn like different like communications...umm...different strategies that I can use to help him throughout his school year and while he in school.

P2 noted:

No. I just I really think online learning is so important. And I wish that one I had gotten the original diagnosis that I would have been given online learning you know reference or something that showed me oh you could take these classes online and you can go to these webinars or you could...You know I wish it would have outlined kind of more about the learning online learning webinars or seminars or whatever that online. Because you're so lost. When you get the diagnosis and you're so devastated that at least did you have that reference then.

P4 was asked about experiences understanding about her child's ADHD through the PSP online learning environment and replied:

To be more patient. To be more patient with my daughter as she's going through this. Actually, trying to learn something that I never knew anything about. I mean at the schools all they would say is that your daughter is hyper.

P8 described her learning through the online training program, PSP, as being helpful and she noted how the learning resources supported her understanding of medication and the differences in the types of ADHD. She continued:

Well, it helped me understand. And let me just say the experiences were looking up specific books that had to do with ADHD and ADD. The differences. And then what I would do is use my tablet to find that book on Amazon and order it.

P4 shared her experiences engaging in the online training program, PSP, to learn more about her child's behaviors and noted that her child's teachers did not provide enough information P4 stated,

I think it's great that I'm. Actually, trying to learn something that I never knew anything about. I mean at the schools all they would say is that your daughter is hyper. She's moving around or she's not paying attention but with PSP It's like I'll explain it to you. The participants offered meaningful insights describing what they learned while engaging on the online training program and how their learning helped to engage better with their child's school. The participants' identified how their engagement in the online learning allowed them to have a better understanding of the challenges that their child has been experiencing.

Interactive Learning Experiences in PSP

Theme 2 was a compilation of the experiences of the participants relevant to their online learning experiences in PSP. The participants expressed that there were aspects of the online program that were challenging. Some participants shared that, at times, navigating through the online program to find learning resources was difficult while other participants noted that the information they obtained were somewhat overwhelming to understand. The participants expressed that overall the online training program was beneficial. They appreciated the experience of engaging with parents in the online learning environment. They described the online learning resources to be helpful. The

participants also described the benefit of using online training because of its convenience.

Although some participants noted that the online learning environment could be overwhelming when hearing the stories of other parents and reviewing new learning materials, many of the participants expressed that they had positive learning experiences and online interactions with other parents. P8 described the online experience being good as it offered meaningful resources that would aid her learning about ADHD. P7 shared her experiences engaging in an online learning environment being beneficial and she described the online learning resources and interactions with parents being valuable to her own learning in supporting her child. P6 noted that the online community offers a sense of togetherness and trust. Several of the participants described specific aspects of the online environment that were valuable to their advancement in learning.

P6 described the benefit of webinars and mobile technology stating, So, with the online learning environment. I you are being. I used a lot of the webinars. All right. I listen to or watched a lot of the webinar. I have found that to be helpful. You are listening being able to pull up webinars. And listening to them and podcasts actually. So. A lot of Information that way. I think...the webinars podcasts are really user friendly. Typically, mobile people can play them. Wherever they are. And to gain education. While driving your kids around or while you're working out or going for a walk. And so, it's very mobile and very user friendly. With PSP that is you know it does offer both things you can have a written resource as well as a podcast or a webinar and folks could choose what modality fits...

Many of the participants shared that by using the online training program, they

were able to review new materials about ADHD as well as connect with parents who have children with ADHD.

P1 said:

Yes, because you may not get all of the information from the schools because they are all some schools where they don't know they don't have all of the information they only have a little information. PSP has a variety of information on their site. Most schools they don't even know about PSP. So, they just go by just a few students that they have and they try to lump your child in with the other students but if they had more resources then maybe they'll be able to help. Like PSP has a lot of different resources. They partner with other people their partner with not just not just school but their partner with the health department they'll partner with the star people that have had ADHD they are partner with a whole gamut of other people dealing with ADHD.

A couple participants expressed challenges engaging in the online learning environment.

P5 said:

Sometimes there's too much information and so you have to back it down and figure out what applies to my child versus what applies. In general. And then. Occasionally there are people who post things that are not really scientifically validated. But I guess that's really the only issues I had.

P6 said:

I think it's what I said, it's just not as in-depth as I want to go. However, that's fine it gives me. A starting point and then I will utilize other resources such as

my university's library and colleagues to. To get further deeper information in certain areas.

The participants who mentioned some challenges engaging in an online training program also noted that the significant benefits of the online environment, which they noted that there were more benefits than negative factors engaging in the online training program. In all, the participants expressed initially becoming familiar with the online program was somewhat challenging; however, the resources on the PSP website helped them in ways to better understand their child's diagnosis and support their child's learning.

