

Collaboration Among Schools, Families, and the Community in Supporting Inclusive Education for Students with ADHD: A Literature Review

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Abstract

Inclusive education for students with Attention Deficit Hyperactivity Disorder (ADHD) requires comprehensive support, not only from schools but also from families and the community as the broader social environment. Several studies emphasize that collaboration between classroom teachers and special education teachers supported by school policies and understanding from the surrounding community can enhance the effectiveness of inclusive education. Thus, integrated cooperation among schools, families, and the community serves as the foundation for achieving optimal inclusive education for students with ADHD. This study employed a Systematic Literature Review (SLR) approach, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. Various studies have examined collaboration between schools, families and professionals in inclusive education, the involvement of the community as part of the educational support system for pupils with ADHD has not yet been widely discussed. This literature review concludes that collaboration among schools, families, and communities is a key determinant of the success of inclusive education for students with ADHD.

Keywords: Educational Collaboration, Collaboration with Parents, ADHD Children in Inclusive Schools.

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INTRODUCTION

Inclusive education for students with Attention Deficit Hyperactivity Disorder (ADHD) requires comprehensive support, not only from schools but also from families and the community as the broader social environment. A number of studies indicate that the success of the learning process for students with ADHD is largely determined by collaboration among various parties in providing services tailored to their characteristics and needs. Therefore, schools cannot act independently but must build synergistic partnerships with parents and the surrounding community to establish a consistent and sustainable support system. Research by Koskela & Sinkkonen (2025), which involved parents of students aged 7–15, showed that the quality of collaboration between families and schools is not uniform. Some parents feel they have an equal and trusting relationship with professionals, while others feel under involved in decision-making.

Oktavia (2025) research emphasizes that close collaboration involving teachers, parents, and psychologists is key to creating consistent interventions. The school's role in implementing inclusive education is crucial, particularly through the use of adaptive classroom management and flexible learning strategies. A study by Pratama & Sari (2025) on inclusive classroom management shows that teachers use various approaches such as grouping materials, arranging seating, and modifying assignments to help students with ADHD maintain focus and engagement in the learning process. In addition, adaptive approaches also include curriculum adjustments, the use of various teaching methods, and the provision of positive reinforcement to enhance learning motivation in regular classrooms.

Meanwhile, family involvement is a key element in supporting the success of inclusive education, particularly in ensuring the continuity of learning support at home. Research findings on learning during the online learning period indicate that parental involvement, in collaboration with classroom teachers, support teachers, and school principals, plays a major role in ensuring the continuity of the learning process for students with ADHD (Pratama & Sari, 2025). This collaboration fosters continuity between learning at school and at home, thereby optimizing students' academic and social-emotional development.

In addition to the roles of schools and families, the community also plays a vital role in creating an environment conducive to the development of children with ADHD through social acceptance and the provision of spaces for positive interaction. Several studies emphasize that collaboration between classroom teachers and special education teachers supported by school policies and understanding from the surrounding community can enhance the effectiveness of inclusive education. Thus, integrated cooperation among schools, families, and the community serves as the foundation for achieving optimal inclusive education for students with ADHD.

Research Gap

To clarify the novelty of this review relative to existing systematic and scoping reviews on collaboration in inclusive education, the table below situates the present study against closely related prior reviews and against the single article in the current evidence base that provides direct empirical evidence on school-community partnership.

Prior study/review	Scope of collaboration examined	Treatment of the community dimension	Contribution of this review
Vleck & Somerton (2023), scoping review	Stakeholder engagement in disability education, Australia	Not specific to ADHD; community named only as a general stakeholder	Narrows the focus specifically to ADHD and quantifies how the community actor is represented in the tripartite model
Kluge et al. (2025), instrument development	General-special education teacher collaboration	Community mentioned only as an implication for future practice, not measured	Synthesizes evidence across all three actors rather than two, and makes the imbalance between them explicit
Gross et al. (2015), qualitative study	School-community partnership	Direct empirical evidence, but published in 2015, outside this review's 2020-2026 window	Situates this outlier study within a systematic, current evidence base and flags it transparently as an exception rather than a representative finding
This study, SLR/PRISMA	Schools, families, and community	Explicitly evaluates how the community actor is represented across 21 recent articles	Provides a transparent quantification of school-family versus community-inclusive evidence and proposes an agenda for future tripartite research

