



## ADHD in Lebanese Schools : Diagnosis, Assessment, and Treatment /

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Springer International Publishing :  
Imprint: Springer,  
2016

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Monografía

This Brief addresses the causes, assessment, and treatment of ADHD in Lebanese schoolchildren. It details how the disorder is currently defined in Lebanese elementary schools and examines schoolteachers' understanding of and conceptions about ADHD across three domains: general knowledge; symptoms and diagnosis; and treatment. This concise volume presents the authors' research into Lebanese schoolteachers' knowledge of ADHD and their ability and readiness to address the psychological and academic needs of their students who have been diagnosed with the disorder. In addition, the Brief explores the teachers' ability to identify ADHD subtypes in relation to a student's gender within the Lebanese context, emphasizing the differing sociocultural expectations in the behaviors of boys and girls. <Topics featured in this Brief include: Current procedures for identifying ADHD in Lebanon. Lebanese teachers' knowledge about ADHD, their misconceptions, and factors that influence their opinions. Biases toward and confusion about disorders on the basis of perceived gender differences. ADHD assessment and implementation strategies for Lebanese special education professionals. Research questions, design, and methods as well as data collection and analysis procedures used in the study. ADHD in Lebanese Schools is an essential resource for researchers, professionals and policymakers, and graduate students in such interrelated fields as school psychology, educational psychology, and social work

<https://rebiunoda.pro.baratznet.cloud:38443/OpacDiscovery/public/catalog/detail/b2FpOmNlbgVlcmF0aW9uOmVzLmJhcmF0ei5yZW4vMTc3Njk4MDk>

**Título:** ADHD in Lebanese Schools Diagnosis, Assessment, and Treatment by Hala Mohammed Berri, Anies Al-Hroub

**Edición:** 1st ed. 2016

**Editorial:** Cham Springer International Publishing Imprint: Springer 2016

**Descripción física:** 1 recurso en línea XIX, 76 p. 1 illus

**Mención de serie:** SpringerBriefs in Psychology 2192-8363 Springer eBooks

**Contenido:** Chapter 1: Introduction to ADHD in Lebanon -- Chapter 2: Assessment, Diagnosis, and Treatment of ADHD in School-Aged Children in Lebanon -- Chapter

**Detalles del sistema:** Modo de acceso: World Wide Web

**ISBN:** 9783319287003 978-3-319-28700-3

**Materia:** Psychology Educational psychology Education- Psychology Families Families- Social aspects Child psychology School psychology Psychology Child and School Psychology Educational Psychology Family

**Autores:** Al-Hroub, Anies., author

**Entidades:** SpringerLink (Online service)

**Punto acceso adicional serie-Título:** SpringerBriefs in Psychology 2192-8363

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