

# ADHD in the classroom



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## Research Question

- Though numerous classroom interventions for dealing with ADHD and externalizing behavior exist that have proven to be effective,
- studies on ADHD in the classroom uniformly demonstrate teachers’ limited knowledge and use of effective interventions,
- and instead hint to their negative generalized perceptions of children with ADHD.
- There is thus a gap between scientific knowledge and translation into classroom settings.

### The present project thus focuses on:

1. social-cognitive processes by which teachers’ expectations about children with ADHD are generated and stabilized;
2. effects of expectation violations (ie, ADHD children behaving well and quiet);
3. potential moderators (ie, teachers personality) and mediators (ie, stress reactivity);
4. effects on children’s academic performance.

## Exemplary Study

- Assessment of teacher’s knowledge on ADHD as well as attitudes towards children with ADHD (ie, IAT), expectations and intervention strategies used.
- Violation of teacher’s expectancy in a virtual reality classroom as well as teacher’s actual behavior in their real world classroom.
- Assessment of moderators

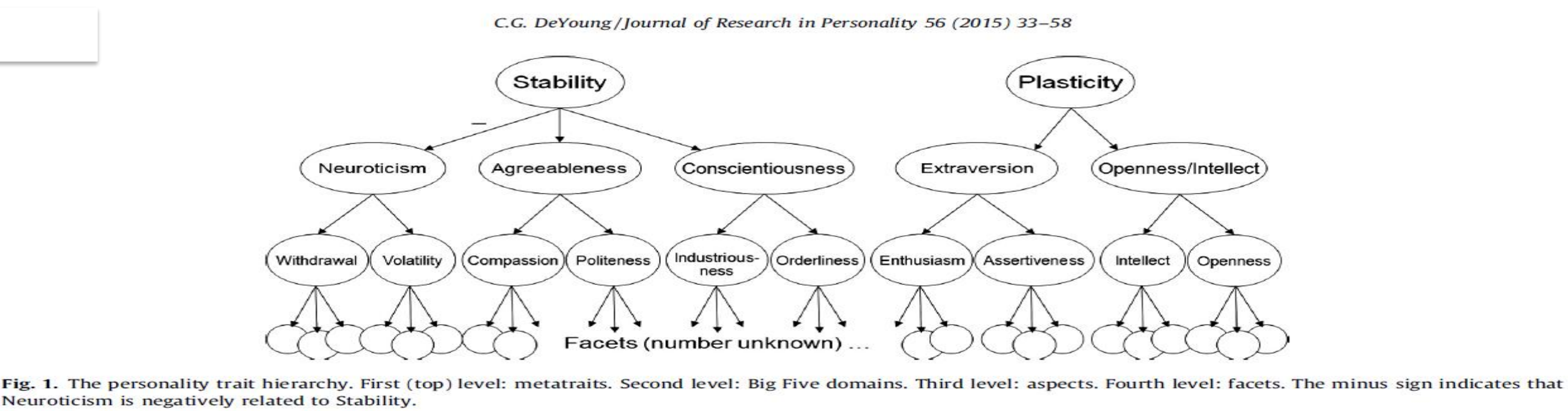
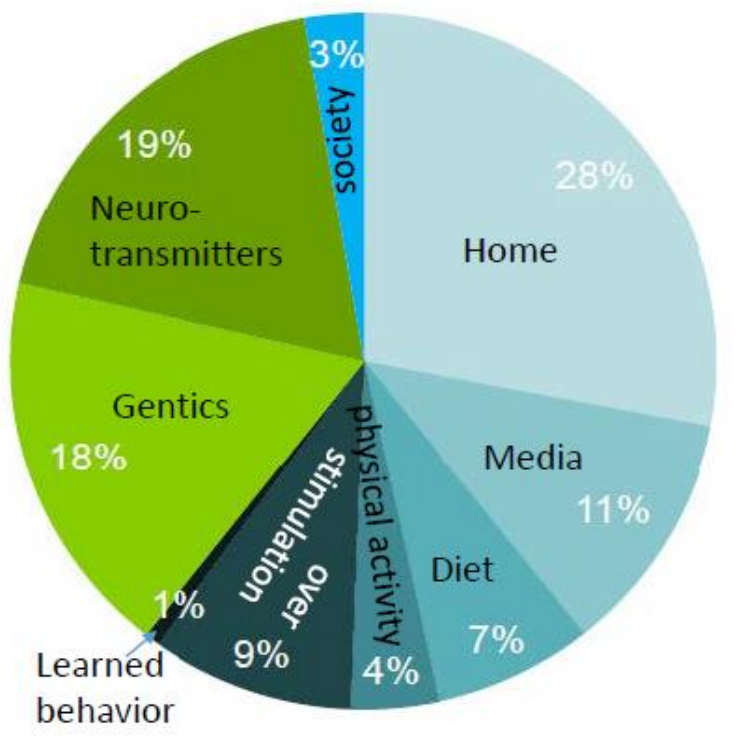
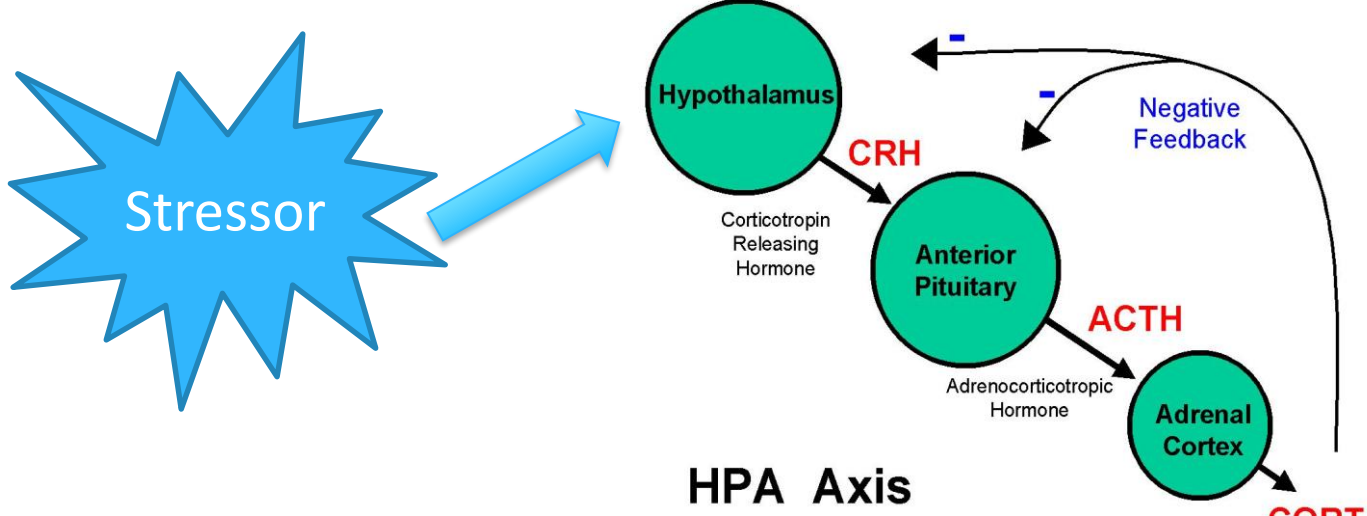