METHOD

This study employed a Systematic Literature Review (SLR) approach, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. This method was chosen to ensure transparency, accuracy, and accountability in the process of identifying, selecting, and synthesizing the literature, while minimizing selection bias (Gevorgyan, 2024). A systematic literature search was conducted across various major electronic databases relevant to the fields of education and technology, including Google Scholar/Cendekia, SINTA (Science and Technology Index), Garuda (Garba Rujukan Digital), Scopus, ResearchGate, and ScienceDirect. The search strategy utilized a combination of keywords: educational collaboration, collaboration with parents, inclusive education, teacher-parent collaboration, teacher role, the role of collaboration among teachers, parents, and the community, and children with ADHD in inclusive schools. The publication range was limited to the years 2020 through 2026 to ensure the relevance and timeliness of the findings in supporting educational services for children with special needs. The systematic search was conducted on 15 January 2026. A representative search string used across databases was: ("school collaboration" OR "family involvement" OR "community engagement") AND ("inclusive education") AND

("ADHD" OR "attention deficit hyperactivity disorder"), adapted to the syntax and controlled vocabulary of each database. Articles were excluded if they were not written in English or Indonesian, were not accessible in full text, did not concern the K-12 education context, or did not report empirical findings or a synthesis directly relevant to collaboration among schools, families, or communities in supporting students with ADHD.

The article selection process was conducted through the four main stages of PRISMA. During the identification stage, a total of 120 records were obtained from the primary databases (Google Scholar $n=60$, SINTA $n=35$, Garuda $n=25$), as well as additional references from other international databases. After removing 35 duplicate articles, 85 unique articles remained and proceeded to the screening stage. At this stage, the researchers reviewed the titles and abstracts to assess the relevance of the study focus, resulting in the exclusion of 40 articles due to irrelevance or failure to meet scientific journal criteria. Next, during the eligibility phase, an in-depth review was conducted on 45 full-text articles to assess compliance with the inclusion criteria, namely: articles from reputable journals or conference proceedings, presenting a clear methodology, and focusing on the integration of adaptive learning, creative learning, and the role of teachers in inclusive education. A total of 24 articles were excluded due to inadequate methodology or duplicated findings. Finally, during the inclusion stage, 21 articles were determined to meet all criteria and were used as sources for the qualitative synthesis. The methodological quality of the 21 included articles was appraised using a simplified critical appraisal checklist adapted from the Mixed Methods Appraisal Tool (MMAT), covering clarity of the research question, appropriateness of the method to that question, and adequacy of reporting; articles falling below a minimum quality threshold were excluded from the final synthesis. One article (Gross, Haines, Hill, Francis, Blue-Banning, & Turnbull, 2015) was retained despite falling outside the 2020-2026 publication window because it was judged, on critical appraisal, to offer a foundational conceptual contribution to school-community partnership that was not superseded by any more recent study identified in the search; this exception is noted here for transparency and is treated as a theoretical rather than an empirical anchor within the current evidence base.

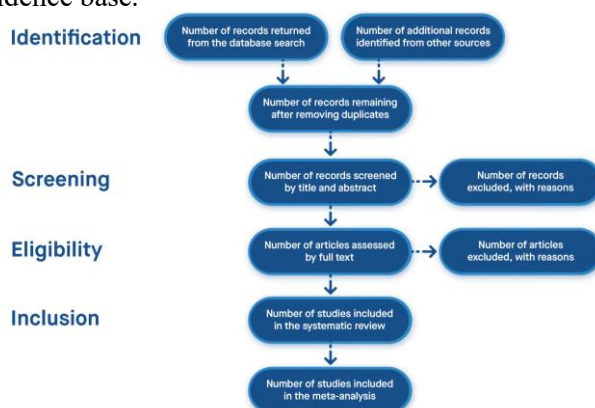


Chart 1. Prisma Flow Diagram

Data from the 21 selected articles were then analyzed using a thematic synthesis approach. Each article was read in its entirety and classified based on the author's identity, year of publication, and relevant research findings. Key claims were coded to identify patterns and approaches across articles, which were then grouped into three main thematic clusters: (1) collaboration among teachers, parents, and the community; (2) the role of collaboration among various parties in supporting inclusive education; and (3) concrete strategies for collaboration to support children with ADHD. Data analysis was conducted descriptively to formulate a comprehensive conceptual framework regarding collaboration among teachers, parents, and the community in supporting education for children with ADHD.