Interactions with the School

Theme 3 is a compilation of patterns and topics based on the parents' experiences interacting with educators, both previous to training and after the training. The parents described their experiences as a renewed sense of their ability to understand and communicate with educators regarding their child's disability. P8 shared, "What happens is the teachers don't take the in my urban school or in the school that my children have been engaged in. They don't really take it that seriously. It seems like teachers that are applying it...they do." Similarly, P6 stated, "Well. I guess the challenge will be that they don't have the knowledge that I have about ADHD and they are not as willing to learn about the latest recommendations related to ADHD to create a good learning environment."

Many of the participants did not have a collaborative relationship with their child's teachers prior to engaging in the online training program. The participants described their previous experiences with their child's school. P1 spoke about the

challenges she experienced obtaining support for her child during the early stages when she needed support for her child.

P1 said:

The challenges that you face is one is that if your child is doing well with breaking up with their schoolwork they are less likely to give you any help they use. They usually help the children that are doing poorly before they help the children who actually able to do the schoolwork because my son was getting A's and B's and getting B's he wasn't able to get help. He wasn't able to get the help he needed. So, I had to fight and go to the doctor. Go downtown talk to some of the people at the...public schools to try to get some help and they still wouldn't help.

P3 shared that the teachers at her child's school would call her constantly due to her child's behaviors. P3 expressed the challenges she faced in trying to understand ways to effectively support her children before the PSP course noting that she would get calls multiple times throughout the day from teachers because her child's behaviors were unmanageable and the teachers did not seem to know who to support her child.

Through the mamboing process, I noted that the participants whose child attended public school had different experiences than those participants whose child attended private school as it related to the learning resources their child's school offer parents. For example, Participant 1 noted that her son attends private school and he is now receiving the support he needs for his ADHD diagnosis as opposed to when he was attending public school her child was not progressing. However, for the participants who noted that their child attended public school, they expressed the need for more meaningful learning

resources in their child's school. P8 offered insightful information sharing.

...when a child has an IEP or a 504 because I have both...they have attention deficit hyperactivity disorder deficit. What happens is the teachers don't take the in my urban school or in the school that my children have been engaged in. They don't really take it that seriously. It seems like teachers that are applying it...they do. But then as you get up to the hierarchy it's more of a they're not engaged in the child's need. And what exactly could help that child the most. And. Their communication is horrible...so for instance that there is an IEP meeting or a 504 meeting and I have concerns. At the lower grade levels. They're there but they cannot act...ask. They cannot answer specific questions. When you get into middle school. And high school. Maybe one person will show up. The emails aren't returned. It's quite difficult. And then there's that. Then there. Then there is a hierarchy there's when you communicate. You have to start with the teacher.

In addition, P7 shared challenges that limited her engagement in her child's urban school, P7 noted, "I have not had any limitations personally". P7 suggested that her child's school is accommodating. However, she still has a fear that support might be needed in her child's school in the future. P7 emphasized on how valuable online learning environments were as she is offered meaning resources in efforts to support her child more successfully.

The participants described the benefits of their learning in PSP as providing them with new knowledge and awareness of how they can productively engage with educators. P5 shared referring to the most important aspect she now understands about engaging in her child's education being,

That I have to be there to make anything happen. And that I have to go into the 504 meetings and (audio unclear) asking for testing. With specific examples of when he's been given work that he's not gonna be able to do even though he has mastery of the information he can't do the assignment. I have to explain to them why ADHD prevents that.

P3 shared her experience about engaging in the PSP online learning environment and noted that,

OK. With the PSP, I'm a part of the parent to parent organization as well as the professional organization. With the background of PSP, I learn what things was education advocacy for my child that has ADHD. So, I learn like different like communications...umm...different strategies that I can use to help him throughout his school year and while he in school.

P6 reflected on her meaningful experience engaging in the online learning environment even before engaging with her child's school to support her learning about her child's needs noting that, "I engaged with the PSP. I engaged with them with the PSP community before I engaged with the school. So, I did not have any experience with the school prior to utilizing PSP."

P2 shared her perspective on the challenges that limited her engagement in her child's urban school, stating,

So. My son has never had an educational plan. He's not had an IEP or a 504. And til this year. And one of the reasons I decided to get the IEP or the 504 because when I was online I was talking to other parents and it was clear that they were getting benefits from the 504 educational system and so that kind of led to

my demand. I had asked for a 504 for my son before and I was denied. And so, I kind of reviewed all the strategies online. On PSP website and kind of made a plan and then I went to the school district and said I wanted to have him have a 504 and they had a changeover in leadership in the school and they granted me the 504. So, with all that I learned from the online stuff. I was able to really bring that to the school district and said these are the reasons why I need the 504 for my son. So, before there are lots and lots of challenges with him in school and all the assignments that he didn't do and no one really understood about his diagnosis.

