

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**KNOWLEDGE AND OPINIONS OF TEACHERS IN PUBLIC SECONDARY
EDUCATION (GENERAL AND SPECIAL EDUCATION) FOR STUDENTS WITH –
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

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ABSTRACT

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inappropriate age levels of inattention, impulsivity and hyperactivity. The school environment is especially difficult for children with ADHD. This research examines the knowledge and views of teachers in public secondary education (general and special education) in Greece via a survey. The sample included 162 teachers from different parts of Greece, mainly from urban centers with a large participation from Athens and Thessaloniki. The questionnaire that was created included subcategories of questions that relate to teachers' knowledge about behavior of students with ADHD and their views on teachers' feelings and better teaching management.

The processing of statistical data confirmed that: a) teachers with specialization in special education have more knowledge about the characteristics of ADHD, while the type of specialization determines their knowledge about the social skills of students with ADHD, b) women teachers recognize students' stress more, c) the more knowledge teachers have about the characteristics of ADHD, the more they consider that students with ADHD cause stress to their teachers, d) teachers who have been working in special education for more years (vs those with less work experience) consider that students with ADHD can improve their learning performance when applying strict limits at home and at school, and this was also the case for teachers that have specialization in special education (vs those that do not) or work in special education (vs those that work in general education), e) teachers with specialization in special education consider that a student with ADHD needs the organization of information, is strengthened by the use of ICT, is reinforced by the acquisition of metacognitive skills, much more compared to their peers without specialization in special education, while for teachers with more years of teaching in general education reverse effects were identified for the first two issues, f) teachers with specialization in special education believe that the teacher needs to implement behavior modification programs, and that Parallel Support Programmes is the framework that best helps the school integration of students with ADHD.

The value of this research is that it constitutes the first study to record more fully the views of teachers in public secondary schools (general and special education) in Greece about ADHD, specifically in relation to teachers' and students' feelings, the most effective behavior modification programs and frameworks to support students' school integration.

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