

THE INFLUENCE OF STUDENTS' RACE AND SOCIOECONOMIC STATUS ON TEACHERS' ASSESSMENT OF ADHD : IMPLICATIONS FOR EDUCATIONAL INEQUALITY

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Background

- ADHD diagnosis is subjective
- Diagnosis is susceptible to bias and based on norm-referenced checklists of behaviours
- Failure to consider age, gender, or culture fails to diagnose adequately
- Impacts how ADHD is assessed in youth
- Reproduces the systemic inequity of opportunity for marginalized youth
- This negatively impacts the academic and life experiences of students
- Black children are more likely to be subjugated to negative teacher racial biases

Positionality

- I have an ADHD diagnosis
- I acknowledge and identify with the research subject
- My research helped me develop a new understanding of ADHD

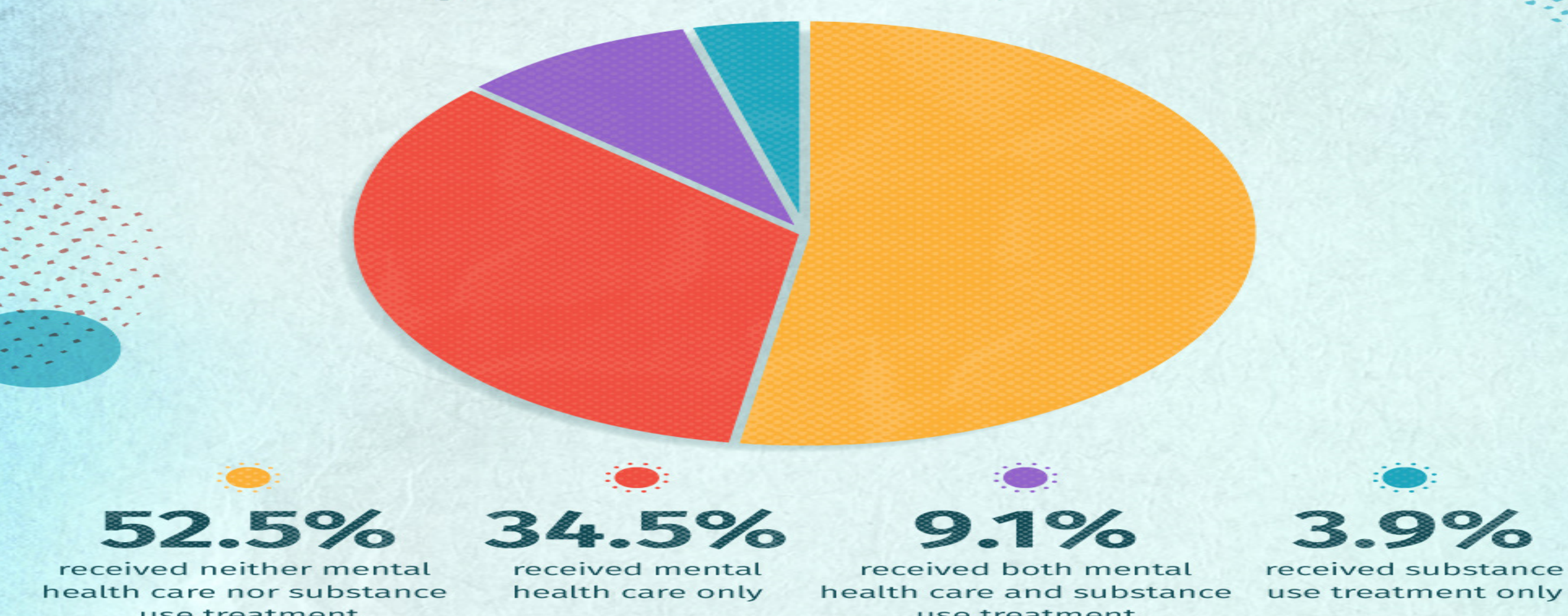
Issues

- ADHD affects how students learn
- ADHD does not reflect decreased intelligence
- ADHD has become associated with low academic performance and disruptive behaviours of students (Loe & Feldman, 2014)
- Black children are more likely to be subjugated to negative teacher racial bias
- Bias impacts the perception of behaviours and diagnostic processes
- Bias is often based on normative social perceptions and subjectivity of personal life experiences
- This results in misunderstood behaviours and increases undiagnosed students
- Further resulting in over-punishment and expulsions (Moody, 2016)
- Long-term implications for students are significant

WHO GETS TREATMENT?

There are many effective treatments for both mental and substance use disorders. A comprehensive treatment approach will address both disorders at the same time.

Not everyone with co-occurring conditions gets the treatment they need.



