



Lucid



Building Brighter Pathways: ADHD Australia Education Survey Report

(PRELIMINARY REPORT)

28 September 2021

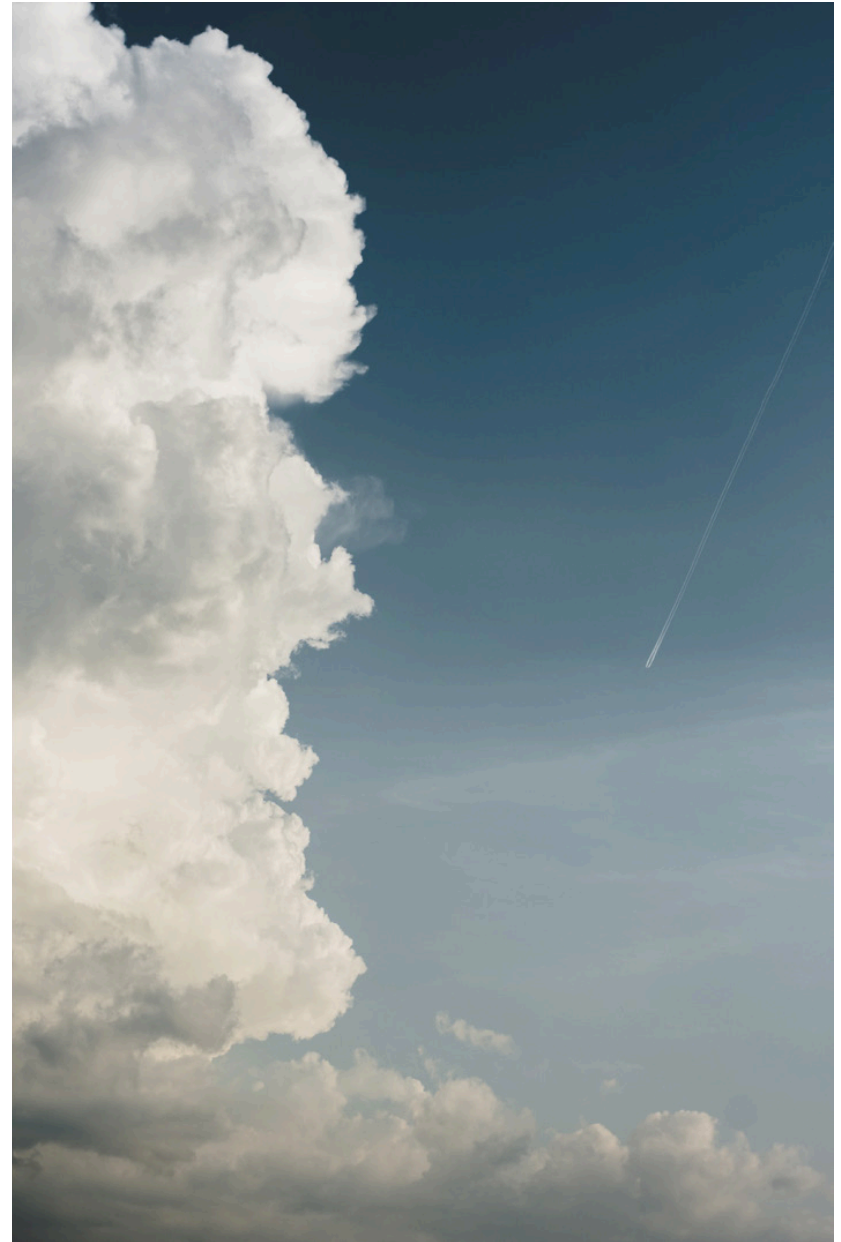
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BACKGROUND & OBJECTIVES

From an Australian context, ADHD is one of the most common childhood neurodevelopmental disorders with approximately 8.2% of all children and 11% of boys diagnosed (Australian Institute of Health and Welfare, 2020).

Difficulty managing unwanted behaviours and disengagement in schooling, raises important questions about how teachers and schools can more effectively support these students with their learning and wellbeing.

The purpose of this survey was to gather and identify Australian Educators' knowledge, experience and training to enhance support for students with ADHD.



METHODOLOGY



The survey was conducted across Australia via multiple channels including electronic direct mail, partners, direct inquiry, social media posts to achieve statistical significant sample sizes in each state. Data analysis of all responses was then conducted by third party data analysts at Lucid using Excel and SPSS, which included a thematic analysis to evaluate verbatim written responses (additional information is available upon request).



