

The Role of Peer Support as a Social Protective Factor for Adolescent Resilience with ADHD: Literature Review in a Positive Psychology Perspective

Badrina Alfi¹, Iriani Indri Hapsari², Yufiarti³, Zarina Akbar⁴

¹Master of Science Psychology, Faculty of Psychology
Universitas Negeri Jakarta
East Jakarta, Jakarta, Indonesia 13220

badrina.alfi2@mhs.unj.ac.id¹, iriani@unj.ac.id², yufiarti@unj.ac.id³, zarina.akbar@unj.ac.id⁴

Abstract: Adolescents with Attention Deficit Hyperactivity Disorder (ADHD) often face complex challenges in their social relationships of rejection, including rejection from peers, stigma and difficulty in building meaningful friendships. However, some of them are able to show resilience in adapting positively in the midst of the social pressures they face. This study aims to explore the role of peer support as a social protective factor in building resilience of adolescents with ADHD through the perspective of Positive Psychology. This study uses a literature review method that refers to 20 selected articles in the range of 2015 – 2025, which are then analyzed thematically. The results of the review show that peer support contributes greatly to increased social acceptance, self-efficacy, emotion regulation, and minimizing the impact of stigma. Supportive peer relationships not only encourage adaptive coping strategies but also serve as a foundation for healthier psychosocial development, especially for adolescents with ADHD. The study also emphasizes the need for a shift from a deficit paradigm to a culturally sensitive strength, in order to maximize the resilience potential of adolescents with ADHD in their social contexts.

Keywords: Resilience, Attention Deficit Hyperactivity Disorder, Peer Support, Positive Psychology, Protective Factors

1 INTRODUCTION

In adolescence, the influence of the social environment tends to be higher than that of the family, so they tend to need peers in their social interactions, as well as in adolescents with ADHD. Adolescents with ADHD often face complex and significant social challenges, including social rejection, difficulty in interacting with peers, and limitations in forming close friendships (Beristain & Wiener, 2020; Gardner & Gerdes, 2015). Most of these challenges are due to negative stigma against them, impulsive symptoms and lack of attention in individuals with ADHD. This is a social challenge that can often interfere with social communication and their ability to regulate their emotions (Carvalho et al., 2023). This certainly has an impact on their academic achievement, social relationships, and mental health. However, not all adolescents with ADHD experience negative effects due to these social challenges, some of them are even able to survive in the midst of the social challenges and stigma they receive. In line with that, a growing body of research suggests that not all adolescents with ADHD experience adverse effects of stigma, some of which show a high level of resilience defined as the capacity or ability to adapt positively in the face of various difficulties (Lubis et al., 2024; Ungar, 2021). The positive psychology approach was first introduced by Martin Seligman, a psychologist and expert in the study of optimism who was present as a pioneer of a revolution that brought fresh air and positive hope in the field of psychology. According to Seligman (in Sarmadi S., 2018), positive psychology focuses more on the positive side of humans, which emphasizes potential, strength and virtues, so that it can bring authentic and sustainable happiness more optimally. Positive psychology itself aims to make life normal and more meaningful, in contrast to previous psychology approaches that highlight the pathological aspects or shortcomings of the individual alone. Positive psychology focuses on three main dimensions, namely positive experiences, individual traits/strengths, and positive institutions. The *strength-based approach*, which is one of the important frameworks in positive psychology, emphasizes that each individual has the potential to adapt and develop, and positive emotions in this perspective also play an important role in supporting the individual's long-term adaptation (Seligman and Csikszentmihalyi, 2000). According to Fredrickson (2001) through

broaden and build theory, he explained that positive emotions not only expand the capacity to think and act, but can also build sustainable psychological and social resources. For adolescents with ADHD, building good and sustainable psychosocial resources is essential to improve their quality of life so that they can be accepted in society. In this context, resilience is an important concept to understand how some adolescents with ADHD are able to survive and develop positively despite being under significant psychosocial stress. Ungar (2021) revealed that resilience is not only adapting positively, but also the ability to access and utilize social support in the context of one's own culture, in this case peers. Peer support in this study was defined as the help, acceptance, and sense of belonging that adolescents get from their peers in equal relationships. Peer support includes four dimensions, namely emotional support (empathy, acceptance, belonging), informational support (direction, feedback, advice), instrumental support such as real help in tasks or activities), and friendship or togetherness support (warmth, loyalty, social connectedness (Putri and Rusli, 2020). Operationally, resilience in this study is defined as the dynamic capacity of adolescents with ADHD to maintain or restore psychological well-being despite facing stigma, social challenges, and academic pressure, with the support of protective factors such as peer support. In adolescents with ADHD, resilience can be influenced by various protective factors, one of which is peer support as one of the most important components (Black et al., 2024; Dvorsky & Langberg, 2016; Mackenzie, 2018). Peer support can be a social protection factor that reduces the impact of stigma while promoting the development of identity and adaptive function for adolescents with ADHD who are vulnerable to social rejection and peer bullying, (Jelinkova et al., 2024; Monopoly et al., 2020). A number of previous studies have shown that peer support, especially in the form of social acceptance and the quality of friendships, has been shown to significantly affect psychological well-being and resilience in this population (Chan et al., 2024; Harris Lane et al., 2021). A longitudinal study showed that high levels of resilience in ADHD adolescents may predict a better transition to young adulthood, such as more adaptive psychosocial functioning and lower rates of depression (Schei et al., 2018). In line with the previous findings, Chan et al. (2023) in their study identified protective assets from various levels of the system, such as being accepted by friends, social skills, and academic performance that turned out to play a very important role in forming resilience in individuals with ADHD, especially adolescents. Adolescents who feel social support from friends tend to have better emotional regulation, higher self-efficacy, and lower levels of *victimization or self-stigma* (Jelinkova et al., 2024; Monopoly et al., 2020). Supportive relationships with peers are also able to mitigate the negative impact of stress associated with ADHD and improve adaptive coping strategies (Atta et al., 2025). Positive social dynamics not only reduce disruptions in social functioning but also serve as a powerful social protective factor in the ecology of adolescent development (Butler et al., 2022; Ungar, 2021).