The participants shared the importance of education and implementation as means to support children with disability. Participant 1 described her experience collaborating with a teacher at her child's school who was not as knowledgeable about ways to support her child's learning and recalled having to help the teacher learn more about her child's learning disability. P4 and P5 expressed that there were not always meaningful support for parents in their children's educational settings and parents and teachers should have relevant information about ADHD. In addition, P6 and P7 described the need for teachers to understand support that their child might need. The parents conveyed that there is a great need for the development of support and resources for their child with ADHD.

P8 said, "so, yeah, I think that that would be very helpful. And it's supposed to be part of what they do but they're not doing." P6 said:

It's also been helpful in that when I have been engaging with my son's teachers at his school to direct them. To this resource and. To. Recommend some of the

webinars that. PSP offers...particular my son's kindergarten teacher is very interested herself in learning more about ADHD. So, I've been recommending certain webinars. As a good starting point so that has been very beneficial.

Several of the participants expressed an increased ability to advocate for their child at school and expressed support for training teachers at their school. P2 and P3 expressed that teachers and parents should work together in efforts for the best support to the child. P2 expressed the need for more teacher training and parent-teacher training to ensure that the parents and teachers are on the same page as it relates to the child's needs. P6 shared that she has offered to train teachers and expressed the need for more collaborations in learning with teachers and parents. P7 expressed advocacy as being important and although she did not have much issues with her child's school, she hoped that her experience would continue to be successful. P2 said:

I feel like I'm having to educate the school district about ADHD and that shouldn't be my role. The school district should be educated they should be required for them teachers to take classes...on learning about different kids with different issues and being able to educate them. But it feels like my job is having to educate them about ADHD...and...so I feel like the school system (audio unclear) really benefit from providing online education teachers...And more professional development online for teachers. If the teachers were able to access stuff online about ADHD they would probably be required to do done as part of their job (audio unclear). But they would probably learn a lot more in the system the educational system would be better for everybody to go I think having more

opportunities online for webinars. And online training for both parents and educators. I think would greatly enhance the educational system for everyone.

Essentially, the result of the study included relevant themes that described the participants' experiences learning through an online training program to learn about their child's education. The themes included: parents' personal learning, parents' online learning experiences, and parents' collaboration with their child's school. The themes offered meaningful insights regarding participants' experiences as they related to the ways they learned in an online training program in efforts to support their child's learning. The themes offered an outline to the participants' experiences through benefits and challenges they have encountered in learning and engaging in their child's learning and school. The themes mentioned in this study are significant descriptions of the participants' experiences and connected to the research question.

Overall, there were no discrepant issues through the data collection and data analysis process. However, I noted that the participants were passionate about finding ways to support their child and the participants had different temperaments when describing their experiences; also, the participants had different accents as they were from different parts of the USA. There were few audio issues due to technology problems; however, although there were parts of the audio that were unclear and unable to be transcribed, I was able to review my memoing notes for accuracy of the participants' responses as well as contact the participants as needed to ensure that I was describing their experiences in the most truthful way possible.

The recruitment process was longer than I had anticipated. The participants were not recruited as promptly as I had planned rather there were some gaps in the timeframe

waiting for participants to show their interest in volunteering for the study. I truly appreciated the participants' involvement in the study and they all seemed to have shared their experiences in an honest manner and they were all respectful toward the research study.

Summary

The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? The data collected and data analysis process offered means for identifying relevant and meaningful codes, patterns, and themes, which led to the findings of the study. The participants offered meaningful insights on their experiences learning in an online environment in efforts to learn about their child's education and diagnosis which they supported being a good experience. The participants' responses to the interviewing questions offered answers to the research question. Essentially, the research question was answered as the participants described their experiences engaging in an online training program as they noted the benefits of learning about their child's disability through the online setting. The participants shared the need for their child's schools to offer online training program for parents and teachers in efforts to promote child academic achievement.

The themes are connected with the research question, which outlined the participants' experiences as it relates to how they learn in an online training program. Particularly, the participants shared experiences relating to the three themes of parents' personal learning, parents' online learning experiences, and parents' collaboration in their

child's school. The parents expressed their feelings engaging in an online training program to learn about their child's education. The parents answered the research question by describing their experiences engaging in an online training program to learn about their child's disability and they noted the benefits of participating in an online training program.

In summary, all participants were able to express their experiences about the various resources that they found during their time engaging in the online training program and they noted how their learning developed through the information they have found including being able to engage with other parents, providing peer-to-peer support, reviewing articles and relevant videos, and essentially being part of a community that supports their own learning in ways that they can become better advocates for their children and as well as parents. Chapter 5 will provide the interpretations of the findings of this study, the limitations of the study, and recommendations. There will be review of implications followed by a conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this generic qualitative study was to understand the experiences of parents with children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who participated in an online training program designed to develop their understanding of their child's learning. The research question was as follows: What are the experiences and perspectives of urban parents of children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? This chapter will include an interpretation of this study's findings, limitations of the study, recommendations, implications, and conclusions.