~15 minutes



n = 1024 Teacher Respondents

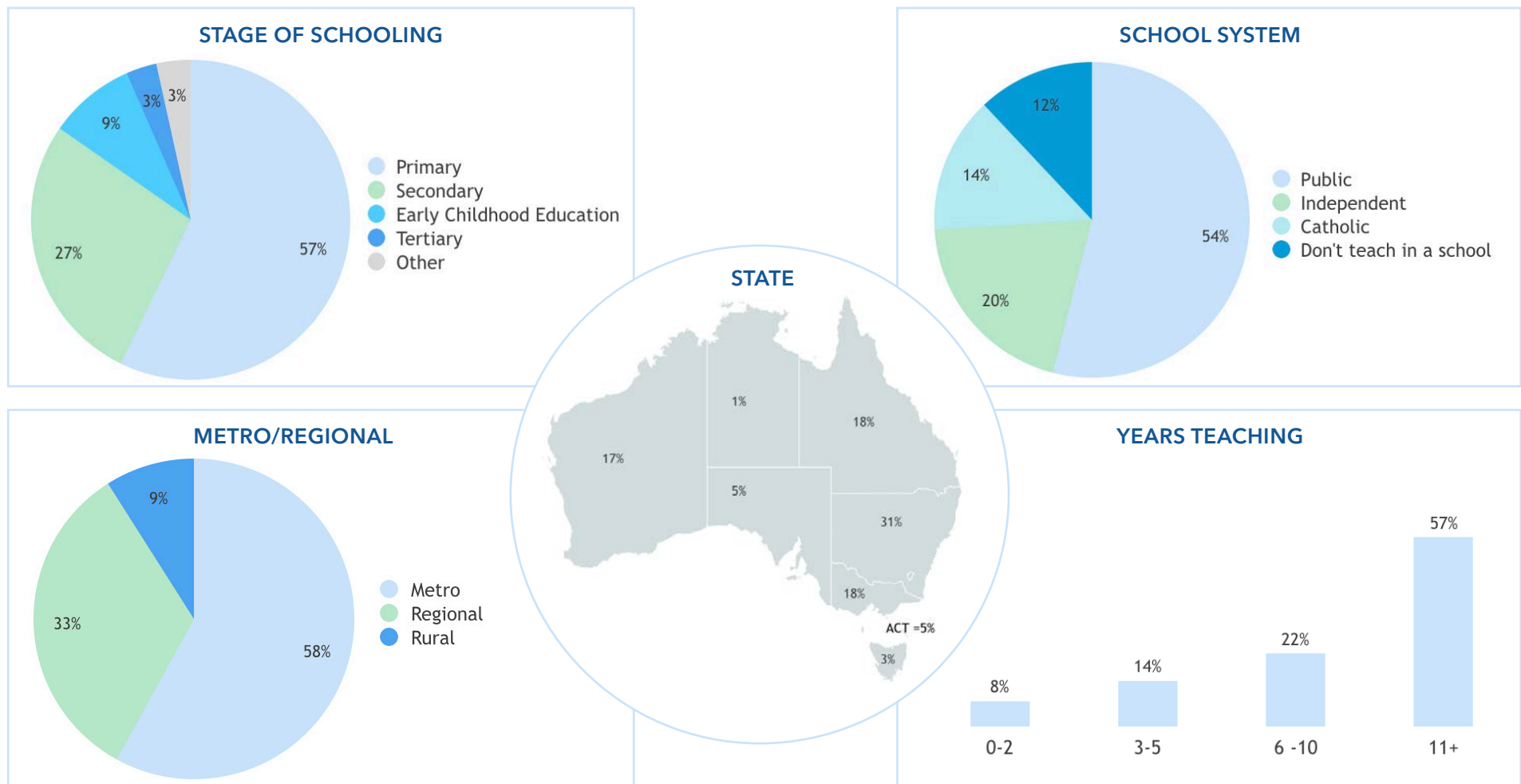


Fieldwork: 15 August 2021 to 9 September 2021



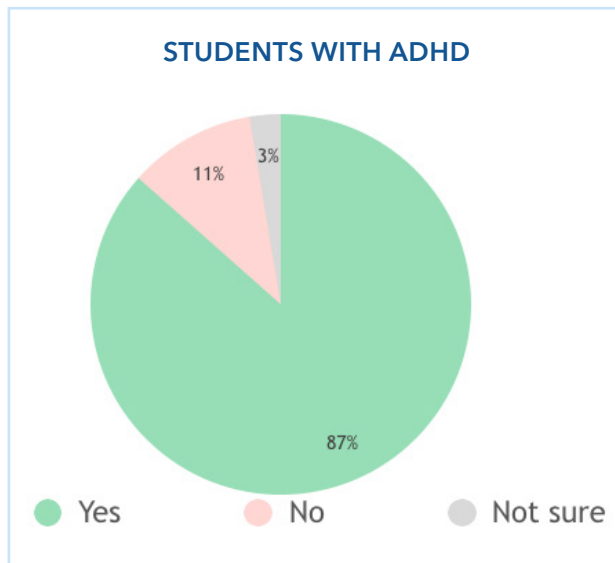
Teachers working at all levels of schooling in all Australian States and Territories

DEMOGRAPHICS: TOTAL SAMPLE

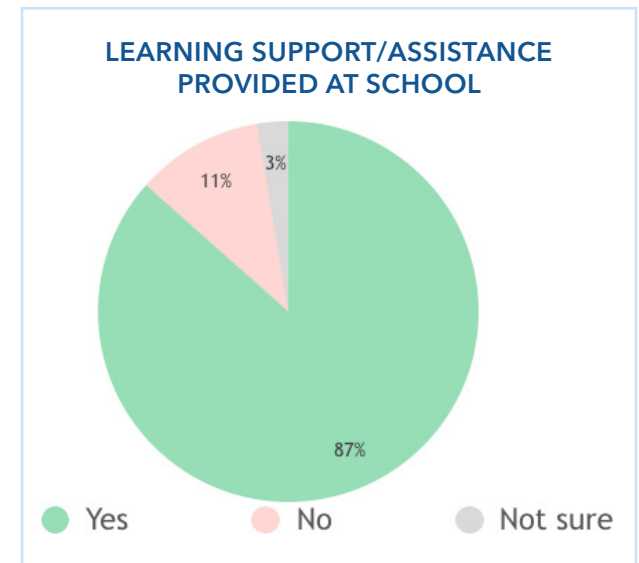
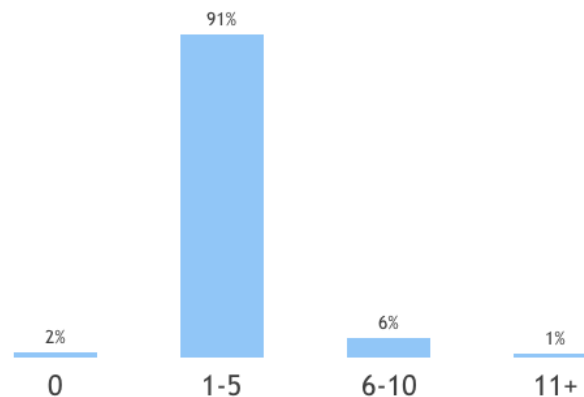


