Examining Teachers' Understanding of Attention Deficit Hyperactivity Disorder

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Abstract

The aim of this study was to examine teachers’ knowledge, misconceptions and concerns about students with attention deficit hyperactivity disorder (ADHD). This mixed methods study involved 173 school teachers from five elementary schools. Knowledge of Attention Deficit Disorders Scale (KADDS) was used to measure teachers’ knowledge and perspectives about ADHD. The data were analysed using descriptive and inferential statistics. Additionally, themes were created based on the responses from open-ended responses. The findings indicate that the majority of the teachers did not have coursework related to students with ADHD in their teacher preparation programme. The teachers indicated inadequate administrative support and access to professional development as primary reasons for their inability to include ASHD in their classrooms. This study concludes that given a rise in the numbers of students with ADHD, it is imperative that teachers receive specific and advanced training related to ADHD signs and symptoms to implement specific teaching strategies. Furthermore, future research should focus on evaluating teacher training programmes to demonstrate how emotional health as a result of ADHD could impact students’ performances negatively.