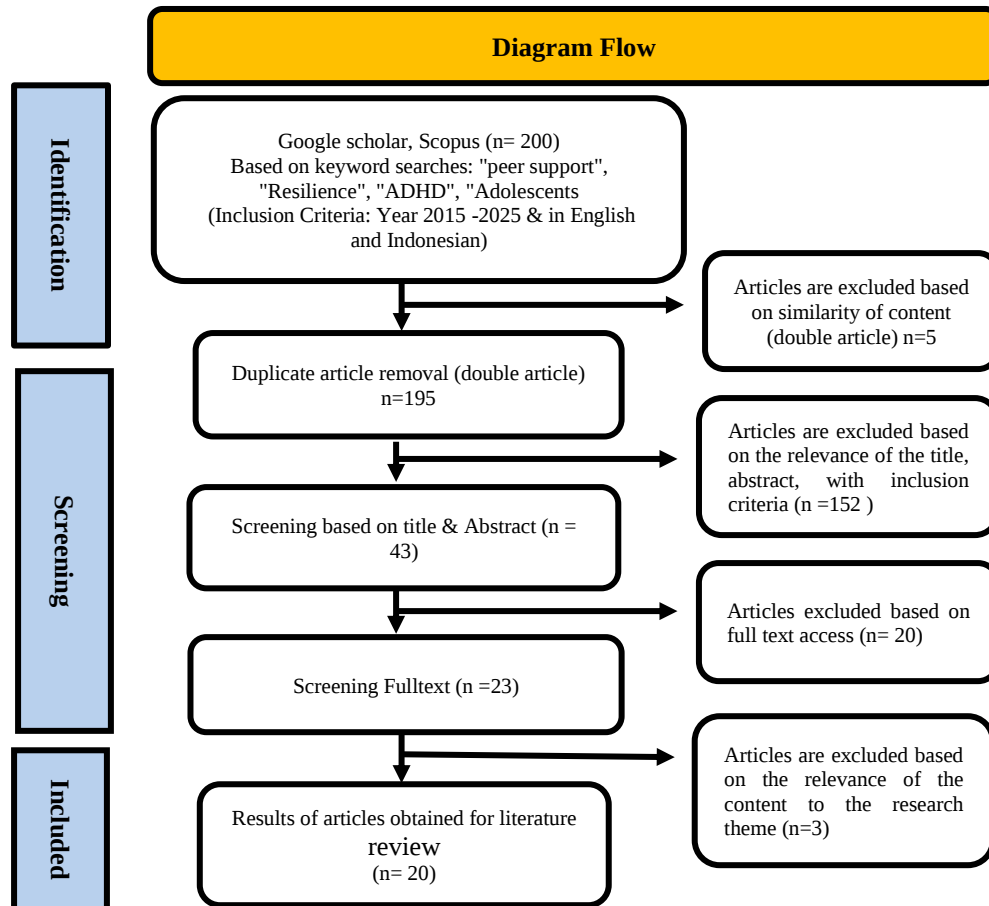
Some of the previous findings are in line with the principles of Positive Psychology, which emphasizes strengths-based approaches as well as the development of social resources to foster individual well-being and potential (Seligman & Csikszentmihalyi, 2000). Nonetheless, there are a number of important gaps in the literature. First, research on ADHD is still dominated by a deficit-oriented frame of mind, which emphasizes limitations rather than adaptive capacity (Black et al., 2024; Dvorsky & Langberg, 2016). Clinical interventions have indeed evolved in managing symptoms, but there are still few that focus on how social forces and resources can be mobilized to build resilience. Second, the results of research on social interventions for ADHD adolescents are still mixed. A meta-analysis by Morris et al. (2021) found that peer-based interventions have only limited long-term effectiveness, so a more integrative model that combines strengths-based and relational perspectives is needed. Third, the concept of resilience itself is still defined and measured inconsistently in various studies, which causes conceptual and methodological fragmentation (Ungar, 2021). As a result, the specific mechanisms that explain how peer support strengthens resilience in ADHD populations remain infully explained. In addition, although some studies have shown the benefits of structured peer support programs, such as *Peers* interventions (Nepriy, 2024), there are still limited research on how naturally occurring peer relationships can function as protective factors in daily life. This is especially important in a collectivist society like Indonesia, where cultural values related to family, community, and social harmony can uniquely influence the dynamics of peer support and resilience. Mackenzie (2018) asserts that resilience in ADHD adolescents can be strengthened when interpersonal protective factors are taken into account, but empirical exploration in diverse cultural contexts is still rare. Based on these gaps, this literature review aims to explore the role of peer support as a social protective factor in building resilience in adolescents with ADHD, within the framework of positive psychology. By emphasizing the synergy between relational forces and adaptation processes, this review seeks to broaden theoretical understanding while offering practical implications for interventions in the educational, clinical, and community realms. In particular, this study emphasizes the need to shift from a deficit-oriented paradigm to a culturally sensitive strengths-based approach, which can highlight the potential of ADHD adolescents to not only survive adversity, but also thrive when in supportive peer relationships.