This generic qualitative design used semi structured interview questions to obtain data regarding parents' experiences in the PSP online learning environment. In many urban schools, there is a lack of innovative learning opportunities to support parent learning for those parents who cannot attend face-to-face school trainings and meetings at their child's school (Sellmaier et al., 2016). Essentially, this study aimed to understand the experiences of parents who have engaged in an online training program as a means to learn about their child's education.

The participants described their experiences, noting the benefits of participating in the parent-learning online training programs at PSP, and highlighted that PSP should be offered to parents in urban schools. Some of the participants noted that their child's school was supposed to have online training programs for parents; however, the online training programs were not incorporated in their child's school. Participants identified

that the parent-learning online training program offered them visual learning through reading materials about ADHD as well as peer-to-peer support. They emphasized that the parent-learning online training program helped them to become better advocates for their children and provided their children more support to promote their learning.

Audio recordings and transcripts were reviewed carefully several times. There were relevant codes identified based on statements in the transcripts involving parents' experiences engaging in an online learning environment to learn about their child's education. Initial codes, categories, and patterns led to the development of themes relating to parents' experiences in terms of how they learn in an online learning environment.

Interpretation of the Findings

The results of this study identified that urban parents should be provided access to online training programs to promote their learning regarding their child's education. The participants expressed that teachers should be provided access to similar online training programs in order to create more collaborative dialogue between parents and teachers. Particularly, the results of this study suggested that parents and teachers should be provided with the same training regarding ADHD childhood learning disabilities in order for parents and teachers to better support their children's education.

Themes in this study included parents' personal and online interactive learning experiences as well as overall knowledge resulting from the online learning environment as it relates to their children's education. The findings confirmed the need for urban educators to incorporate online learning resources to support parent learning and parent engagement in their child's school. The findings offered clarity regarding the types of

innovative learning that would allow parents to have positive involvement in their child's school without having to attend school to learn.

In Chapter 2, self-efficacy was discussed as it related to an individual's learning. As it related to the finding in this study, I noted that participants' experiences participating in an online training program supported their understanding of their child's disability. Boutte and Johnson (2014) identified that professionals working with adults with children with ADHD may be able to develop more effective learning and instructional environments for those adults to promote positive learning and parental involvement.

In this study, the participants explained their own personal learning and how their experiences learning in an online setting taught them the terminology to use when describing their children's disability and offered trending information about ways to help change their children's behaviors. Additionally, research literature regarding self-efficacy was examined through the viewpoint of psychologist Albert Bandura, who developed the self-efficacy concept. Bandura (1977) claimed that learners increase learning through motivational factors because they are able to accomplish goals through their personal strengths.

As it relates to the sociocultural conceptual framework, participants offered their experiences as they related to online learning. Participants shared the benefits of peer-to-peer interaction and how reading the stories of other parents helped them to support their own learning. These concepts are relevant to this study as the adults are experiencing learning in an online training program that provides both opportunities for collaboration and mentoring of parents.

Participants were all adults who participated in an online training program at PSP to learn about their children's disability. Participants described their motivation and passion to support their children through the conceptual framework of andragogy. Knowles' offered five assumptions of andragogy: self-concept, adult learner experience, readiness to learn, orientation to learning, and motivation to learn. Kolb (1984) said that learning involves a process that is formed by a person's experience. Often, adult learners learn at different paces, and their understanding and feelings regarding their learning experience may vary (Banfield & Wilkerson, 2014).

In this study, through participants' experiential learning, the participants noted that engaging in an online setting was convenient as they could participate in the online training program at any time during the day. Participants shared that as a result of engaging in online learning, they were better able to interact with their child's teachers and school. In addition, participants described their ability to learn at their own pace, which helped them to better support their child's education as well as their own learning.

In summary, participants' experiences connected to the literature reviewed in Chapter 2. Participants described their personal learning and how learning in an online training program supported their understanding about their child's disability. The participants described how their learning supported their collaboration with their child's teachers and school.

The findings did not offer disconfirming results as participants essentially reported that online learning environments supported their learning in their child's education. The participants identified that parents as well as teachers should receive the same type of training, and by offering online learning resources; parents and teachers

would be able to learn the same information regarding ADHD and the needs of children. Sociocultural learning theory defines the learning potential in a diverse educational setting that supports different cultural.