RESULTS AND DISCUSSION

This systematic literature review identified 21 articles relevant to the research topic of 'Collaboration Among Schools, Families, and the Community in Supporting Inclusive Education for Students with ADHD'. These articles encompassed quantitative, qualitative, quasi-experimental and single-subject studies, as well as literature reviews. An in-depth analysis of these articles was carried out, taking into account the methodologies used, the results obtained, and their respective strengths and weaknesses. The research findings used as a reference in this study are presented in Table 1.

No	Researcher's Name	Research Title	Research location, research methods	Research findings
1	Koskela dan Sinkkonen (2025)	Parental Involvement in Supporting Their Children in Inclusive Education: Cooperation with School Professionals in Finland	Qualitative research in Finland using the phonomyography method	Relationships based on trust and two-way communication are key factors in the success of inclusive education, as supported by this study. These findings reinforce the need to establish a collaborative system involving various stakeholders so that educational provision for pupils with ADHD can be delivered to the highest standard.
2	Freeman-Green, Williamson, dan Cornelius (2025)	Advancing Collaboration in Inclusive Education	Literature review	The success of inclusive education is determined not only by schools, but also by the involvement of families and the wider social environment.
3	Means (2023)	Perception of Collaboration between Parents and Teachers of Students with Special Needs Regarding the Individual Education Plan (IEP)	Amerika serikat , qualitative	Teachers have a more positive perception of the success of collaboration than parents. Furthermore, the study found that there is a need for training in communication, collaboration and joint decision-making for both teachers and parents so that the process of developing educational programmes can take place effectively.

4	Hariningsih dan Mahabbati (2025)	Teacher-Parent Collaboration in Managing Hyperactive Children's Behaviors: A Case Study of Inclusive Early Childhood Education	SKB Kutai Timur Nursery School, an inclusive nursery school located in Sangatta, Kutai Timur Regency, East Kalimantan, Indonesia. A qualitative case study	Community involvement as part of the ecosystem supporting inclusive education, particularly for pupils with ADHD, remains relatively limited. Therefore, research into collaboration between schools, families and the community in supporting inclusive education for pupils with ADHD is both urgent and novel, as it aims to provide a more comprehensive picture of the forms of partnership that can support the success of inclusive education.
5	Lekatompessy dkk. (2026)	Keterlibatan Orang Tua dalam Penanganan Anak Berkebutuhan Khusus (Disabilitas Sosial)	Systematic Literature Review (SLR)	The success of supporting children with special educational needs (SEN), including those with attention deficit hyperactivity disorder (ADHD), is largely determined by the quality of parental involvement through acceptance of the child's condition, effective communication with professionals, participation in therapy programmes, and the provision of structured support within the home environment.
6	Oktavia dkk. (2025)	Pendekatan Guru dan Kolaborasi dengan Orang Tua serta Peran Psikolog dalam Mengikutsertakan Anak Berkebutuhan Khusus di Kelas Regular untuk Siswa Sekolah Dasar	Inclusive schools in Indonesia: a descriptive qualitative study using interviews as the primary method	This study confirms that close collaboration between teachers, parents and psychologists is key to delivering consistent intervention.