2 MATERIALS AND METHODS

The method used in this study is a literature review, which refers to a search of previous literature for international publications. The articles we use are obtained from several databases, namely *Google Scholar* and *Scopus* using the literature search application *Publish or Perish*. Then the article was selected based on inclusion criteria, namely the 2015

– 2025 range, using English and Indonesian, the availability of access to the full text, and the suitability of the research topic and title. All selected articles come from leading journals. The final results of the article selection were obtained as many as 20 articles. Each selected article is thematically analyzed to extract important information, including: the author's name and year of publication, title, research method, as well as key findings and thematic relevance. Although there are some limitations, such as language limitations and the exclusion of gray literature or obscure journal sources. However, this study still presents a strong and relevant synthesis in answering research questions about the role of peers in shaping adolescent resilience with ADHD.

The stages of searching for articles that we use can be seen in the following Flow Diagram:



3 RESULT

In this section, we present the approach and criteria in compiling a literature review conducted to identify the role of peer support as a social protective factor against adolescent resilience with ADHD, in a positive psychology perspective. This review was conducted by browsing, selecting, and analyzing reputable national and international scientific literature. Literature that has met the inclusion criteria is all published in the range of 2015 - 2025 in the form of 18 articles from leading journals, 1 book and 1 dissertation and includes all types of scientific research. The results of the selected literature analysis are presented in table 1.

Table 1. Extraction of Articles on the Role of Social Support and Resilience of Adolescents with ADHD

No.	Author & Year	Heading	Research Methods	Research Findings
1.	Dvorsky & Langberg (2016)	A review of factors that promote resilience in youth with ADHD and ADHD symptoms.	- <i>Narrative literature review</i> with thematic analysis. - The researcher synthesizes various empirical studies published in psychology, psychiatry, and educational journals relevant to the topics of resilience, protective factors, and positive outcomes in adolescents with ADHD	1. Peer support plays an important protective factor for adolescents with ADHD, especially through positive friendship qualities. 2. Peer support also strengthens the <i>sense of belonging</i> and functions as a mediator of psychological well-being, thereby protecting ADHD adolescents from the negative effects of stigma and social rejection. 3. From a positive psychology perspective, it is emphasized that social assets in the form of peer relationships can be an important foundation in building resilience
2.	Lubis et al. (2024)	Resilience: Adaptability and perseverance in the face of life's difficult challenges	- This research is a literature study. - The researcher examines various credible scientific publications, such as journal articles, textbooks, theses, and research reports related to the topic of resilience, both in the fields of psychology, social, and health.	1. Resilience is seen as an adaptive ability that allows individuals to survive and rise from life's challenges, not an innate trait but a skill that can be developed. 2. Factors that strengthen resilience can be from Internal (Regulation of emotions and optimism) and External (Conducive Social and Environmental Support) 3. Resilience has been shown to play a role in psychological well-being, the ability to cope with stigma, and improved social functioning.
3.	Chan et al. (2024)	Predictors and Mechanisms of Resilience for High School Students with ADHD: A Prospective Longitudinal Study.	- The research design was a longitudinal prospective study involving 113 high school students who had been comprehensively evaluated with a diagnosis of ADHD (approximately 10 to 12th grade age). - Variables measured: • <i>Peer acceptance</i> • <i>Self-efficacy</i> • <i>Stress-is-enhancing</i> • <i>Resilience</i>	1. Peer acceptance has been shown to significantly predict resilience 2. Self-efficacy becomes a partial mediator, namely peer acceptance, increases self-efficacy, which then contributes to strengthening resilience and emphasizing the important role of self-confidence as an intervention mechanism. 3. The stress-is-enhancing mindset also predicts resilience directly but is not mediated by peer acceptance (not being a connecting channel).
4.	Butler et al. (2022)	The Contributing Role of Family, School, and Peer Supportive Relationships in Protecting the Mental Wellbeing of Children and Adolescents.	- Researchers conducted a cross-sectional survey of 2,074 children aged 8–15 years in various schools in the UK, in 2021-2022. - Data collection was carried out through a standardized questionnaire that assessed: • Family adult support • School adult support; e.g. teachers, school staff) • School peer support • Mental wellbeing uses <i>indicators of mental wellbeing</i>, including low	1. All sources of support (family, school, peers) independently contribute positively to the child's mental well-being (lowering the risk of LMWB). 2. There is a cumulative protective effect: the more sources of support one has, the lower the likelihood of developing LMWB. 3. Support from schools (teachers and staff) remains significant in protecting children with low family support, lowering the risk of LMWB even if families are not strongly supportive.