The findings in this study offered extended knowledge in the discipline as it relates to the need for urban schools to develop more meaningful resources such as online training programs for parents of children with ADHD. The participants described the need for more online training programs to be provided by their child's school. The participants shared the benefits of the online training program and how their learning in an online setting helped to support their child's education. In many urban schools, when parents are informed of their child's learning disability, they do not know where to find resources to help support their child's learning; through online resources, parents are able to become more educated about their child's learning disability (Morin, Thomas, & Saade, 2015). Adults with children with ADHD should be educated about their child's diagnosis and academic needs as means to provide the most support to their child's development (Sadler, Lee, Lim, & Fullerton, 2010; Morin et al., 2015).

The participants described their experiences in an online training program noting valuable in obtaining relevant learning resources that would help them understand more about their child's diagnosis. Similarly, Lawton et al., (2016) identified that parents with children diagnosed with special needs often pursue resources to aid their understanding of their child's learning disability to support their children more effectively. However, supporting their child's education is difficult when parents work. In a research study by Clarke, et al., (2015), the authors identified that many parents who have children in school have multiple jobs and they are trying to manage a family household, which

prevents them from getting involved in their child's education.

The participants described their motivation to advocate and become more involved in their child's education as a significant importance in ways to help their children. The participants shared that their child's school should find new ways to engage parents and support parents' learning about their child's needs. In a study by Hashim et al., (2015), they noted that parents with children with ADHD should be offered motivational elements in efforts to foster innovative learning such as online learning in their child's education to motivate parents in ways to create more substantial parental involvement and parental engagement. Offering motivational resources to support parents will assist them to better understand their child's learning disability as well as develop reciprocal relationship with the schoolteachers to the learning environment.

Additionally, in adult education, learners who are offered innovative learning opportunities, are more to succeed in their learning (Cocquyt et al., 2017; Hartnett, St. George, & Dron, 2011; Yoo & Haung, 2013). Hashim et al., (2015) found that both intrinsic and extrinsic motivational factors are involved in learning in adult education programs. A study by Cocquyt, et al., (2017) found that many adult learners have been increasingly participating in online learning in efforts to manage their daily lifestyles while engaging in learning through online forums.

In addition, the participants' responses clarified the need for more online learning in urban schools. By implementing more online learning for parents, parents are more likely to become engaged in their child's academic and to develop the tools needed to support their child successfully. Research has identified that online learning offers adult learners a nontraditional learning experience where they can obtain certifications and

degrees by taking classes and instructional training via the Internet (Benjamin-Lowry, Zhang, Wang, & Siponen, 2016; Myhre et al., 2017).

Benefits of Online Training Programs

The participants described the online training program being helpful toward their learning and engaging with their child. The participants shared that through the online training program, they were able to review reading material on ADHD as well as view helpful webinars. The participants noted that their learning on the online training program supported their collaboration with their child's teachers and school in ways to develop effective educational plans for their child. Relatedly to this study, the result of a research study has shown that parents with children in urban schools are often unable to attend their child's school meeting and training at their child's school on regular basis due to life responsibilities and issues (Edwards & Kutaka, 2015). There is a need for more innovative learning experiences for parents (King et al., 2014), particularly, those parents with children with disabilities as those students need more support to get adjusted in their education (Gonzalez, Boders, Hines, Villalba, & Henderson, 2017).

Poitras and Lajoie (2014) found that online training offered adult learners new ways to learn concepts and engage in learning through the flexibility of their own home. Similarly, in this study, the participants expressed the benefits of engaging in the online training program at their own convenience and notably they could listen to podcasts and webinars on their phones or in their cars. The participants in this study suggested that they were able to keep trending with the learning resources during their engagement in the online training environment which helped developed their own learning skills.

Similarly, in a study by Fink and Beck (2015) the authors identified that online learning

offers modern learning through technology-based learning tools and related resources.

In addition, in this study, the participants shared how online learning environments can be valuable resources to aid parent learning. Some of the participants noted that the webinars are accessible for view and identified that they were able to learn new terminology about ADHD and how to express their child's needs to their child's school. Similarly, Pellas (2014) identified that online learning is often easily accessible including technical assistance for those who need step-by-step support with technological tools (Benjamin-Lowry et al., 2016).

Engagement in Online Training Program

In this study, the participants identified the way their engagement shifted as a result of engaging in the online training program. The participants identified that the online training program offered them the opportunity to connect with other parents as well as to work with their child through behaviors with the information they learned. The participants shared that they were able to stay updated on issues of ADHD and increase their parental engagement as they had the opportunity to review the learning resources online at any time during the day. The participants suggested that online training program helped them to stay connected with resources at different times through the day.

Similarly, Wilkes-Gillian et al., (2016) identified that there are many parents who work full time and do not have the availability to meet with teachers in the school. Martinez et al., (2017) identified that it will be important to develop resources that may connect parents with their child's teachers in efforts for the parents to receive more supportive learning resources to help them understand the challenges their child is experiencing.

