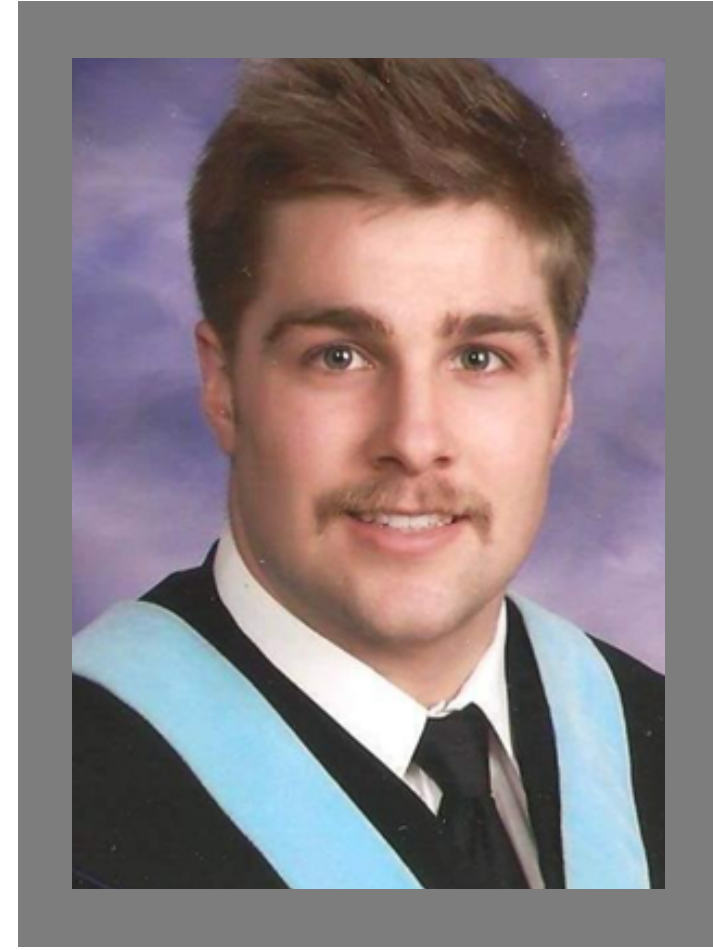
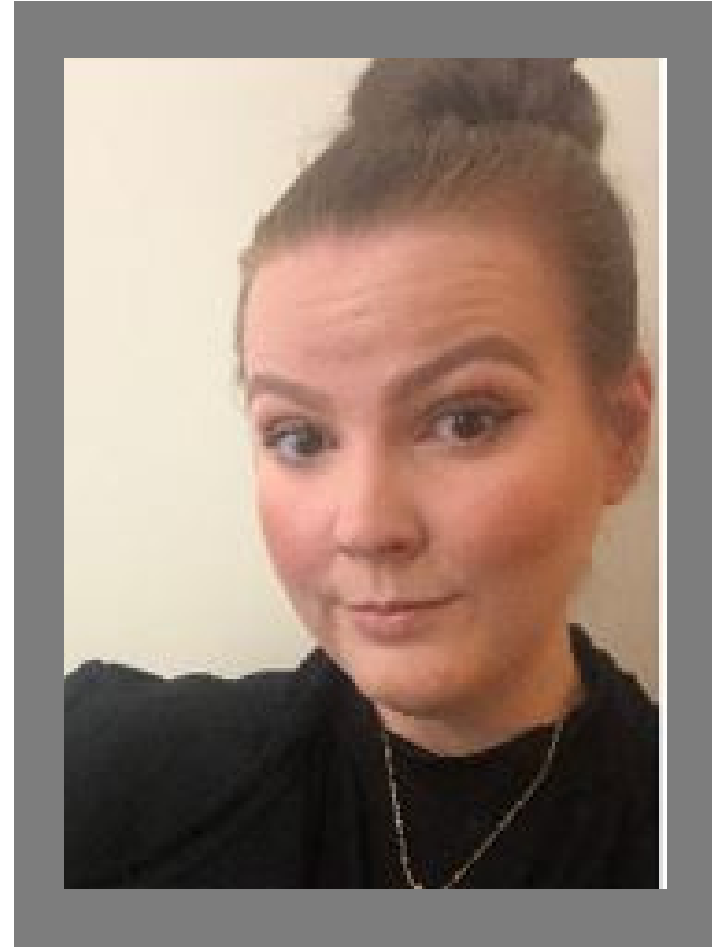


Teachers' Attitudes Towards Attention-Deficit Hyperactivity Disorder: Insights for School Leaders