No.	Author & Year	Heading	Research Methods	Research Findings
			mental wellbeing (LMWB)	4. Peer support is proven to be very important: children who receive high support from peers despite lack of adult support have mental well-being on par with children who receive support from family and teachers, but less than peers
5.	Carvalho et al. (2023)	"Help me control my impulses!": Adolescent impulsivity and its negative individual, family, peer, and community explanatory factors.	- Quantitative research type with a <i>cross-sectional survey</i> approach. - Participants: Teenagers of high school age (n > 400) from Portugal. - Instruments: Using standardized questionnaires that measure adolescent impulsivity and various risk factors related to individual, family, peer, and community contexts. - Analisis data: Regresi berganda (<i>multiple regression analysis</i>).	1. Individual factors (e.g. low emotion regulation, high stress levels) are strong predictors of the appearance of impulsivity. 2. Family factors such as inconsistent parenting and family conflicts increase adolescents' vulnerability to impulsivity. 3. Peer factor is proven to be significant, adolescents with stressful peer relationships or engage in deviant behavior tend to be more impulsive. 4. Community factors such as a less supportive or risky social environment (e.g. exposure to violence) also exacerbate impulsivity.
6.	Morris et al. (2021)	Interventions for Adolescents With ADHD to Improve Peer Social Functioning: A Systematic Review and Meta-Analysis	- Systematic review and meta-analysis methods - A systematic review was conducted to evaluate the effectiveness of various interventions aimed at adolescents with ADHD in improving social function with peers. - Meta-analysis was conducted to measure the average effect of interventions on social function with peers, both based on reports from parents, teachers, and adolescents.	1. Peer social function interventions are still limited in effectiveness, but they are important to be developed. 2. Social support from peers has proven to be an important mediator in increasing social acceptance and reducing the stigma experienced by ADHD adolescents.
7.	Mackenzie (2018)	"Building Resilience among Children and Youth with ADHD through Identifying and Developing Protective Factors in Academic, Interpersonal and Cognitive Domains"	- The research method used a literature review approach to explore protective factors that can build resilience in children and adolescents with ADHD. - This article examines various empirical studies focusing on three main domains, namely: Academic, Interpersonal and Cognitive.	1. Interpersonal factors such as positive relationships with peers and teachers have been shown to be one of the most significant social protections for adolescents with ADHD. 2. Academic factors, such as tailored learning strategies and positive feedback from teachers, can increase academic confidence and competence. 3. Cognitive factors, such as self-regulation and positive thinking skills, play a role in strengthening resilience by helping children cope with social stigma and behavioral difficulties.
8.	Ungar (2021)	Multisystemic resilience: Adaptation and	- Using a theoretical and conceptual study approach based on cross-disciplinary	1. Resilience is understood not solely as an individual ability, but as a systemic capacity that involves many

No.	Author & Year	Heading	Research Methods	Research Findings
		transformation in contexts of change.	literature review (psychology, sociology, anthropology, education, public health). - The analysis is carried out by emphasizing resilience as a multisystemic phenomenon, which is the result of complex interactions between individual, family, community, and broader social systems. • This methodology is exploratory and integrative, not a single quantitative research, but rather a combination of study results to develop a more holistic theoretical model of resilience.	layers (individual–family–peers–institution–culture). 2. Social support (especially from peers) has proven to be an important protective factor that allows adolescents to face stigma, pressure, and social change. 3. Resilience occurs through access to resources that are relevant, culturally acceptable, and sustainable. 4. Emphasizing that resilience is not only <i>adaptation</i> (adjusting), but also transformation, that is, changing unjust or barrier-filled social conditions to be more supportive for vulnerable individuals and groups. 5. This concept expands the traditional view of resilience: from a focus on "resilient individuals" to "ecosystems that facilitate resilience".
9.	Neprily (2024)	“You’ve Got a Friend in Me” – Social Skills and Friendship Building in Adolescents with Attention-Deficit/Hyperactivity Disorder	- Narrative review study design . - Focus on aspects such as the quality & stability of friendships, challenges in establishing and maintaining peer relationships, ADHD factors such as executive deficits, emotion regulation, and social cognition abilities	1. ADHD teens generally have a smaller number of friends, lower friendship quality, and instability in peer relationships. 2. Quality friendships show protective effects such as: reduced risk of loneliness, depression, fostering self-esteem, and improved social-emotional adjustment throughout life 3. ADHD factors (impulsivity, difficulty assessing social context, response to feedback) can hinder the formation of healthy friendship bonds 4. Interventions that are specific to <i>friendship training</i> such as role-play in real social situations, coaching parents as <i>friendship coaches</i> , managing <i>dyadic playdates</i> or social contexts with peers show stronger leverage than general social training alone
10.	Harris-Lane et al. (2021)	Positive Mental Health in Youth with ADHD: Exploring the Role of Social Support.	- Quantitative study approach with cross-sectional survey design. - Study participants were adolescents with a diagnosis of ADHD who were measured using standardized questionnaires related to positive mental health (well-being, life satisfaction, optimism) and levels of social support (from peers, family, and teachers).	1. Social support plays a significant role as a predictor of positive mental health in adolescents with ADHD. 2. Peer support is stronger in relation to emotional and social well-being aspects than support from parents or teachers. 3. Social support serves as a buffer that reduces the negative impact of ADHD symptoms, such as difficulty regulating emotions and behavioral problems.