Q1. Do you teach: Q2. What state or territory do you teach in? Q3. If you teach in a school, what type is it? Q4. Is your school/ workplace located in a: Q5. How many years have you been a teacher and/or worked as an educator in schools?
Base Total Sample n=1024

While the vast majority of teachers report having students with ADHD in the classroom, significantly fewer teachers report having learning support and assistance often or always in school settings



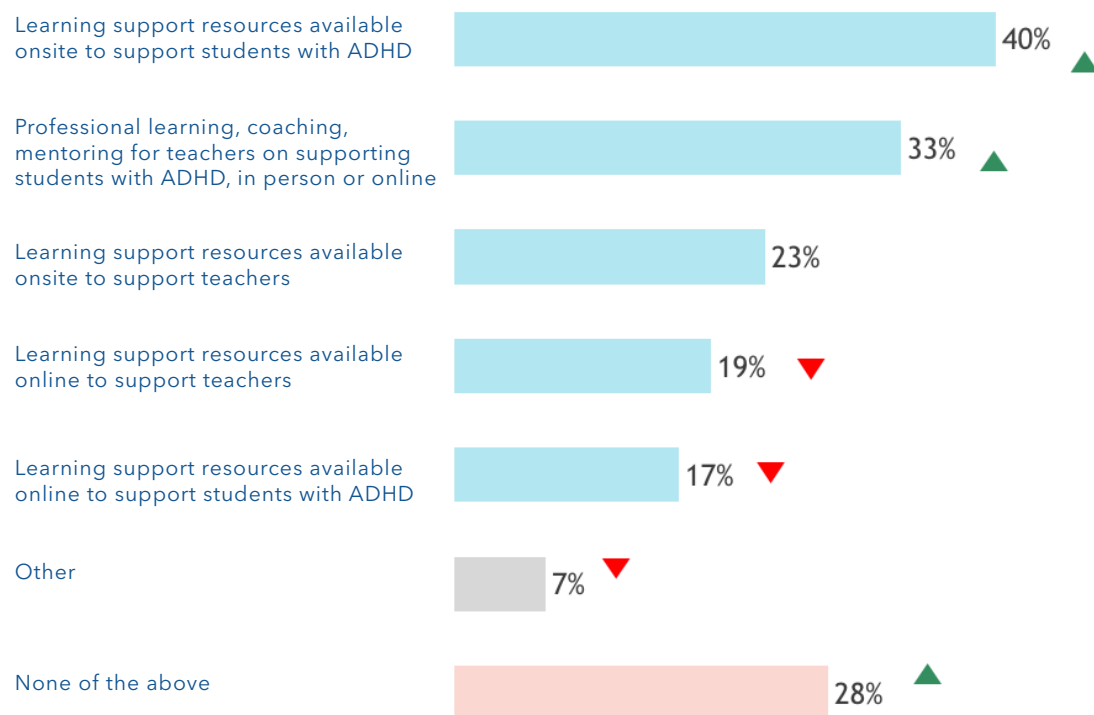
STUDENTS WITH ADHD PER CLASS OF 25-30
(for teachers with formally diagnosed students)



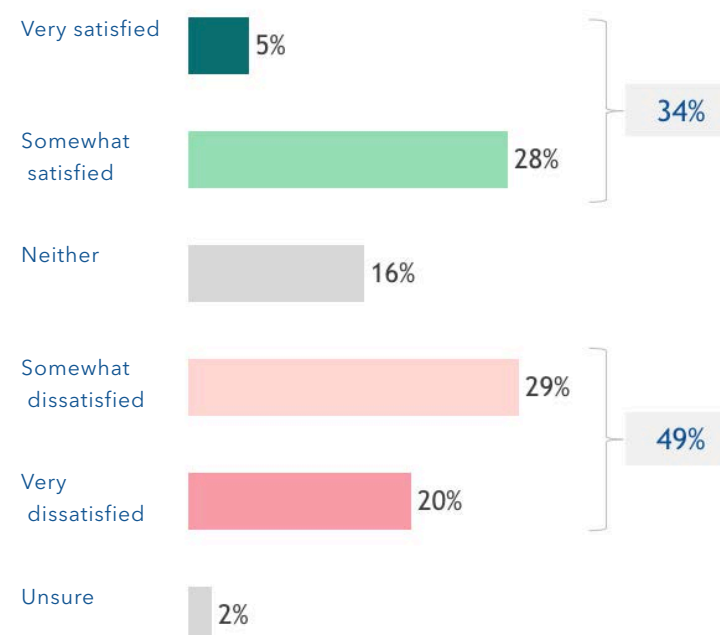
Q6. Do you have students in your class/classes that are formally diagnosed with ADHD? Base Total Sample n=1024 **Q7.** If yes, in a class of 25-30 students, how many students do you teach with ADHD per class? Base Teachers with ADHD Formally Diagnosed Students n=887 **Q8.** Does your school provide learning assistance or support to students with ADHD? Base Total Sample n=1024

Many teachers have identified there are number of resources available to support students with ADHD but some are dissatisfied with the level of training and these current resources

RESOURCES/SUPPORT SCHOOL PROVIDES (%)



SATISFACTION WITH LEVEL OF TRAINING AND RESOURCES PROVIDED BY SCHOOL



Q9. Which of the following resources and/or learning support does your school currently provide to help support students with ADHD? Q13. How satisfied are you with the level of training and resources provided by your school to support children with ADHD in your classroom? Base Total Sample n=1024

There are considerable differences in resources and/or learning support across states and primary and secondary school settings

