

ABSTRACT

TEACHERS' KNOWLEDGE AND ATTITUDES CONCERNING CHILDREN WITH ATTENTION DEFICIT- HYPERACTIVITY DISORDER

The connection between teachers' knowledge of Attention Deficit Hyperactivity Disorder (ADHD), their attitudes concerning ADHD, and their willingness to implement interventions was investigated. Knowledge and willingness was assessed using the Knowledge of ADHD Rating Evaluation (KARE) questionnaire, which was designed to measure knowledge specifically related to ADHD as well as treatment acceptability. The Conners' Teacher Report Form, Revised Short form (CTR-R:S) was used to assess teachers' attitudes related to ADHD. The teachers filled out the questionnaire by answering the questions as if they were describing a child with ADHD. The hypothesis was that teachers with more knowledge and more positive attitudes would be more willing to implement interventions with children with ADHD. The results indicated a positive correlation between knowledge and willingness to implement medical interventions; however, there were no significant findings regarding attitudes and willingness.

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