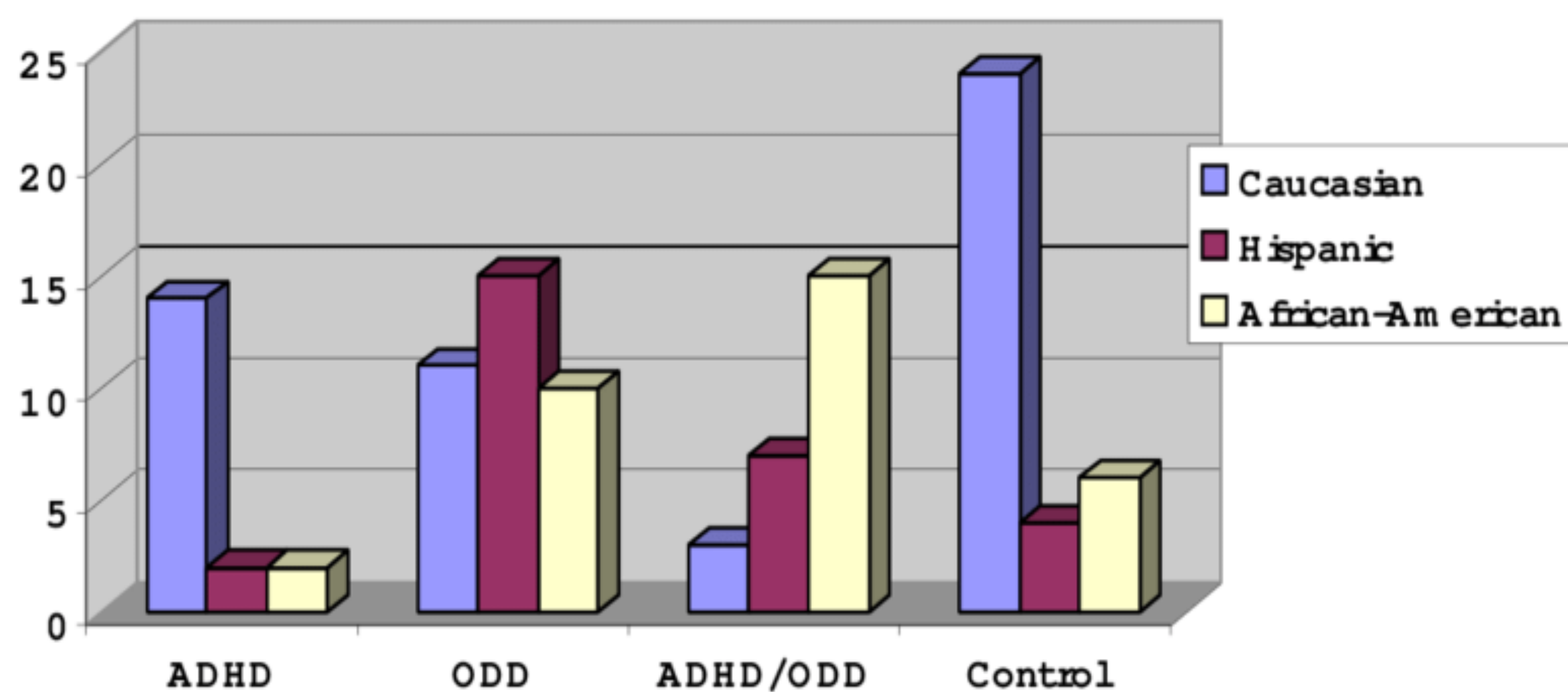
Source: Han, et al. Prevalence, Treatment, and Unmet Treatment Needs of US Adults with Mental Health and Substance Use Disorders, 2017.



NIH
National Institute on Drug Abuse

For more information about finding treatment for yourself or a loved one, visit drugabuse.gov/related-topics/treatment.

Ethnicity



Delinquency, Hyperactivity, and Phonological Awareness: A Comparison of Adolescents With ODD and ADHD - Scientific Figure on ResearchGate. Available from: https://www.researchgate.net/figure/Group-comparisons-made-by-ethnicity_fig2_7677488 [accessed 30 Jul, 2023]

Methods

- Critical summative literature review of published research on:
 - teacher implicit bias based on race and socioeconomic status
 - teacher reporting and impact on diagnosis
 - social characteristics and the labelling process impacting students (Thompson et al., 2021)
- Does the teacher's perception of behaviour impact the accessibility of diagnosis for marginalized students?

Results

- ADHD students have lower rates of high-school graduation
- ADHD students have lower rates of postsecondary education than any other mental health condition (Arim & Frennett, 2019)
- Not recognizing students' cultural capital misrepresents classroom behaviours, producing adverse social outcomes (Moody, 2017; Yosso, 2005)
- This system marginalizes Black and non-White children (Moody, 2016)
- Providing social mobility to the White middle class (Moody, 2016)
- The school-to-prison pipeline impacts mostly Black ADHD students

Conclusions

- Dis/Crit, an intersection of Critical Disability Studies and Critical Race Theory
- A racialized individual with an ADHD diagnosis is often "compounded by the dual discrimination of minority and disability status" (Hinshaw & Scheffler, 2014, p.137)
- White middle-class adolescent behaviour is perceived as natural human development
- Black students' behaviours are based on racist stereotypes ((Annamma, 2018; Tabi & Gosine, 2018)
- White normative perception of behaviour to measure ADHD symptomology further creates an imbalance of knowledge
- Research indicates that a lack of cultural accountability creates a lack of ADHD knowledge among Black and lower socioeconomic status populations ((Moody, 2017)