



## Conocimientos sobre el trastorno por déficit de atención con hiperactividad (TDAH) en futuros profesionales del ámbito escolar [

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text (article)

Analítica

**INTRODUCTION.** Attention Deficit Hyperactivity Disorder (ADHD) shows a significant prevalence in school population. Pupils with this disorder find difficulties to learn, and these drive to a lower educational achievement. Because of this, professionals who are present in the school context must have a proper education for diagnosing and treating ADHD. Research about professionals' knowledge on ADHD has been scarce in our country. It has only focused on teachers, not only on in-service teachers but also on preservice teachers. This work intends to describe the future professionals' knowledge about ADHD, including psychologists, pedagogues and teachers. It also aims to analyse the knowledge differences depending on degrees and experience in treating ADHD pupils. **METHOD.** We use a sample of 497 undergraduate students, on their last year of psychology, pedagogy and primary education degree from Seville University. ADHD knowledge is measured by the Knowledge of Attention Deficit Disorders Scale. The data analysis is based on descriptive statistics (percent, mean and standard deviation) and non-parametric tests for to compare groups. The effect size was calculated by  $r$  statistic. **RESULTS.** Future professionals show high knowledge of ADHD symptoms and diagnostic. However, they show important deficiencies in treatment and, remarkably, in general characteristics, causes and consequences. Future psychologists and those who have some experience in treating ADHD pupils show the highest levels of knowledge of this disorder. **DISCUSSION.** These results suggest a necessity to improve the initial training offered by higher education institutions for professionals acting in school context, in order to attend effectively the needs of ADHD students in schools

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