7	Fasting dan Breilid (2024)	Cross-professional collaboration to improve inclusive education	Norwegia, qualitative	A fundamental criticism is that collaborative projects in inclusive education often focus solely on ensuring the physical placement of children in mainstream classes, whilst the active involvement of pupils in voicing their interests and the tangible outcomes of the learning process tend to be overlooked.
8	Pratama, D., & Sari, E. (2025)	Manajemen Kelas Inklusif: Studi Kasus Pendampingan Siswa ADHD di Sekolah Dasar Reguler	Muhammadiyah primary schools: a qualitative approach using a case study design.	To describe the various strategies employed by teachers in supporting pupils with ADHD, whilst identifying the factors that support or hinder their implementation in inclusive schools, thereby providing a basis for explaining the role of schools in fostering effective collaboration.
9	Aini, N., & Kurniawan, A. (2022).	Pelayanan Belajar Bagi Anak ADHD Selama Pembelajaran Daring di Sekolah Dasar Inklusif (2022)	Sd Inklusif di Indonesia, pendekatan kualitatif dengan desain studi kasus	Menjelaskan peran serta keterlibatan kepala sekolah, guru kelas, guru pendamping, dan keluarga dalam memberikan dukungan terhadap proses pembelajaran siswa dengan ADHD selama pelaksanaan pembelajaran daring di sekolah dasar inklusif pada masa pandemi.
10	Rahmawati, S., & Wibowo, T. (2024).	Strategi Bimbingan Belajar untuk Siswa dengan Gangguan ADHD di Sekolah Inklusif: Studi Kasus pada SDN 20 Mataram	SDN 20 Mataram, case Study	Examining the forms of support and guidance available to pupils with ADHD, involving teachers and school staff as the main sources of support

11	Utami, R., & Saputra, F. (2025)	Optimalisasi Pembelajaran Bagi Peserta Didik Berkebutuhan Khusus (ADHD) melalui Pendekatan Inklusif dan Adaptif di Sekolah Dasar	Literature review	It should be emphasised that the success of learning depends heavily on the school's ability to adapt its strategies to the unique characteristics of pupils with ADHD, such as difficulties with concentration, impulsivity and the need for clear structure.
12	Sari, M., & Nugroho, B. (2024)	Kolaborasi Guru Kelas dan Guru Pendamping dalam Meningkatkan Kualitas Pembelajaran Inklusif	Literature review	focuses on how collaboration between class teachers and special needs support teachers can enhance the effectiveness of learning for pupils with special educational needs in inclusive classrooms.
13	Fauziah, N., & Hidayat, R. (2025)	Pendekatan Pendidikan Inklusif dalam Penanganan Anak dengan Attention Deficit Hyperactivity Disorder (ADHD) di SD Muhammadiyah Sirojuddin Mungkid	Case study, SD Muhammadiyah Sirojuddin Mungkid,	discusses the implementation of inclusive education at this primary school in supporting pupils with ADHD through learning adjustments in mainstream classes. The approaches used include providing simple and clear instructions, step-by-step learning, seating arrangements to minimise distractions, adjustments to learning times, and utilising pupils' interests as a learning tool.
14	Kestu, D., Nada, A. A., & Minsih, M. (2026)	Menejemen kelas inklusif : studi kasus pendampingan siswa ADHD di sekolah dasar reguler (2026)	Using a qualitative approach based on a case study at SD Muhammadiyah 2, data were collected through observation, interviews and documentation.	inclusive classroom management practices for pupils with ADHD in mainstream primary schools, whilst identifying the supporting factors and barriers that influence them.

15	Meyer, E., Sauzéon, H., Saint-Supery, I., & Mazon, C. (2025)	<i>Evaluating a web-based application to facilitate family-school-health care collaboration for children with neurodevelopmental disorders in inclusive settings: Protocol for a nonrandomized trial.</i>	Literatur review	This study introduces a web-based application called CoEd, designed to facilitate communication and collaboration between families, school staff and healthcare professionals in the context of inclusive education for children with neurodevelopmental disorders.
16	Vlcek, S., & Somerton, M. (2023)	<i>Collaborative engagement between stakeholders in the education of Australian students with disability: A scoping review. International Journal of Inclusive Education</i>	Scooping Review	This study identifies the facilitators, barriers and opportunities in collaborative stakeholder engagement to support pupils with special educational needs. The findings indicate that, although policy mandates collaboration, its implementation remains limited, primarily due to time constraints, a lack of a shared communication platform, and differing understandings of roles amongst the parties involved.
17	Kluge, N., Korman, J., Schledjewski, J., & Grosche, M. (2025) :.	Measuring co-constructive collaboration between general and special education teachers in inclusive schools development and validation of two short questionnaires	(quantitative research)	This study developed and validated two brief instruments to measure the level of co-constructive collaboration, which involves ongoing negotiation and reflection amongst professionals. The implications for school–community collaboration lie in the importance of building teachers’ capacity to work collaboratively, as a foundation for broader partnerships with families and the community