No.	Author & Year	Heading	Research Methods	Research Findings
			- Analysis is carried out by regression and correlation.	4. Adolescents with ADHD who feel supported tend to show higher resilience, are better able to overcome stigma, and have a better quality of life.
11.	Beristain & Wiener (2020)	Friendships of adolescents with attention-deficit/hyperactivity disorder.	- A quantitative approach with a comparative design to examine the quality and dynamics of friendships of adolescents with ADHD compared to adolescents without ADHD. - Data is collected through: • Self-report questionnaires from adolescents about the quality of friendship (e.g., emotional support, intimacy, and conflict). • Peer assessment. • Parent reports as additional data. - The study participants consisted of a group of adolescents with ADHD and a control group (without ADHD).	1. Lower quality of friendship in adolescents with ADHD. 2. Teens with ADHD have difficulty maintaining relationships. Even if they have friends, the relationship is often lacking in depth and doesn't last long. 3. Peer support is highly influential, positively correlated with social adjustment and well-being of adolescents with ADHD. This means that when they have supportive friends, this can be a protection against psychosocial problems.
12.	Jelinkova et al. (2024)	SelfStigma of Canadian Youth With ADHD and Their Parents	- Design: Quantitative survey. - Respondents: 55 adolescents aged 8–17 years with ADHD in Canada, accompanied by one parent per child. - Instruments: The questionnaire measures self-stigma (internalization of stigma), ADHD symptoms (attentive vs. hyperactive/impulsive), and adolescent self-esteem. - Statistical analysis: t-test (gender, age), correlation, multiple regression (predictor self-stigma).	1. Self-stigma: Both adolescents and parents reported lower self-stigma scores compared to previous studies in other mental disorders. 2. Gender influence: Parents of boys report higher self-stigma than parents of girls. 3. Adolescent self-stigma determination: Intuitive symptoms in adolescents predict self-stigma; Symptoms of hyperactivity/impulsivity and parental self-stigma were not significant as predictors. 4. The relationship between self-stigma and self-esteem: Adolescent self-stigma is inversely proportional to self-esteem; The higher the stigma, the lower the self-esteem.
13.	Schei et al. (2018)	What Predicts a Good Adolescent to Adult Transition in ADHD? The Role of Self-Reported Resilience"	- Design: Longitudinal (prospective) - Participants: 190 ADHD adolescents who were clinically referred in adolescence - T-0 (baseline): self-report on <i>personal resilience</i> characteristics including self-esteem, structured style (order, planning), and social competence (social skills).	1. Characteristics of <i>personal resilience</i> in adolescence (high self-esteem, organized skills, social competence) predict better psychosocial function in young adulthood including less depression and anxiety. 2. This predictive effect was significant, even after controlling for demographic variables and ADHD severity 3. Internal characteristics of resilience play an important protective role in

No.	Author & Year	Heading	Research Methods	Research Findings
			3. Follow-up (3 years later): using semi-structured diagnostic interviews to assess psycho-social function in young adulthood, as well as symptoms of depression and anxiety 4. Analysis: multiple regression, controlling for age, gender, ADHD symptom levels.	the transition from adolescence to adulthood for individuals with ADHD.
14.	Gardner & Gerdes (2015)	A review of peer relationships and friendships in youth with ADHD.	-Literature review method, Review type: Narrative/qualitative integrative presents a summary of findings, discusses research gaps, and recommends the direction of intervention (without formal statistical meta-analysis). - Analysis: Organizing the findings of previous studies, comparing findings related to social competence profiles, peer rejection, friendship quality, and social interventions in ADHD adolescents.	1. Teens with ADHD often experience peer rejection, victimization, and low-quality friendships. 2. Reciprocated friendship is rare, but it is very important as a protector against social stigma and rejection. 3. Supportive peers act as protective factors, improving social skills, self-esteem, and resilience of adolescents with ADHD. 4. Peer-based interventions (e.g. PEERS) have been shown to be effective in helping ADHD adolescents build social skills and healthy friendship relationships.
15.	Monopoli et.al. (2020)	Risk and protective factors for peer victimization in adolescents with ADHD.	- Type of study: Cross-sectional quantitative survey (non-experimental). - Subjects: 123 adolescents (grades 6–8) with a diagnosis of ADHD. - Instruments: Questionnaires on internal risk scales (anxiety, depression), relational aggression (e.g., excluding friends), and social protections such as social skills and social acceptance. - Statistical analysis: Correlation and regression.	1. Risk factors: Relational aggression and anxiety symptoms are strong predictors of peer victimization, outpacing the effects of depression. 2. Protective factor: The level of social acceptance (accepted by peers) serves as a <i>buffer</i> , reducing the impact of risk factors on victimization. 3. ADHD adolescents with good social skills and a level of acceptance of close friends tend to be more resistant to bullying
16.	Black et al. (2024)	Resilience in the face of neurodivergence: A scoping review of resilience and factors promoting positive outcomes.	- Jenis Scoping review - Key steps: 1. Identification & selection: 176 articles related to neurodivergence & resilience (including ADHD, autism, etc). 2. Narrative synthesis: to see how the concept of	1. There are 83 unique ICF categories related to promotive/protective factors for resilience. 2. Environmental factors (support systems) are very prominent including the support of family, friends, community participation & social acceptance. 3. Factors also found included: individual abilities (e.g., self-management, coping skills), social