Particularly, the findings supported that if more online learning resources were incorporated in the urban schools, the parents might be more involved in their child's education as well as understand more about their child's disability. Finally, in many urban schools, there are significant issues with budget cuts, which often leads to inadequate funding to support online learning for parents (Lynn et al., 2014). It will be important for educational leaders to consider the benefits of online learning in efforts help parents become more knowledgeable about their child's educational needs.

The participants in this study suggested that urban school should ensure that substantial parental engagement opportunities are offered to parents in efforts to promote parental involvement and engagement. Boutte and Johnson (2014) said that there have been many challenges in urban schools to foster positive parental engagement. Similarly, Gonzalez, Boders, Hines, Villalba, Henderson (2017) identified limited resources including appropriate learning environments as issues that prevent parental engagement.

There are various research studies on issues regarding childhood ADHD; however, there are limited research studies regarding childhood ADHD and ways to support parents with children with ADHD through parent education programs. The need to implement more effective parent education programs are relevant as parents come from different cultural backgrounds and have cultural linguistic challenges and are less likely to be regularly involved in their child's education and the parents perspectives should be considered in ways to support their child's learning (Sellmaier, et al., 2016; Westera, 2011).

In summary, the participants described their experience engaging in the online training program and being helpful in understanding their child's disability. The

participants noted that they were able to be more engaged in their child's education and understand their child's diagnosis through the engagement of the online training program. The findings of this study included the need for online training programs in urban schools in efforts to support parental learning. The participants in this study described their experiences learning through the online setting being helpful in learning about their child's disability. The participants shared how their own learning engaging in the online training program prepared them in ways to collaborate with their child's teachers and schools. The participants described their learning experiences during the online training program as helpful because they are able to learn new information to better support their child's education without actually going to their child's school face-to-face.

In addition, the participants noted that the online training program helped them to explain their child's behaviors to teachers and during important school meetings, the participants noted that they were better able to advocate for their child as a result of their learning during the online training program. The conceptual frameworks used in this study included: self-efficacy, sociocultural learning, experiential learning, and andragogy. The following concepts for themes are significant in the analyzing and interpretation of the findings in the context of the conceptual framework.

Self-Efficacy and Online Training Program

In this study, as it relates to the conceptual framework of self-efficacy, the participants described their own learning in an online training program to learn about their child's education as being helpful. The participants noted that although the online learning brought some challenges such as overwhelming information, the participants identified that the benefits were more than the challenges. The participants described

their feelings as being pleasant as it related to engaging in an online setting to learn about their child's disability.

The personal learning theme connected the conceptual framework of self-efficacy as the participants described their experience engaging in an online training program as empowering and noted that they learned new information about their child's disability and how to better support their child. Although many parents with children with learning disabilities often do not feel empowered and knowledgeable about their child's diagnosis, the participants in this study were able to use their knowledge from the online training program to understand their child's needs, foster learning and support parental involvement (McCoy & Bowen, 2015).

Learning in Online Training Program

The sociocultural learning theory was used in this study to develop a conceptual base for understanding how the parents responded to the online learning environment (Vygotsky, 1978). Sociocultural learning theory defines the learning potential in an educational setting as the zone of proximal development (Vygotsky, 1978). In this study, participants described how they were able to review materials about ADHD as well as view webinars to gain an understanding of their child's diagnosis as well as how to better support their child's education. They described their ability to readily interact with materials and others in the online forum as supporting their learning. According to sociocultural learning theory, the online learning settings help scaffold learning.

Experiential learning theory connected with the participants' type and quality of engagement in actively developing their new knowledge. The experiential learning theory relates to the learners' inner cognitive development and how active experiences increased

the learning (Schenck & Cruickshank, 2015). The participants shared that their initial engagement in the online setting was overwhelming as there were a lot of information to retain. However, the participants noted that as they started to engage more in the online training program, they were able to use the resources online to understand their child's ADHD diagnosis and educational response. The participants shared that they were able to participate in the online training program by reading materials, viewing webinars, and collaborate with other parents in efforts to learn about their child's disability. The participants identified their experiences making connections to new information in the online training program as being valuable in understanding ways to better support their child.

Online Training Program Design

Finally, theme 3 connects to the conceptual framework of andragogy, which relates to how adults learn. The andragogy conceptual framework was used in this study to understand the participants' experiences in their interactions with the online training program. Andragogy was selected as means to understand how adult learners grasp new information and concepts in the online learning environment (Lynn et al., 2014; Stearns, 2016). The participants noted that when they reviewed the learning resources in the online training program, they had very few challenges understanding the learning material and making connections to their child's needs.