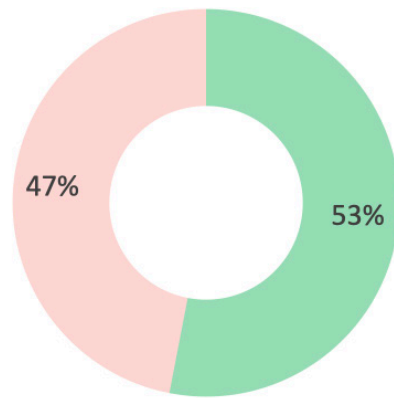
RESOURCES/SUPPORT SCHOOL PROVIDES (%)

	Total	NSW	VIC	QLD	WA	Other States	Primary	Secondary	Early Childhood	Tertiary / Other
Learning support resources available onsite to support students with ADHD	40%	48% ▲	36%	41%	29% ▼	42%	38%	49% ▲	25% ▼	43%
Professional learning	33%	36%	32%	30%	29%	38%	32%	33%	51% ▲	25%
Learning support resources available onsite to support teachers	23%	27%	16%	22%	21%	26%	23%	31% ▲	14%	10% ▼
Learning support resources available online to support teachers	19%	24%	16%	12% ▼	17%	25%	17%	21%	23%	28%
Learning support resources available online to support students with ADHD	17%	20%	19%	13%	11%	19%	13% ▼	22% ▲	12%	40% ▲
Other	7%	7%	6%	6%	8%	5%	6%	7%	7%	9%
None of the above	28%	20% ▼	34%	29%	40% ▲	22%	33% ▲	19% ▼	29%	15% ▼

Q9. Which of the following resources and/or learning support does your school currently provide to help support students with ADHD? Base Total Sample n=1024

A majority of teachers indicated they have knowledge of ADHD and can recognise a student with ADHD in their classroom and a majority of teachers are unsure or do not know how to support students with ADHD

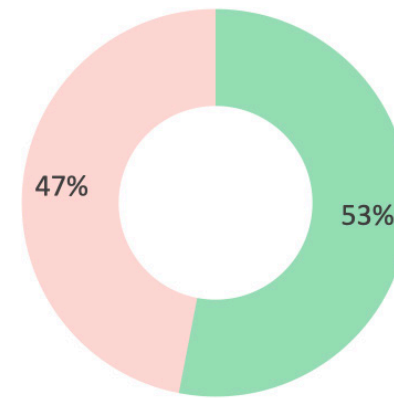
KNOWLEDGE/UNDERSTANDING OF
ADHD AND HOW TO RECOGNISE IT



● Yes ● No

58% of teachers feel they have some knowledge of ADHD and how to recognise it.

KNOWLEDGE/UNDERSTANDING OF HOW TO
SUPPORT STUDENTS WITH ADHD



● Yes ● No

55% of teachers are unsure or do not know how to support students with ADHD

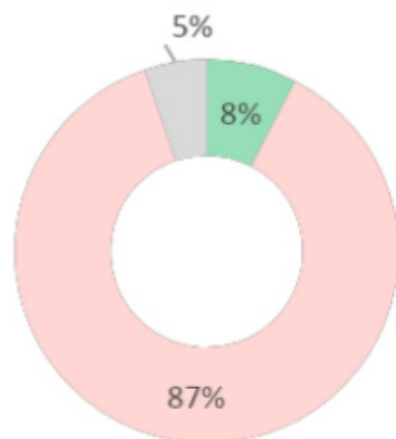
Q14. Do you feel that you have comprehensive knowledge and understanding of ADHD and how to recognise it in students?

Q15. Do you feel that you have comprehensive knowledge and understanding of how best to support students with ADHD?

Base Total Sample n=1024

Teachers report that their pre-service training leaves them inadequately prepared to support students with ADHD

ADEQUATELY TAUGHT AT UNIVERSITY/COLLEGE HOW TO RECOGNISE/SUPPORT STUDENTS WITH ADHD



■ Yes ■ No ■ Not sure

58% of teachers feel they have some knowledge of ADHD and how to recognise it.

I don't think Uni prepares you to support students with ADHD while also supporting other students in the class.

When I went through Uni we didn't do anything around student's needs or behaviour management

One lecture on it through my whole course. Gave an overview of diagnosis and that flagged kids needed additional support.

ADHD is barely taught, understood or considered in Australia. I don't think the ageing lecturers at my Uni were well-versed in things like ADHD in their professional experience.

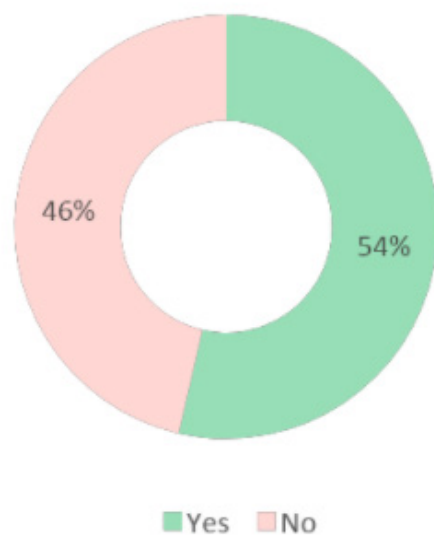
If you didn't major in special needs education, you didn't get any instruction in this area.

I don't think the behaviour management units adequately address the complex needs that many students have.

