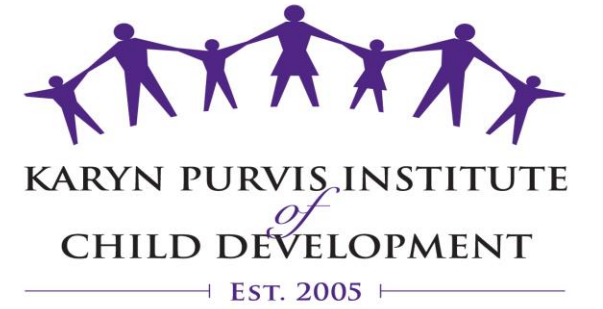




Faculty Perceptions of ADHD in Higher Education

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Introduction

Background

- Attention-Deficit Disorder is one of the most common neurodevelopmental disorders affecting college students, yet research examining how ADHD is supported and understood in a college setting remains limited.
- Faculty play a central role in shaping students' academic experiences, especially those with ADHD.
- Misconceptions and varying levels of knowledge related to ADHD may influence how instructors interpret student behavior/academic effort and honor accommodation requests.

Objectives

- Explore how faculty across different academic disciplines perceive ADHD among college students by investigating beliefs about the legitimacy of ADHD diagnosis, the degree to which symptoms are viewed as impairing or controllable, and attitudes toward providing classroom or testing accommodations.

Hypotheses

- On average, faculty will view ADHD as less impairing in the college context than would be expected based on clinical descriptions. Specifically, faculty will report viewing ADHD as a manageable challenge rather than a significant barrier.
- The level of knowledge regarding ADHD will significantly predict perceptions and attitudes towards diagnostic legitimacy and accommodation support.

Method

Participants

- Participants include part or full-time university instructional faculty at Texas Christian University.
- Approximately 100 participants will complete the self-report online questionnaire.

Data Analysis

- Regression models will test whether ADHD knowledge is associated with perceptions of ADHD legitimacy, support for accommodations, and corresponding attitudes toward student capabilities.

Procedure

- Data collection will utilize validated measures, including the ADHD Specific Attitudes Scale, the Knowledge of Attention Deficit Disorders Scale, and the ADHD Beliefs Scale.

Discussion

- Findings will reveal that faculty with less knowledge regarding ADHD will view the disorder as less impairing and have more negative attitudes associated with diagnostic legitimacy and accommodation support.
- Faculty with more knowledge regarding ADHD will view the disorder as a significant academic barrier that poses strong legitimacy in higher education.

Results

**RESULTS TO BE ADDED &
POSTER TO BE PRINTED
BY STUDENT FOR SRS**

Limitations and Future Research

- Cross-sectional design limits the ability to infer causality or directionality.
- Retrospective self-reports may be influenced by biases or current psychological state.
- Sampling strategy and participant recruitment may be biased towards individuals with greater knowledge of ADHD.
- Future research should consider employing mixed recruitment strategies, including offline and community-based methods, to reach more diverse populations.

References

- DuPaul, G. J., Weyandt, L. L., O'Dell, S. M., & Varejao, M. (2009). College students with ADHD: current status and future directions. *Journal of attention disorders*, 13(3), 234–250
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