The participants described their experiences collaborating with parents on the online training program as pleasant and noted that they were able to be a support for other parents and they learned information about ways to support their child from the parents' collaborations. The participants noted that they were more engaged in their child's

learning as a result of their own learning in the online training program. The participants described the value of the new knowledge that they used to engage in their interactions with their child's school.

In summary, the findings of the study connected to the conceptual framework of sociocultural learning, self-efficacy, andragogy, and experiential learning. The conceptual framework served as the synthesis of the literature in efforts to describe the experiences of the participants using the three themes of personal learning, social learning and course design concepts.

Limitations of the Study

In this study, a limitation is the online recruitment process and the single interview as a source of data. There was a slower than expected recruitment process and out of the expected 8-12 participants noted in chapter 3, I was only able to recruit the minimum of eight participants. After a couple of months, I was finally able to obtain eight participants and move forward with the data collection and the data analysis process.

There was a limitation as it relates to poor phone connections. The interviews were conducted via phone and the phone interviews were recorded for transcribing. In my review of the audio recordings, I was not being able to pick up some of the parents' words as clearly due to poor phone connection. There were words that the audio did not pick up during the interview process. However, I listened to the audio recordings multiple times to increase the accuracy of transcription and I reached out to the participants to arrange another time to meet to gain clarity on their responses but the participants did not reply. Since I used memoing through the interviewing process, I was able to capture the

ideas of the participants' audio recordings that were not as clear.

I provided the participants with clear guidelines for their participation to encourage an open and honest dialog during the interviewing process but it is possible that some of the participants were not open to speak with someone they do not know about their experiences so they did not provide an in-depth response to the questions as expected. Although the participants answered the questions during the interviews, I felt as they might have been holding back on their experiences and feelings because they may not have wanted to be judged based on their responses.

Finally, there were limitations to the thematic analysis in this generic qualitative study. Particularly, there were possibilities of biases. Due to biases, I used the memoing process throughout the study. Additionally, I also kept a reflexive journal to identify my biases and made note to them throughout the study. Essentially, reflexive journaling and memoing was used to address my biases and to ensure the accuracy of the participants' responses. I used the thematic analysis model, which helped to increase the accuracy of the data collected as the process allowed me to consider each passage of the participants' transcripts and code words that they actually stated during the interviewing process.

Overall, there were no significant impacts or influences. Though, I did not receive the participants responses to participate in the study as quickly as I had anticipated, I was finally able to interview the minimum of eight participants needed for the study. All participants were very respectful and offer encouragement in the research as well as discussed their passion to learn ways to support their child. The participants answered each question and although some participants did not elaborate on their responses, I was able to have talks with them before and after the interview as well as make notes about

their experiences in order to gain a better understanding of their experiences. The following section will include the recommendations for the study.

Recommendations

The purpose of this research study was to understand the experiences of parents of children diagnosed with ADHD, particularly, to understand the parents' experiences engaging in online learning environments to learn about their child's education and diagnosis and engagement in their child's school. The research findings offered that parents validated the use of online learning environments being beneficial means to learn about their child education and needs. The findings identified that parents had a good experience learning and collaborating with other parents in an online learning environment in efforts to support their child with learning and increase parental engagement.

A recommendation for future research on the topic of understanding the experiences of parents of children diagnosed with learning disabilities is strongly suggested as means to advance innovative learning experiences for parents with child enrolled in urban school systems, which will significantly support parent learning and instruction about their child's learning disability. Future research on the research topic, will offer more in-depth data collection of the need to incorporate online learning environments for parents. Additionally, a recommendation for a quantitative study should be considered in order for urban educators gain an understanding of the statistical aspects of the child's academic success for those parents who were offered innovative learning such as an online training program to support parent learning.

In addition, as a result of the findings of this research study, the recommendations for further research is a longitudinal mixed method study to understand if parents do engage more after an online training program. A mixed method study that aims to understand the challenges that urban school teachers experience in supporting parents with the use of online training programs may help understand the implications from the view of the school system.

Implications

The findings of this study offered that an online learning environment is an effective strategy in efforts to support parents' learning about their child's learning disability. In efforts to promote positive social change, school leaders should consider the benefits of incorporating learning resources for parents including online learning. Though school systems might be reluctant to offer parents instruction and training through online learning environments due to the school, budget, it is necessary for the leaders in school systems to reflect on the best choices that will support academic achievement for children. Urban school systems that offer online learning for parents may find a higher percent rate of parent and teacher collaboration and may find that students are exceeding to their highest potential. It will be important for school leaders to consider the benefits as opposed to the cost of incorporating online learning resources to promote parent learning and engagement.

The implications for social change include urban schools creating a budget that includes online training programs for parents including learning resources and training to support parent learning. Due to limited budget to allot parents the opportunities to receive online resources, parents may show poor engagement in their child's education.