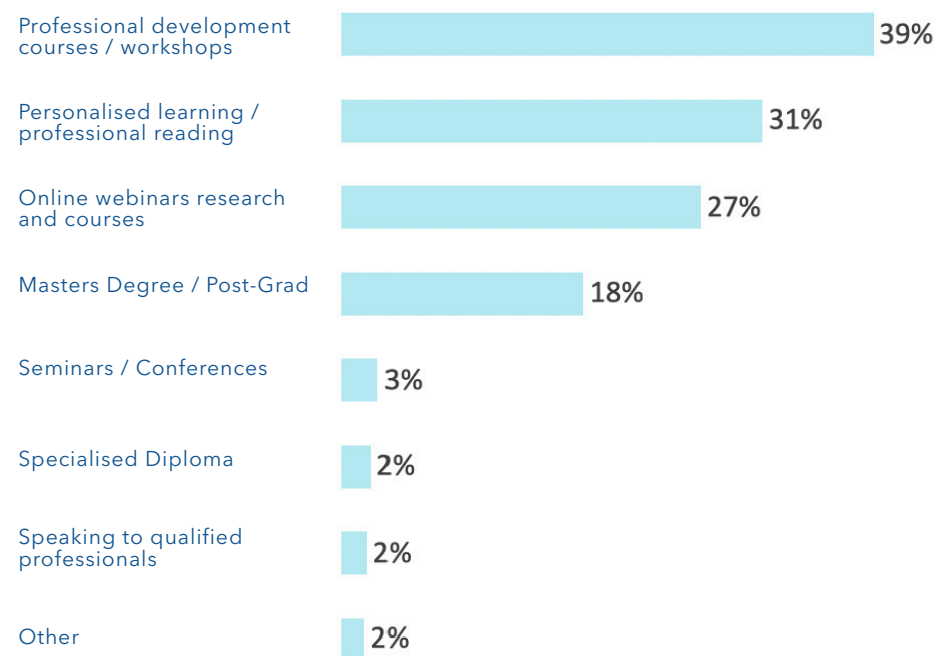
Q16. Do you feel you were adequately taught at University/College on how to recognise and support students with ADHD?
Please explain your answer. Explained their answer to Q16 n=435

In service teachers look to have professional learning in a variety of study types to support students with ADHD

UNDERTAKEN STUDY SINCE BEING A TEACHER TO HELP SUPPORT STUDENTS WITH ADHD (%)



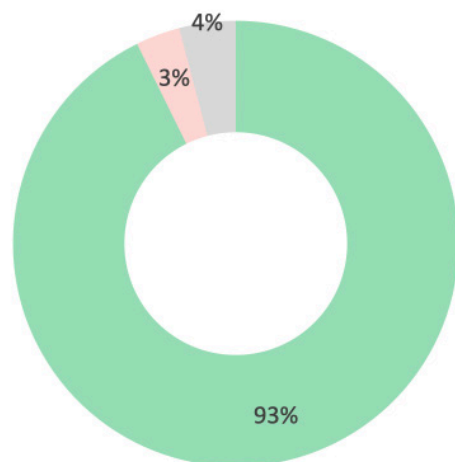
TYPE OF STUDY UNDERTAKEN (% CODED)



Q17. Have you undertaken any study since being a teacher to help you support students with ADHD? Base Total Sample n=1024, Base 'Yes' to study since being a teacher to support students with ADHD n=549

Teachers reported that they would benefit from further professional learning and resources for students with ADHD and a majority of teachers believed their schools could do more to support students with ADHD

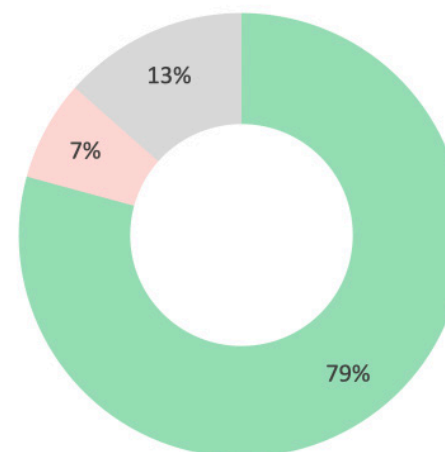
THERE WOULD BE BENEFIT TO HAVING FURTHER
EDUCATION/RESOURCES TO HELP SUPPORT
STUDENTS WITH ADHD



● Yes ● No ● Not sure

93% of teachers reported they would benefit from further professional learning and resources to help support students with ADHD.

DO YOU BELIEVE YOUR SCHOOL COULD DO MORE
TO SUPPORT STUDENTS WITH ADHD



● Yes ● No ● Not sure

79% of teachers believed their schools could do more to support students with ADHD.

Q18. Do you feel you would benefit from having further education and/or resources to help you recognise and support students with ADHD? Q19. Do you believe your school could do more to support students with ADHD? Base Total Sample n=1024

It is noteworthy in the ADHDA 2021 Teacher Education Survey that the classification of ADHD was identified by teachers as important...

"ADHD is not recognised as a verified disability in QLD. Therefore, any support is school funded and not additional funding from the Department of Education like children with ASD, PI, VI, HI, ID and SLI. Some teachers don't recognise that children with ADHD need more movement breaks and some freedom about where and how they sit in the classroom to complete tasks and sometimes alternative tasks"

"Recognition that ADHD is a disorder not a chosen behaviour"



RECOGNITION OF ADHD AS A DISORDER

"Differentiated learning programs. Modified assessment tasks that allow these students to show what they know in ways other than writing. Ensuring staff understand that ADHD is a neurological disorder with behavioural symptoms not bad behaviour. ADHD needs to be recognised and accepted in the same way as ASD"

"Recognise ADHD as a learning difficulty. Engage families to seek support from allied health professionals and pass on those strategies. Seek experts to educate staff on ADHD."

