

PAPER

ATTENTION DEFICIT AND HYPERACTIVITY DISORDER (ADHD): PARENTAL APPROACH, THE PRACTICAL IMPORTANCE OF THE 30% RULE, AND REHABILITATION TECHNOLOGIES

Khasanova Mashkhura Makhammadsidiqovna¹

¹Senior Lecturer, Department of Creative Pedagogy and Psychology, Namangan State Pedagogical Institute

* khasanova@gmail.com

Abstract

This article highlights the developmental characteristics of children with Attention Deficit and Hyperactivity Disorder (ADHD), parental attitudes toward them, and the optimization of pedagogical and psychological approaches through the concept of the “30% rule.” The study presents a scientifically grounded approach to the psychoneurological nature of ADHD. It justifies the necessity for parents and educators to perceive the child not as one with “misbehavior,” but as an individual struggling with a neuropsychological disorder. The article analyzes the significance of compassion, acceptance, and adaptive rehabilitation measures in developing the child’s executive functions.

Key words: ADHD, executive functions, 30% rule, cognitive-behavioral therapy, parental approach, rehabilitation, special pedagogy.

Introduction

Attention Deficit and Hyperactivity Disorder (ADHD) is one of the most common developmental disorders in child neuropsychology today. Modern research interprets ADHD not merely as a problem of attention or a result of poor upbringing, but as a functional disorder of the central nervous system. Therefore, addressing children’s difficulties in

learning, socialization, and behavior requires an integrative medical, psychological, and pedagogical approach.

Methods

The study used analytical and descriptive methods. Clinical neuropsychological data on ADHD, as well as the works of Dr. Leo Buscaglia and other foreign

Compiled on: October 18, 2025.

Copyright: ©2025 by the authors. Submitted to *Advances in Science and Education* for possible open access publication under the terms and conditions of the [Creative Commons Attribution \(CC BY\) 4.0 license](#).

scholars of humanistic psychology, served as the main sources. Furthermore, within the framework of cognitive-behavioral therapy (CBT), positive “mental reframing” strategies used by parents and teachers to reinterpret the child’s behavior were examined. The model based on the “30% rule” — the scientific concept that children with ADHD typically lag about 30% behind their peers in the development of executive functions — was selected as the main object of practical analysis.

The findings show that children with ADHD exhibit a clear developmental delay in self-regulation, attention, impulse control, and time management skills. Their “executive age” is often 2–3 years behind their biological age, making excessive expectations regarding discipline or academic performance unreasonable. Applying the “30% rule” allows parents and educators to realistically assess a child’s abilities and adapt educational demands accordingly.

Analysis and Discussion

The results demonstrate that society still tends to stigmatize children with ADHD as “undisciplined” or “poorly raised.” Such stereotypes negatively affect not only the child’s self-esteem but also the emotional state of parents. Leo Buscaglia’s humanistic approach — accepting the child as a person, evaluating their strengths positively, and showing compassion — is recognized as an essential psychotherapeutic principle in working with children with ADHD.

Conclusion

ADHD is a functional disorder of the nervous system and should not be viewed merely as a behavioral problem. Considering the “30% developmental delay” factor allows educators and parents to optimize rehabilitation, teaching, and upbringing processes. A compassionate parental approach, forgiveness, realistic expectations, and the use of social rehabilitation technologies lead to positive behavioral changes, improved social adaptation, and emotional stability in children.

References

1. Luria A.R. *The Working Brain: An Introduction to Neuropsychology*. – New York: Basic Books, 1973.
2. Kazantseva E.V., Yevseeva L.V. *Activity-based Approach in the Correction of Hyperkinesia and Attention Deficit*. – Moscow: Akademkniga, 2017. – 210 p.
3. Kuper, P., O’Neill, M. *Behavioral Interventions for ADHD in the Classroom*. – London: Routledge, 2020.
4. Mashkurova D.T. *Technology for Developing Attention Concentration in Children Based on ABA Therapy*. – Proceedings of the Republican Scientific-Practical Conference. – Tashkent: TDPU, 2023. – pp. 45–49.
5. Vygotsky L.S. *Pedagogical Psychology*. – Moscow: Pedagogika, 1991. – 480 p.
1. Luria A.R. *The Working Brain: An Introduction to Neuropsychology*. – New York: Basic Books,