18	Perälä-Littunen, S., Rönkä, A., & Ahmed, Q. W. (2025)	Parental involvement in supporting their children in inclusive education: Cooperation with school professionals in Finland.	Findlandia, case study	These findings highlight the importance of establishing open and equal communication between school professionals and parents as true partners in inclusive education
19	Gross, J. M. S., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015)	Strong school–community partnerships in inclusive schools are "part of the fabric of the school" we count on them. School Community.	Qualitative study	The findings indicate that effective inclusive schools treat community partnerships not as an optional extra, but as an integral part of school operations. This study serves as an important reference in the literature on the role of the community as an active stakeholder in supporting the success of inclusive education.
20	Warnke, C., & Lautenbach, F. (2023)	Teacher collaboration, inclusive education and differentiated instruction: A matter of exchange, co-construction, or synchronization	Jerman, case study	It is the quality of collaboration between teachers, rather than merely its intensity, that is the key predictor of the effectiveness of inclusive education in the classroom. This finding has important implications for the design of teacher professional development programmes aimed at strengthening the collaborative ecosystem within inclusive schools.
21	(Karkanidis & Linardakis, 2026)	Modeling Teachers' Preferences for ADHD Peer Collaboration and Parent Involvement Strategies Using Discrete Choice Models	Yunani (grecee), Experiment.	This indicates that parental involvement and collaboration with teachers are the top priorities when it comes to supporting pupils with ADHD in primary school.

Based on the results of a literature review, cooperation between schools and families is one of the key factors determining the success of inclusive education for pupils with special educational needs, including children with Attention Deficit Hyperactivity Disorder (ADHD). Research by Koskela and Sinkkonen (2025) shows that relationships built on trust, openness and equal communication between parents and professionals can support the success of inclusive education services. These findings are consistent with the research by (Freeman-Green et al, 2025), which states that collaboration based on shared responsibility, equal roles, and cultural responsiveness can improve pupils' learning outcomes whilst strengthening the relationship between families and schools. Therefore, parents' active participation in the educational process is a crucial element in creating an inclusive learning environment that optimally supports the development of children with ADHD.

A review of the literature also reveals that the success of collaboration is influenced by the quality of communication and the ability of the parties involved to make joint decisions. In research found differences in perception between teachers and parents regarding the effectiveness of collaboration in drawing up the Individualized Education Programmed (IEP), with teachers tending to view the collaborative process more positively than parents (Means, 2023). In line with these findings, identified three key elements of effective collaboration in the management of hyperactive children, namely structured communication, multi-agency assessment, and coordinated interventions. Thus, the success of educational provision for children with ADHD is determined not only by the quality of the programmers designed, but also by the effectiveness of the collaborative relationship between schools and families (Hariningsih et al, 2025).

At the level of school practice, various studies emphasize the importance of implementing adaptive learning strategies and professional support to meet the needs of pupils with ADHD. The implementation of inclusive education for pupils with ADHD is achieved through the adaptation of teaching methods, the management of the classroom environment to minimize distractions, and ongoing collaboration between teachers, parents and professionals (Fauziyah and Hidayat, 2025). Improving the quality of learning for pupils with ADHD requires curriculum modification, the use of diverse learning methods, and the consistent application of positive reinforcement (Utami and Saputra, 2025). Furthermore, research by Sari and Nugroho (2024) indicates that collaboration between class teachers and special needs support teachers makes a significant contribution to improving the quality of inclusive learning through the planning, implementation and evaluation of learning.