No.	Author & Year	Heading	Research Methods	Research Findings
			resilience is defined and measured. 3. Linking to WHO-ICF: all resilience promotion factors are mapped into the framework of the International Classification of Functioning, Disability and Health (ICF)	participation, and inclusive environmental structure. 4. This review is colored by a neurodiversity-affirmative approach, which emphasizes that resilience does not only overcome deficits, but develops based on the unique strengths/needs of neurodivergents.
17.	Dangmann et al. (2024)	Life Gets Better: Important Resilience Factors When Growing Up With ADHD.	- Thematic Qualitative Studies - Respondents: 10 young adults (ages 21–24) who were previously diagnosed with ADHD and followed a follow-up study for 10 years. - Data Collection: In-depth individual interviews about the experiences of growing up with ADHD and the factors that support resilience. - Analysis: Interview transcriptions were systematically analyzed using Braun & Clarke's six-step thematic analysis method.	Resilience factors identified include: 1. Self-regulation strategies for ADHD (symptom management, coping skills) 2. Emotionally valuable relationships (family, friends, professionals) 3. Acceptance (both from oneself and the environment) 4. Seeing the positive traits of ADHD (creativity, energy, special focus) 5. Tailored support without stigma (school environment, workers, healthcare) 6. Involvement in meaningful activities (hobbies, jobs, life goals).
18.	Chan et al. (2023)	A preliminary shortlist of individual, family, and social-community assets to promote resilience in pediatric ADHD.	- Design: <i>Cross-sectional</i> quantitative survey with a strength-based approach. - Participants: 206 children aged 8–13 years (108 ADHD, 98 non-ADHD). - Instruments/Variables: Individual assets (e.g., IQ, working memory, social skills), family (parenting, parental mental health), and social-community (peer acceptance, school involvement). - Analysis: Inferential Quantitative using <i>All-subsets regression & dominance analysis</i> .	Factors that contribute most to adaptive resilience in children with ADHD: 1. Peer acceptance 2. Social skills 3. Academic performance 4. Working memory dan attention capacity 5. In certain conditions, higher levels of hyperactivity also appear as positive predictors. 6. Older age and fewer mental health problems in older people also play a role in supporting resilience
19.	Atta et al. (2025)	The role of perceived social support in the association between stress and creativity self-efficacy among adolescents with attention deficit hyperactivity disorder	- Design: Questionnaire-based quantitative survey, inferentially analyzed. - Subject: Adolescents with ADHD (amounts not mentioned in the abstract available). - Instruments: 3 scales • Stress level (subjective),	1. Stress is negatively related to <i>creativity self-efficacy</i> (the higher the stress, the lower the creative confidence of ADHD adolescents). 2. Perceived social support (PSS) is positively related to <i>creativity self-efficacy</i> (the higher the perceived social support, the higher the creative confidence).

No.	Author & Year	Heading	Research Methods	Research Findings
			• CSE (confidence in creativity), • PSS (social support) - Data analysis: Pearson Correlation & Mediation Analysis (test of the effect of PSS on stress–CSE relationships)	3. PSS mediates the influence of stress on <i>creativity self-efficacy</i> , so that social support can reduce the adverse effects of stress in ADHD adolescents.
20.	Putri & Rusli (2020)	The Effect of Peer Support on the Resilience of Adolescents of the Nurul Ikhlas Modern Islamic Boarding School	- Design: Explanatory quantitative research using surveys. - Population & Sample: Junior High School students at the Nurul Ikhlas Modern Islamic Boarding School, as many as 100 respondents, were selected by purposive sampling. - Instruments: Peer support scale and resilience scale in Likert format. - Analysis: Simple linear regression	1. There is a positive and significant influence between peer support on the resilience of adolescent students of the Nurul Ikhlas Modern Islamic Boarding School. 2. The higher the support from peers, the higher the level of resilience of adolescents

Based on the results of the analysis of a number of articles, books and dissertations that have been reviewed above, there are 4 main themes of the role of peer support in adolescent resilience, namely: First, the role of peer support as a social protective factor. This is shown in the article Dvorsky & Langberg (2016), who say that positive friendship qualities strengthen the *sense of belonging* and protect adolescents with ADHD from the effects of social stigma. The findings of Butler et al. (2022) also emphasized that peer support can play a role as compensation when support from family and teachers is not optimal. In addition, the research by Putri and Rusli (2020) states that peer support has a positive and positive influence on increasing resilience in adolescents. Second, the Individual factor contributes to resilience. Several previous studies that support this include Chan et al. (2023) who found that *working memory* and academic achievement are related to resilience in children with ADHD. The study, Schei et al. (2018) also highlighted that high *self-esteem*, social skills and a structured lifestyle from adolescence predict better psychosocial functioning. In addition, optimism and emotion regulation have also been identified as internal assets that strengthen adolescents' capacity to deal with stigma (Lubis et al., 2024). Third, family factors and the broad social environment also play an important role in resilience. Butler et al. (2022) found that support from families and teachers contributes positively to adolescent mental health. Dangmann et al. (2024) added that valuable emotional relationships from family and professionals are able to strengthen individual resilience. Similarly, a scoping review by Black et al. (2024) that affirms the importance of an inclusive social environment, community acceptance, and social participation as the foundation of resilience in a neurodiversity perspective. Fourth, stigma, friendship, and social interventions show that internal and external stigma is still a major barrier for adolescents with ADHD. The study of Jelinkova et al. (2024) shows that inattentive symptoms can predict the emergence of *self-stigma* which has implications for declining *self-esteem*. However, various peer-based social interventions have proven to be the way out. Morris et al. (2021) through a *systematic review* confirmed that the effectiveness of interventions can increase peer acceptance and reduce stigma. Furthermore, Neprily (2024) shows that specific *friendship training*, such as *role-play* in real situations and the involvement of parents as *friendship coaches*, is more effective than general social training.