Authors

Jacqueline Yu, BAH, BEd, MEd
Mitchel Chartrand, BSch, BEd, MEd



Affiliations

Werklund School of Education,
University of Calgary

Abstract

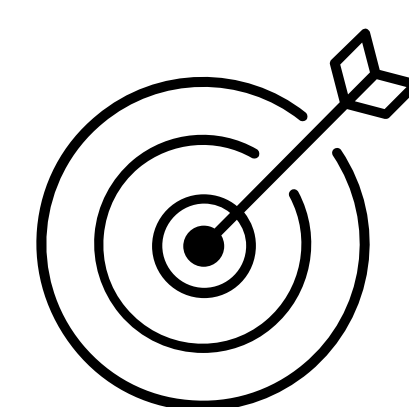
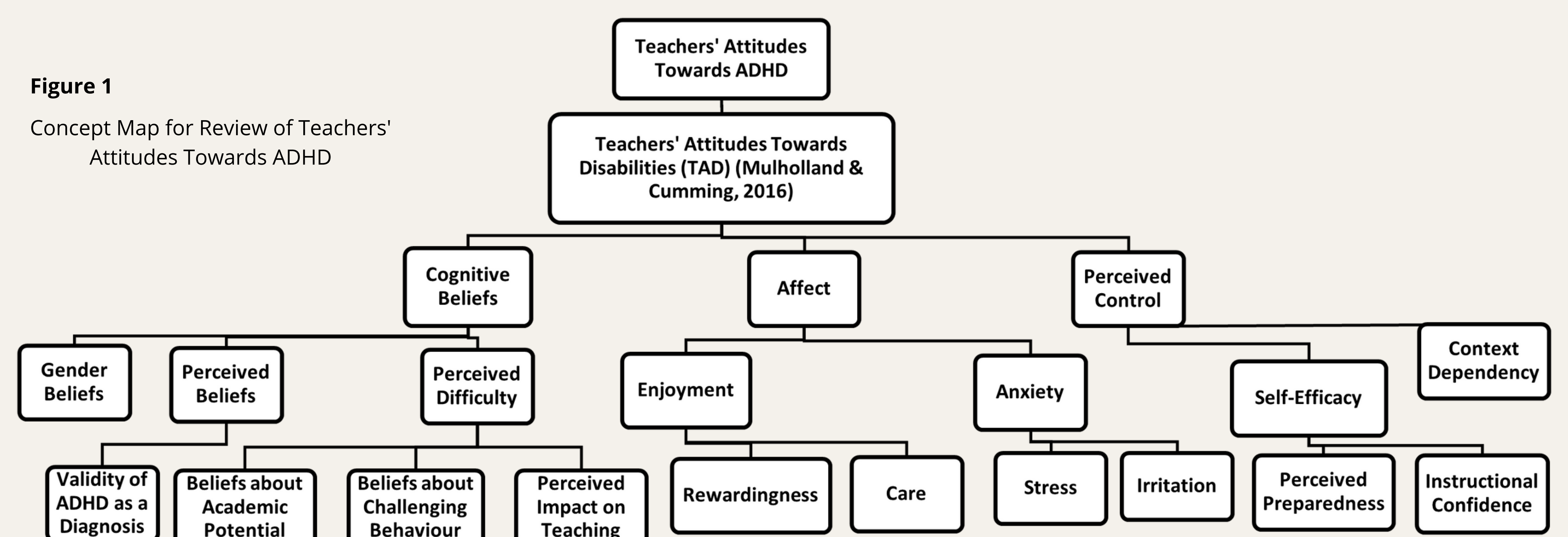
Given the well-established social and academic risk factors for students with ADHD, understanding teachers' attitudes towards this group of learners is essential to promote positive teacher-student relationships in inclusive learning environments. This traditional representative review employs a non-traditional framework, Teachers' Attitudes Towards Disabilities (TAD), to consolidate and critically evaluate the current research regarding Kindergarten to grade 12 (K-12) teachers' attitudes towards students with ADHD in western countries. Since attitude is often studied as a dynamic multi-component construct, the findings were analyzed deductively according to themes derived from the TAD framework: cognition, affect, and perceived control. The findings suggest that although teachers report some positive perceptions of students with ADHD, they also describe significant stress, frustration, and voice concerns about the resources needed to meet students' needs. Although the prominent use of self-reporting methods is a limitation of the literature, vignette-based studies have revealed cognitive biases in teachers' perceptions of students with ADHD. Given that teachers also reported a willingness to receive additional training, recommendations will be made for school administrators to improve teachers' attitudes and instructional efficacy through wellness-oriented strategies and effective leadership.

RESEARCH QUESTION

In what ways do teachers' perceptions of students with ADHD influence their attitudes towards students with this label?

TOTAL NUMBER OF REFERENCES: 60

Figure 1
Concept Map for Review of Teachers' Attitudes Towards ADHD



Insights for Professional Development (PD)

Findings

Cognitive Beliefs: Teachers bias pertaining to gender, stereotypes behaviour, and academic potential

Affect: Teachers feel stressed, and irritated. Teachers' stress levels may increase when students with ADHD exhibit defiant and confrontational behaviours (Greene et al., 2002).

Perceived Control: Insufficient evidence for context factors. Teachers feel underprepared to teach students with ADHD.

Relevance to Education

Cognitive Beliefs: Teacher expectations are moderately correlated with student learning (Hattie, 2008). Students with ADHD are more likely to require individualized teacher support across their education (Lawrence et al., 2021)

Affect: Students' perceptions of teachers' affective states and pedagogical behaviours have been found to be highly predictive of students' emotions (Becker et al., 2014). Teachers may already be facing stress and burnout in their daily lives (Wisniewski & Gargiulo, 1997)

Perceived Control: Teachers are motivated to receive additional training to improve their professional efficacy (e.g. Bekle et al., 2004; Bussing et al., 2002; Curtis et al., 2014; Greenway & Edwards, 2020; Mulholland et al., 2015).

Insights for PD

Cognitive Beliefs: The danger of implicit biases is that well-intentioned individuals can act prejudicially (Bargh, 1999; Devine, 1989). Raise awareness of implicit bias (deBoer et al., 2018; Devine et al., 2012); involve teachers in the development of any teacher-expectation interventions (de Boer et al., 2018).

Affect: PD should include evidence-based practices for managing challenging behaviours associated with ADHD. PD should include self-care strategies (Lesh, 2020), and mindfulness has been linked to improvements related to stress, anxiety, depression, and even professional efficacy (Biglan et al., 2013; Miller & Brooker, 2017; Roeser et al., 2013).

Perceived Control: School leaders should consult teachers regarding factors that impact their professional efficacy. PD should include evidence-based strategies that can be practically implemented to address students' educational needs.

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