In efforts to bring about social change, it will be important for urban school systems to consider the cost of developing online resources and training for parents as benefits in efforts to promote positive parental involvement as well as to promoting child academic achievement. School systems with budget issues, may consider free community online resources as means to offer parents community resources outside of the school where they can learn about their child's education and diagnosis in efforts to support their children more successfully.

Conclusion

This study offered meaningful insights on the way parents strive to learn in efforts to support their children. The participants in this study sought innovative resources such as online environment to learn and develop skills to help their children who have learning disabilities. The participants' passion for change in their child's education was evident during the interview process. The parents provided sound stances in hopes to continue to find useful ways to remain engaged in their child's education. King et al., (2014) noted that in limiting learning resources for parents, children are less likely to succeed in their academics. There is a significant need for urban schools to offer meaningful learning resources to parents in efforts to promote parent learning and parental involvement.

Additionally, it will be important for urban schools to become more creative in ways of developing more modern time online training programs for parents. This study offered the need for online learning environments and what online training programs can offer parents including valuable learning and instruction, parent-to-parent resources, and trending reading materials in efforts to meet their child's learning needs.

This study aimed to understand the experiences of parents of children diagnosed

with a learning disability; particularly, the study focused on the experiences of the parents' learning in an online training program and their increased engagement to learn about their child's education. The key findings of the study validated the need for urban schools to incorporate online learning resources and training for parents of children diagnosis with a learning disability; the online learning environments will lead to positive parental involvement and parental engagement in ways for parents to maintain learning about their child's education and diagnosis.

The research transcripts offered responses that answered the research question which was as following: what are the experiences and perspectives of urban parents with children diagnosed with ADHD who participated in an online training program designed to develop their understanding of their child's learning disability? The participants expressed that they had good and quality experiences engaging in an online training program to learn about their child's learning disability and the participants expressed an enriched experience engaging with other parents to learn about their own child's diagnosis through the online learning resources.

As a suggestion for how this study can be used in furthering understanding, I would suggest researchers consider expanding on the findings of this research study with a larger sampling size to understand the parent's experiences. I would suggest that school leaders consider speaking with parents about their opinion on engaging in online learning environments to learn about their child are learning disability. It will be important for school systems to understand the challenges parents already have understanding their child's diagnosis and offering the support of only learning resources to aid them in maintaining involvement in their child's education

Often parents who have special needs children spend most of their hours working and it is often challenging for them to attend meeting and trainings at their child's school, it will be essential for school systems to consider innovative training and instruction resources such as online learning environments that goes beyond traditional learning to promote more consistent parental involvement for parents of children diagnosis with learning disability.

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Appendix A: Interview Guide

Initial Interview

Background

1. What experiences do you have engaging in the PSP online learning environment?
2. What experiences did you have interacting with your ADHD child's school prior to engaging in the PSP online learning environment?

Personal Learning (Sociocultural Learning)

1. What was your experience with the PSP learning resources?
2. What has been your experience understanding about your child's ADHD through the PSP online learning environment?

PSP Education (Andragogy/Experiential)

1. Can you explain your experience as it relates to your feelings of engaging in the PSP online learning environment to learn about your child's education?
2. Can you share your experience, if any, challenges you have experienced learning about your child's ADHD diagnosis through the CHADD online learning?
3. What is your experience as it relates to beneficial interactions you have engaged in through the PSP online learning environment?

Follow up Interview

1. What is your perspective on the challenges that limit your engagement in your child's in urban schools?
2. What is the most important aspect you now understand about engaging in your child's education?
3. Are there any thoughts that you would like to add regarding the questions we

discussed previously?

Appendix B: Invitation to Participate Flyer

Participants Needed!!

Hi Parents:

My name is Shamanie Atkinson and I'm a doctoral learner at Walden University. My research study was approved by my university's Institutional Review Board, and information about the study was approved by CHADD for posting on their website at <https://chadd.org/research-studies/>.

I am still seeking participants for an innovative research study. I am looking to hear the parents' voice on their experience learning, particularly, about their child's ADHD diagnosis through nontraditional learning environments such as the online resources of Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD).

Below are the participant criteria:

1. Parents should have a child diagnosed with ADHD
2. Parents should have engaged in learning using CHADD's online resources
3. Parents should have children attending urban school (urban referring to location of the school including a city, town, or suburb)
4. Parents should be adults (18 years and older)
5. Parents should speak English

The participants will be asked to participate in a phone interview, which will include the interviewer asking questions regarding the participants learning in a nontraditional learning environment to learn about their child's ADHD diagnosis.

If you meet the above participant criteria and you are interested in participating in the study, please email me.

Thank you,
(Email)