Integratively, the four themes mentioned above show that the resilience of adolescents with ADHD is formed through complex interactions between social assets, individuals, and the environment. Nevertheless, peer support consistently occupies a central position as the most significant protective factor. This is in line with a positive psychology perspective that emphasizes the importance of interpersonal strengths and social support in developing resilience, and reinforces the relevance of this research's focus on the role of peer support as a social protective factor for adolescent resilience with ADHD.

4 DISCUSSION

The results of this review show that peer support plays an important role as a social protective factor in forming resilience in adolescents with ADHD. This role is reflected through various mechanisms, such as increasing social acceptance, strengthening self-efficacy, and improving social and emotional functioning. These findings are consistent with a positive psychological view that places social relationships (*relational strength*) as one of the main foundations in building individual well-being (Seligman, 2011). However, when various studies are compared with each other, there are more complex nuances that need to be examined and more complicated to understand. Some studies emphasize that social acceptance and friendship quality are highly influential. Dvorsky and Langberg (2016) and Butler et al. (2022) found that peer support can protect adolescents from the impact of social stigma, even when family support is lacking. However, the study by Beristain and Wiener (2020) showed that the number of friends that ADHD adolescents have is no different from that of other adolescents, but the quality of their friendships tends to be lower. This shows that having a lot of friends is not enough, but what is more important is whether the friendship is really supportive and meaningful.

In addition, there are also some analysis results in this review that are not always in line with other studies, especially related to individual factors. Chan et al. (2023) found that *working memory* and academic achievement support resilience, even certain hyperactivity symptoms can have a positive impact on individuals with ADHD. On the other hand, Carvalho et al. (2023) reported that low emotion regulation and impulsivity actually increase the risk of behavioral problems. These findings suggest that individual traits can be both strengths and weaknesses, depending on the social context they face. Some limitations of the study also need to be noted. Many studies are *cross-sectional*, so they only show a relationship, not a cause and effect. For example, we don't yet know whether peer support increases resilience, or whether more resilient adolescents find it easier to find supportive friends. In addition, most studies rely on self-reports or reports of parents and teachers who can be influenced by perception bias. The sample sizes in some studies were also small (e.g. Jelinkova et al., 2024), so the results did not necessarily apply to more defined populations. On the other hand, the reviews of Morris et al. (2021) and Gardner & Gerdes (2015) emphasize that peer-based interventions are still limited in effectiveness, so innovations that are more in line with the needs of ADHD adolescents are needed. As for the mechanism, based on the results of the literature analysis, it is shown that acceptance from peers can increase confidence. In a study by Chan et al. (2024), when adolescents feel accepted, they are more confident in their abilities (*self-efficacy*), and this belief makes them more resilient in facing challenges. In other words, peer support not only provides a sense of security, but also builds stronger confidence and self-esteem.

In the Indonesian context, which has the characteristic culture of collectivity creating a social context that emphasizes support, cooperation and interdependence, these findings have their own challenges. The culture of friendship in Indonesia tends to emphasize togetherness and solidarity. This can be an opportunity because peer group support can be realized in the form of concern and mutual cooperation. However, the stigma against behavioral differences is still quite strong. Adolescents with ADHD may be easier to avoid or ignore, as they are perceived to be different from the group's norms. This situation can hinder them from building quality friendships. Therefore, interventions in Indonesia should not only train the social skills of ADHD children, but also foster empathy, acceptance, and appreciation for diversity among their peers.

5 CONCLUSION

This review confirms that peer support has the most significant role as a social protective factor that strengthens adolescents' resilience with ADHD. Supportive peer relationships have been shown to encourage social acceptance, self-efficacy, and adaptive coping strategies, while reducing the impact of stigma. Through Positive Psychology, these findings emphasize the importance of a strength-based and culturally sensitive approach in optimizing the potential of ADHD adolescents, so that they are not only able to survive adversity, but also thrive healthily in their social context.

ACKNOWLEDGMENTS

The author would like to thank the lecturers who teach the course and all parties who have supported the process of preparing the manuscript of this article, especially to colleagues and researchers who have provided quality references that are very helpful in the study process. Awards are also given to educational institutions that have provided access to a wide range of scientific literature sources relevant to this research topic.

