This purpose of this study is to determine if elementary teachers and education major college students have bias about children in their classrooms who have ADHD.

### Background

School is where young children spend up to five full days each week, so teachers see children sometimes more than the parents do (Russell, Tay, Ford, Russell, & Moore, 2019). When considering teachers’ perceptions, whether or not the child is explicitly diagnosed as having ADHD or merely presents symptoms can modulate the teacher’s reactions to the child (Cornett-Ruiz & Hendricks, 1993; Ohan, Visser, Strain, & Allen, 2011).

### Objectives

This purpose of this study is to determine if elementary teachers and education major college students have bias about children in their classrooms who have ADHD.

### Methods

- Local teachers and undergraduate students were recruited.
- Online survey-based study.
- A series of vignettes describing fictional children who varied in race, gender, and ADHD status.
- Vignettes followed by questions about child terms of intelligence, ability to learn and succeed, etc.
- Vignettes randomly selected permutations of Gender (2: Male or Female) x ADHD status (3: Diagnosed, Signs of ADHD, or None)
- Each vignette was presented with a randomly determined race (White, Hispanic, Black or Asian) for the child.

### Results (Within-Subjects)

<table>
<thead>
<tr>
<th>Effects</th>
<th>F</th>
<th>P</th>
<th>Mean</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD Label</td>
<td>85.796</td>
<td>.000</td>
<td>10.430</td>
<td>.562</td>
</tr>
<tr>
<td>Race</td>
<td>3.227</td>
<td>.025</td>
<td>.592</td>
<td>.075</td>
</tr>
<tr>
<td>Gender</td>
<td>1.508</td>
<td>.224</td>
<td>.157</td>
<td>.022</td>
</tr>
</tbody>
</table>

### Discussions/Conclusions

- Overall, children with ADHD (signs and diagnosis) were perceived more negatively than children without either.
- Supports hypothesis that ADHD has a negative stigma surrounding it.
- While the difference between children with an ADHD diagnosis and signs of ADHD, the children showing signs were still more negatively perceived than children with neither a diagnosis, nor signs.
- Race and gender also did not have significant effects on perceptions.

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