Attention-deficit/hyperactivity disorder (ADHD) is a chronic and pervasive condition characterized by developmental deficiencies in sustained attention, impulse control, and the regulation of motor activity in response to situational demands. ADHD is also associated with a variety of comorbid disorders. These include including oppositional behaviors and aggressive spectrum disorders, learning disorders, depression, and anxiety. Unfortunately, each comorbid condition has its own associated difficulties and impairments. When present in a child, ADHD can very often be highly disruptive, adversely affecting many areas of child psychosocial functioning. For example, virtually all children with ADHD display significant academic underachievement. As and as many as 65% may exhibit aggressive behavior or oppositional defiant tendencies as well. Low self-esteem, anxiety, depression, and other emotional complications are also quite common. So too are in addition to peer relationship problems. Although a direct causal connection has yet to be firmly established, there is correlational evidence suggesting that ADHD impacts far more than only the functioning of the child. Parent functioning may be affected as well, but also that of the parent. Of particular clinical significance is the fact that parents of children with ADHD very often experience considerable stress in their parenting roles. The presence of ADHD in children is associated with varying degrees of disturbances in family and marital functioning, disrupted parent–child relationships, specific patterns of parental cognitions about understanding of a child’s behavior and reduced parenting self-efficacy, and increased levels of parenting stress and parental psychopathology. Importantly, while all parents experience stress to some degree, parents of children with externalizing behavior problems report significantly more stress than those of children without externalizing behavior symptoms. Parents of children with externalizing behavior problems view themselves as having less parenting knowledge, less

Comment [A1]: In academic writing, information should be presented with accuracy and conciseness. In the given context, “a variety of” has been replaced with a more concise term, “various.” Other such examples include, replacement of “carried out” with “performed/conducted” or that of “looked into” with “investigated/examined.”

Comment [A2]: In American English, a comma (called serial comma) is used before “and” in a series.

Comment [Editor3]: The en dash is used in place of a hyphen in cases where the paired elements carry equal weight or represent a parallel relationship, such as blood-brain barrier or Bose-Einstein statistics.
Parental competence, and less social support. Parental psychopathology, including parental depression, anxiety, substance abuse, personality disorders, and ADHD, has been shown to influence children's behavior.