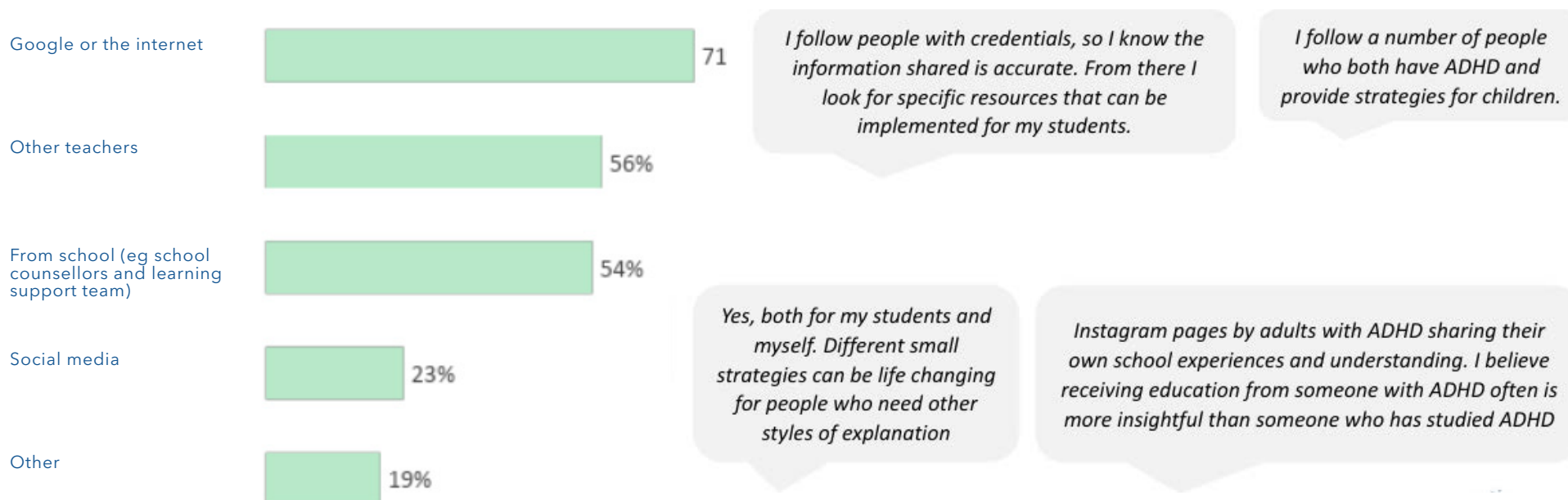
"Recognising ADHD as an executive functioning issue and not bad behaviour. Support students to pursue their interests by creating engaging learning spaces"

"It's difficult when it is not recognised as a disability and therefore does not attract funding under the NDIS"

Q20. If yes, please list three ways your school could be more supportive. Base 'Yes' to believing their school could do more to support students with ADHD n=811

Teachers access a range of communication mediums to improve their knowledge and understanding of ADHD but are increasingly reliant on digital mediums (e.g., Google)

WHERE TO FIND INFORMATION, TOOLS OR RESOURCES TO HELP SUPPORT STUDENTS WITH ADHD (%)



Q22. Where do you go to find information, tools or resources to help you support students with ADHD? Q23. What is your biggest challenge in finding resources to help you support students with ADHD? Base Total Sample n=1024

There is variation in the modes of communication utilised to support students with ADHD across all states

RESOURCES/SUPPORT SCHOOL PROVIDES (%)

	Total	NSW	VIC	QLD	WA	Other States	Primary	Secondary	Early Childhood	Tertiary /Other
In person	72%	67%	68%	70%	82% ▲	77%	78% ▲	62% ▼	78%	49% ▼
Email	71%	63% ▼	74%	73%	71%	79% ▲	70%	76%	71%	57% ▼
Over the phone	69%	76% ▲	70%	63%	55% ▼	73%	71%	73%	57% ▼	41% ▼
School online learning platform	24%	23%	32% ▲	14% ▼	26%	28%	24%	32% ▲	16%	13%
Video call (Zoom)	24%	28%	49% ▲	15% ▼	5% ▼	18%	24%	27%	20% ▲	22%
Other	6%	7%	7%	7%	4%	6%	5%	6%	2%	22% ▲

Q29. How do you and your school currently work/communicate with parents, the healthcare community, and/or other community groups to support your students with ADHD? Base Total Sample n=1024

Teachers reported a need for accessible and available professional learning to better support students with ADHD

ACCESSIBLE AND AVAILABLE PROFESSIONAL LEARNING

Provide more professional development on understanding ADHD in a broader sense and supporting children with ADHD in the classroom.

If the PD was in school time and not on holidays or weekends, I believe more teachers would attend... I offered to pay the cost of the PD for my child's teachers over the years to attend. They didn't register because it was on the holidays or on weekends.

I think the most accessible training for teachers would be online webinars that teachers can watch in their own time.



Teachers need a tool basket in which they can pull things from and integrate into their routines.

Teachers are overwhelmed. Any PD or resources need to be 'bite-sized' and easy to access at a time that suits individuals.

