

Knowledge and Behavior of Primary School Teachers Towards Attention Deficit Hyperactivity Disorder

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Background: School teachers in Bahrain have never received any educational programs about attention deficit hyperactivity disorder (ADHD) except for a workshop which was conducted for primary school social supervisors in 2005.

Objective: To evaluate the knowledge of primary school teachers of ADHD, attitude and behavior towards ADHD students.

Design: Cross-Sectional study.

Setting: Primary Schools in Bahrain.

Method: One hundred fifty-eight randomly selected governmental primary school teachers completed the questionnaire about knowledge and attitude towards ADHD.

Result: Eighty-four (53.2%) of the teachers were knowledgeable about ADHD. Their main sources of knowledge about ADHD were newspapers and magazines.

Conclusion: Teachers' Knowledge of ADHD was found to be less than optimal.