Although various studies have examined collaboration between schools, families and professionals in the context of inclusive education, research involving the community as part of the educational support system for pupils with ADHD remains relatively limited. Fasting and Breilid (2024) emphasize that inclusive education must not merely focus on placing pupils in mainstream schools, but must also ensure their active involvement and the meaningfulness of the learning outcomes achieved. Highlight the importance of social support from the surrounding community as a factor influencing the successful management of children with special educational needs. Therefore, the findings of this literature review indicate the need to develop a more comprehensive collaboration model that integrates schools, families and the community to support the success of inclusive education for pupils with ADHD (Lekatompessy et al, 2026).

Although various studies have examined collaboration between schools, families and professionals in inclusive education, the involvement of the community as part of the educational support system for pupils with ADHD has not yet been widely discussed. Inclusive education focuses not only on the presence of pupils in mainstream schools, but also on their active participation and the achievement of meaningful learning outcomes (Fasting et al, 2024). Highlight that social support from the surrounding community has a significant influence on the successful management of children with special educational needs. Therefore, the findings of this literature review indicate the need to develop a more comprehensive model of collaboration that integrates schools, families and the community to support the success of inclusive education for pupils with ADHD (Lekatompessy et al, (2026).

Discussion

The findings of this literature review indicate that collaboration among schools, families, and communities is an integral structural component in the delivery of inclusive education for students with ADHD. Overall, the results of the review reveal three interrelated key dimensions: the quality of relationships among stakeholders,

the effectiveness of communication and joint decision-making, and the implementation of adaptive learning strategies at the school level.

First dimension, collaboration grounded in trust and equal communication has proven to be the foundation of successful inclusive education services. The findings of Koskela and Sinkkonen (2025), which emphasize the importance of openness and equality in the relationship between parents and professionals, align with the argument by Freeman-Green et al. (2025) that shared responsibility and cultural responsiveness are prerequisites for improving student learning outcomes. This reinforces the position that parental involvement is not merely supplementary but rather a central role within the inclusive education ecosystem. In this context, the findings of Perälä-Littunen et al. (2025) from the Finnish context expand this understanding by demonstrating that collaboration between parents and school professionals actively contributes to the quality of parental involvement in supporting children's development in inclusive settings.

The second dimension, the study's findings revealed a gap in perceptions between teachers and parents regarding the effectiveness of collaboration, particularly in the development of Individualized Education Programs (IEPs). Means (2023) notes that teachers tend to evaluate the collaborative process more positively than parents do, a finding that suggests the need for more inclusive and balanced communication mechanisms. This gap is significant given that the successful management of students with ADHD heavily depends on the synchronization of structured communication, multi-agency assessments, and coordinated interventions, as identified by Hariningsih et al. (2025). Vlcek and Somerton (2023) reinforce this argument through the findings of their systematic review, which show that meaningful stakeholder engagement in the education of students with disabilities in Australia requires a clear and structured framework for collaboration among all parties involved.

In the third dimension, this study confirms that the implementation of adaptive learning strategies is a practical manifestation of effective collaboration. Fauziyah and Hidayat (2025) demonstrate that adapting teaching methods and managing the classroom environment to minimize distractions can only be optimally achieved through ongoing collaboration among teachers, parents, and professionals. These findings are reinforced by Utami and Saputra (2025), who emphasize the role of curriculum modification and the consistent application of positive reinforcement, as well as by Sari and Nugroho (2024), who document the tangible contributions of collaboration between classroom teachers and special education teachers in the planning, implementation, and evaluation of inclusive learning. In a broader context, Warnke and Lautenbach (2023) emphasize that effective collaboration among educators in inclusive education is not merely an exchange of information, but must reach a level of co-construction that enables the joint development of differentiated learning strategies. This is reinforced by Kluge et al. (2025), who developed a measurement instrument for co-constructive collaboration between general education and special education teachers, underscoring the importance of operationalizing measurable collaboration in inclusive school practices.