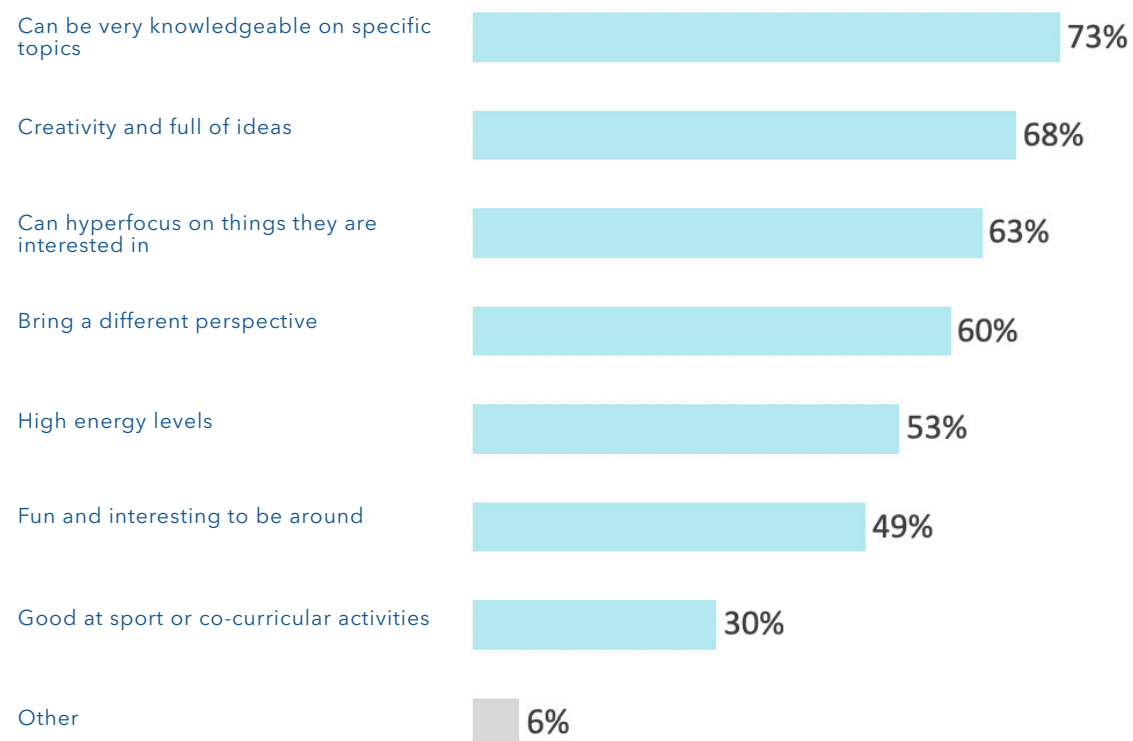
I would like to see more video demonstrations and experiences that are insightful on either understanding ADHD or how to videos. Watching the strategies used is far more informative than reading about it.

Plain English booklets with tried and tested strategies and stories.

Q33. Do you have any further insights or suggestions for ADHD Australia so we can support teachers to better understand and support students with ADHD? Base Total Sample n=1024

The teachers identified a range of enabling, strength-based and positive attributes possessed by students with ADHD offer certain advantages to classrooms

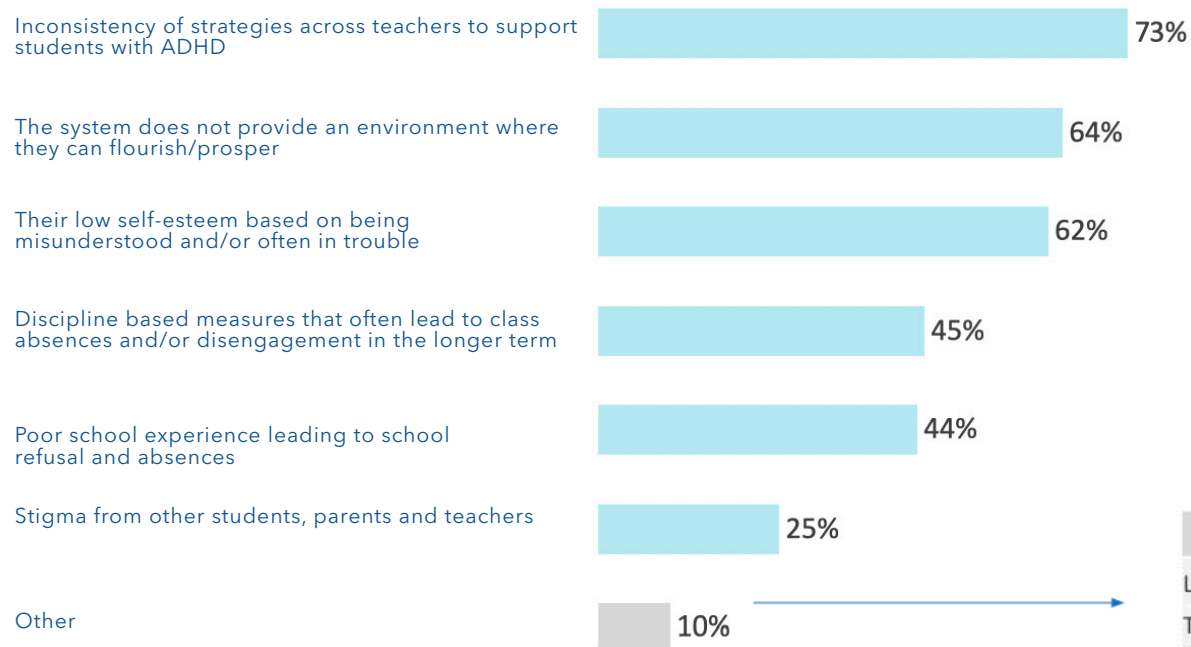
STRENGTHS OF STUDENTS WITH ADHD (%)



Q27. In your experience, which of these best describes the strengths of students with ADHD? Base Total Sample n=1024

Teachers identified professional and student related factors which are challenges to best educational outcomes for students with ADHD

BIGGEST CHALLENGES TO EDUCATIONAL OUTCOMES OF STUDENTS WITH ADHD (%)