Fig. 1. The personality trait hierarchy. First (top) level: metatraits. Second level: Big Five domains. Third level: aspects. Fourth level: facets. The minus sign indicates that Neuroticism is negatively related to Stability.

- Assessment of mediators



## Relevant Publications

**Christiansen, H., Hirsch, O., König, A., Steinmayr, R., Röhrle, B. (2015).** Prevention of ADHD related problems: a universal preschool program. *Health Education*, 115, 3/4, 285-300.

**Christiansen, H., Reh, V., Schmidt, M., & Rief, W. (2014).** Slow cortical potential Neurofeedback and self-management training in outpatient care for children with ADHD: study protocol and first preliminary results of a randomized controlled trial. *Frontiers in Human Neuroscience*, 8, 943.

**Christiansen, H., Oades, R. D., Psychogiou, L., Hauffa, B. P., & Sonuga-Barke, E. (2010).** Does the cortisol response to stress mediate the link between expressed emotion and oppositional behavior in Attention-Deficit/Hyperactivity-Disorder (ADHD)? *Behavioral and Brain Functions*, 6, 45.

**Ruhmland, M. & Christiansen, H.** Konzepte zu Grundlagen von ADHS und Interventionen im Unterricht bei Grundschullehrkräften. (in press). *Psychologie in Erziehung und Unterricht*.

## Theoretical and Applied Contributions

- This project sheds light on pathways that need to be addressed for altering negative generalized expectations regarding children labeled as “ADHD children” in a classroom and for the improvement of teacher-child interactions.
- This is an innovative and strong contribution for effective classroom interventions, bridging the gap between clinical and educational psychology and translation into practice.
- On an applied level, this knowledge will be useful for developing an intervention that jointly targets students’ and teachers’ needs for positive interactions that are associated with student’s academic success.
- Such an intervention will be developed and evaluated.