It is important to be precise about how much of the reviewed evidence actually speaks to the community as a collaborative partner. Of the 21 articles included in this review, only one study (Gross, Haines, Hill, Francis, Blue-Banning, & Turnbull, 2015) provides direct empirical evidence of a school-community partnership model, and this article falls outside the 2020-2026 inclusion window applied elsewhere in this review. Two further articles (Freeman-Green et al., 2025; Hariningsih & Mahabbati, 2025) refer to the broader social environment or to community involvement as relevant, but do so descriptively rather than as the empirical focus of investigation. The remaining articles concentrate predominantly on two-party relationships, most often between class teachers and special education teachers, or between teachers and parents. Read against this distribution, the tripartite school-family-community model advanced in this review is best understood as a conceptual synthesis and an agenda for future empirical research, rather than as a pattern that is already well established across the reviewed literature.

Nevertheless, this study identifies a substantial research gap: the lack of studies that explicitly integrate the community as part of the support system for students with ADHD. Fasting and Breilid (2024) point out that meaningful inclusive education requires more than simply placing students in regular schools; it must ensure their active engagement and the achievement of relevant learning outcomes. This argument aligns with the findings of Lekatompessy et al. (2026), which indicate the need for a more comprehensive collaborative model that integrates the community dimension. The relevance of technology in supporting this multistakeholder collaboration also warrants attention; Meyer et al. (2025) demonstrate that web-based applications have the potential to facilitate collaboration among families, schools, and health services for children with neurodevelopmental disorders in inclusive settings, opening up opportunities for more digitally integrated collaborative approaches.

Overall, the findings of this literature review confirm that the effectiveness of inclusive education for students with ADHD is not determined solely by the quality of the programs designed, but rather by the strength of the relationships between schools, families, and communities. These three actors need to be positioned on an equal footing and structured within a collaborative model that is cohesive, measurable, and responsive to the specific needs of students with ADHD. Therefore, the development of a tripartite collaboration model that integrates the school, family, and community dimensions is an urgent research and practice agenda that must be pursued in the context of inclusive education in Indonesia and globally.

CONCLUSION

This literature review concludes that collaboration among schools, families, and communities is a key determinant of the success of inclusive education for students with ADHD. The three identified dimensions of collaboration—the quality of relationships among stakeholders based on trust and equality, effective communication and joint decision-making, and the implementation of adaptive learning strategies—are interrelated and mutually reinforcing. Success in one dimension cannot be optimally achieved without the support of the other dimensions; therefore, these three dimensions must be viewed as an integrated collaborative system.

This study also identified that the gap in perceptions between teachers and parents, as well as the limited community involvement in the support system for students with ADHD, are two major challenges that still require serious attention. These findings indicate that the collaborative models that have been extensively studied thus far remain narrowly focused centered on the relationship between schools and families—while the community dimension, as a third pillar, has not yet been systematically integrated. In fact, meaningful inclusive education requires the active involvement of the entire social ecosystem surrounding the student, not just formal institutions. This conclusion should be read with an important limitation in mind: within the 21 articles synthesized here, only a single study provides direct empirical evidence on community partnership, and it lies outside the review's own publication window. The tripartite model proposed in this review is therefore offered as a conceptual and practical agenda rather than as a finding that is already firmly supported by the current body of evidence.

Based on these findings, two implications can be drawn. First, from a practical standpoint, schools need to develop more balanced and transparent communication mechanisms with parents, for example through technology-based collaboration platforms that enable more structured multistakeholder engagement. Second, from an academic perspective, further research is needed to specifically design and test a tripartite collaboration model that integrates schools, families, and communities within a measurable operational framework applicable to the context of inclusive education, particularly for students with ADHD.

AUTHOR CONTRIBUTIONS

Anggun: Conceptualization, Methodology, and Writing; Lilis: Methodology, Data Curation, Resources, and Writing - Original Draft; and Sekar: Data Curation, Project Administration, Analysis Discussion and Writing - Original Draft.

DECLARATION OF COMPETING INTEREST (Do not change this section)

The authors declare no known financial conflicts of interest or personal relationships that could have influenced the work reported in this manuscript.

DECLARATION OF ETHICS (Do not change this section)

The authors declare that the research and writing of this manuscript adhere to ethical standards of research and publication, in accordance with scientific principles, and are free from plagiarism.

DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS (Do not change this section)

The authors declare that Generative Artificial Intelligence and other assistive technologies were not excessively utilized in the research and writing processes of this manuscript.

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