REFERENCE

- Atta, M. H. R., Amin, S. M., Hamad, N. I. M., Othman, A. A., Sayed, M. M., & Sanad, H. S. (2025). The role of perceived social support in the association between stress and creativity self-efficacy among adolescents with attention deficit hyperactivity disorder. *Psychology and Education Journal*. <https://doi.org/10.55900/pej.2025.62.5.309>
- Beristain, L. R., & Wiener, J. (2020). Friendships of adolescents with attention-deficit/hyperactivity disorder. *Canadian Journal of School Psychology*, 35(1), 39–55. <https://doi.org/10.1177/0829573519879884>
- Black, M. H., Helander, J., Segers, J., Ingard, C., Bervoets, J., de Puget, V. G., & Bölte, S. (2024). Resilience in the face of neurodivergence: A scoping review of resilience and factors promoting positive outcomes. *Clinical Psychology Review*, 113, 102487. <https://doi.org/10.1016/j.cpr.2024.102487>
- Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The contributing role of family, school, and peer supportive relationships in protecting the mental wellbeing of children and adolescents. *School Mental Health*, 14(3), 776–788. <https://doi.org/10.1007/s12310-022-09502-9>
- Carvalho, C. B., Arroz, A. M., Martins, R., Costa, R., Cordeiro, F., & Cabral, J. M. (2023). “Help me control my impulses!”: Adolescent impulsivity and its negative individual, family, peer, and community explanatory factors. *Journal of Youth and Adolescence*, 52(12), 2545–2558. <https://doi.org/10.1007/s10964-023-01837-z>
- Chan, E. S. M., Dvorsky, M. R., Green, C. D., Breaux, R., Becker, S. P., & Langberg, J. M. (2024). Predictors and mechanisms of resilience for high school students with ADHD: A prospective longitudinal study. *Child Psychiatry & Human Development*. <https://doi.org/10.1007/s10578-024-01704-3>
- Chan, E. S. M., Barroso, C., Groves, N. B., Marsh, C. L., Black, K., Jaisle, E. M., & Kofler, M. J. (2023). A preliminary shortlist of individual, family, and social-community assets to promote resilience in pediatric ADHD. *Research in Developmental Disabilities*, 140, 104568. <https://doi.org/10.1016/j.ridd.2023.104568>
- Dangmann, C. R., Skogli, G. W., Holthe, M. A. G., Steffenak, K. I. M., & Andersen, P. N. (2024). Life gets better: Important resilience factors when growing up with ADHD. *Journal of Attention Disorders*, 28, 1198–1209. <https://doi.org/10.1177/10870547241246645>
- Dvorsky, M. R., & Langberg, J. M. (2016). A review of factors that promote resilience in youth with ADHD and ADHD symptoms. *Clinical Child and Family Psychology Review*, 19, 368–391. <https://doi.org/10.1007/s10567-016-0216-z>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Gardner, D. M., & Gerdes, A. C. (2015). A review of peer relationships and friendships in youth with ADHD. *Journal of Attention Disorders*, 19(10), 844–855. <https://doi.org/10.1177/1087054713501552>
- Harris-Lane, L., Hesson, J., Fowler, K., & Harris, N. (2021). Positive mental health in youth with ADHD: Exploring the role of social support. *Canadian Journal of Community Mental Health*, 40(1), 35–51. <https://doi.org/10.7870/cjcmh-2021-002>
- Jelinkova, K., Charabin, E., Miller, C., & Climie, E. A. (2024). Self-stigma of Canadian youth with ADHD and their parents. *Journal of Attention Disorders*, 28(12), 1598–1611. <https://doi.org/10.1177/1087054724127316>
- Lubis, A. H., Firman, & Netrawati. (2024). Resilience: The ability to adapt and survive in the face of difficult life challenges. *Journal of Social Education and Counseling*, 2(3), 1203–1208. <https://doi.org/10.47233/jpdsk.v2i3>
- Mackenzie, G. (2018). Building resilience among children and youth with ADHD through identifying and developing protective factors in academic, interpersonal and cognitive domains. *Journal of ADHD and Care*, 1(1), 14–31. <https://doi.org/10.14302/issn.3066-8042.jac-17-1843>
- Monopoli, W. J., White, B. A., Haggerty, D., & Hartung, C. M. (2020). Risk and protective factors for peer victimization in adolescents with ADHD. *Journal of Aggression, Maltreatment & Trauma*, 29(2), 206–225. <https://doi.org/10.1080/15388220.2019.1660181>
- Morris, S., Sheen, J., Ling, M., Foley, D., & Sciberras, E. (2021). Interventions for adolescents with ADHD to improve peer social functioning: A systematic review and meta-analysis. *Journal of Attention Disorders*, 25(10), 1479–1496. <https://doi.org/10.1177/1087054720906514>
- Neprily, K. (2024). You’ve got a friend in me: Social skills and friendship building in adolescents with attention-deficit/hyperactivity disorder [Doctoral dissertation, University of Calgary]. PRISM. <https://prism.ucalgary.ca/items/ca16a0b7-8c48-45d3-a2db-3e610c86f507>
- Putri, D. T. A., & Rusli, D. (2020). The effect of peer support on the resilience of adolescents of the Nurul Ikhlas Modern Islamic Boarding School. *Journal of Psychological Research*, 1(1). <https://doi.org/10.24036/jrp.v2020i1.8240>
- Sarmadi, S. (2018). *Positive psychology* (Print I). Heaven's Command.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Ungar, M. (2021). Multisystemic resilience: Adaptation and transformation in contexts of change. *Oxford University Press*. <https://doi.org/10.1093/oso/9780190095882.001.0001>