

Parent-teacher agreement on oppositional defiant disorder symptoms: a meta-analysis

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Abstract

The agreement between parent and teacher report on childhood behavioral problems is an important issue in psychopathology. Parents and teachers are the most adequate informants because they spend the most time with the child, however in different contexts. Most of the research has found that this agreement has a low to modest correlation. Agreement between parents and teachers is usually examined in the context of externalizing and internalizing behavior problems, which can distort this association, because these problems contain multiple behavior patterns. Oppositional defiant disorder (ODD) is often examined together with conduct disorder (CD) and attention/hyperactivity disorder (ADHD), which limits the conclusions about the “pure” ODD. This meta-analysis contains 10 studies, which examined parent-teacher agreement on ODD symptoms. This meta-analysis was conducted in order to synthesize and assess the effect size of this association. Furthermore, moderators such as gender, age and clinical status have been examined. This random effects meta-analysis showed moderate overall effect size regarding parent-teacher agreement ($r=0.26$, $p<0.001$). Future studies should focus on the effects of parental and teacher characteristics, and children’s cognitive and social-emotional characteristics on parent-teacher agreement on children’s behavioral problems, so as to understand low agreement between parents and teachers.

Keywords

parent-teacher agreement, oppositional defiant disorder, moderator variables

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