In-Service Training for Increasing Teachers’ ADHD Knowledge and Self-Efficacy

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Abstract

Objective:
The aim of this article is to evaluate the efficacy of a brief in-service training workshop at increasing primary school teachers’ ADHD knowledge and sense of self-efficacy.

Method:
Teachers from 10 schools participated in the study (n = 274) and were allocated into either an intervention or waitlist control group. Teachers’ ADHD knowledge and self-efficacy were assessed following the provision of a brief training workshop on ADHD. Knowledge and self-efficacy retention were also assessed at a 1-month follow-up.

Results:
Within the intervention group, ADHD knowledge and self-efficacy increased following the intervention (both ps < .001). Knowledge increased more than twofold, from very low to high levels, although increases in self-efficacy were more modest. Both knowledge and self-efficacy decreased at the 1-month follow-up but, nevertheless, remained higher than baseline levels (p < .001).

Conclusion:
Results demonstrate that a brief training workshop can increase primary school teachers’ ADHD knowledge and self-efficacy. Whilst increases in self-efficacy were modest, our findings suggest that a brief professional development intervention can be utilized to greatly increase teachers’ ADHD knowledge, providing a cost-effective, practical solution to address this well-evidenced gap in teachers’ training and knowledge about the disorder.