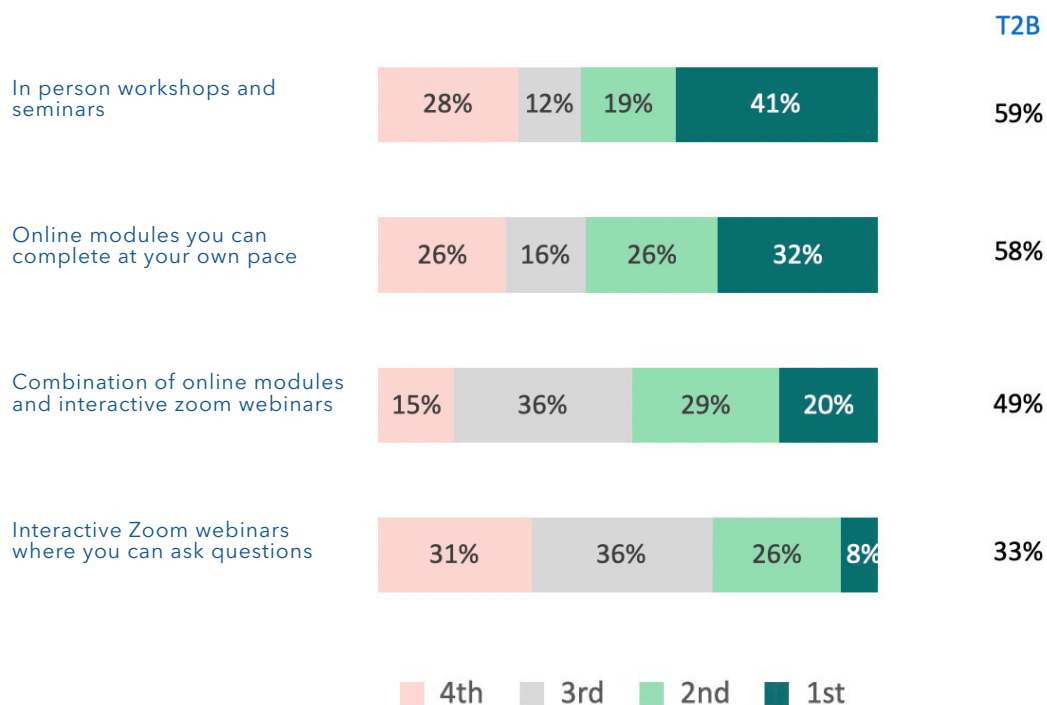


Other	N=106
Lack of diagnosis	22
Teachers not understanding ADHD or how to recognise /manage it	20
Lack of parental engagement	16

Q26. In your observations of students with ADHD, what do you believe are the biggest challenge that impact their educational outcomes? Base Total Sample n=1024

The preference of educators to receive professional learning was a combination of in-person and on-line interventions

BEST PLACE TO RECEIVE TEACHER TRAINING TO SUPPORT STUDENTS WITH ADHD (%)



When using online methods, self-learning was preferred to Zoom webinars as well as combination of online modules and interactive zoom webinars.

Q28. How would you prefer to receive teacher training on supporting students with ADHD (please rank from 1 being the preferred, down to 4 being the least preferred) Base Total Sample n=1024

Educators recognised that communications with all stakeholders is important to support students with ADHD



REGULAR AND OPEN COMMUNICATION

When all stakeholders INCLUDING the student are given a voice and an input, the student feels more confident that people care and understand them, that they have a right to be in the space and that they have a chance to succeed.

Open and supportive dialogue between school, healthcare professionals and parents is vital in the success of students with ADHD.

...the system is fractured and nobody communicates well with each other. There are road-blocks everywhere for everyone from their various departments.

Limited - no collaboration from allied health, limited collaboration with parents as teachers/school staff seen as central information holders and 'fixer' of all problems.

Q30. In your experience, how do parents, healthcare professionals and/or other community groups, collaborate together to enhance the education experience for students with ADHD? Base Total Sample n=1024

Teachers are wanting authoritative, current and easily accessible information from all stakeholders

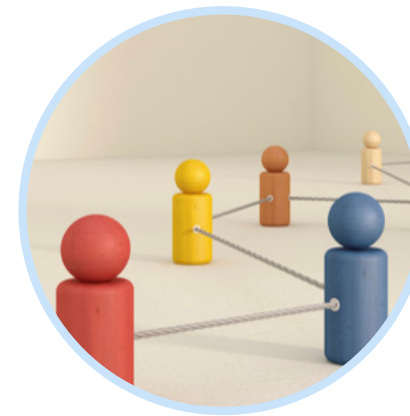


EDUCATION

Medical specialists and researchers don't seem to come into our field very often... some of the information that teachers are working with about ADHD is outdated and even antiquated.

Communication also needs to be simple, so messages aren't mixed. It also needs to be real but also positive... They need people working with them not against them.

Current and relevant information about ADHD to parents from a young age to reduce the stigma of having children with ADHD.



BETTER COMMUNICATION CHANNELS

*Regular stakeholder meetings...
Regular sharing of information particularly in regard to monitoring behaviour, sleep patterns, mood etc.
To ensure medication is correct.*

Provide a platform for easy communication and an individual real time approach.

An online report system, where parents and healthcare professionals can put up information so that all parties can have access to information.

Q31. What do you think could be done to improve communication and cooperation between parents, healthcare communities and/or community groups in order to provide better support to students with ADHD? Base Total Sample n=1024

Educators are seeking educational reform to ensure students with ADHD have access to quality education that is equitable and responsive to their individual learner needs



TELL ME MORE ABOUT ADHD

Teachers love to learn. Educate us, send us good resources, help us provide better outcomes for students living with ADHD.

How to tell the difference between ADHD behaviour & 'general' bad behaviour?

How can we get children diagnosed more quickly?

Is ADHD often missed in girls? And how does it present differently?

Are we informed and educated enough as we are not practicing doctors but need to be responsible and respected for our commitment to family and their educational pathways. Can you provide more access ?



HOW DO I BETTER HELP STUDENTS?

How do we support students with ADHD in a way that does not compromise the needs of other students.

How can experts in ADHD be accessed easily by schools? To mentor and ask questions of and ask about the everyday things.

What is the current 'best practice' model for support?

Where can I find information about evidence-based practice that enhances the teaching and learning environment for students with ADHD?



WHERE IS THE FUNDING?

Why won't the government fund ADHD under the EAP classification in schools so these children can have the financial support schools require to support them? Only ADHD children with anxiety qualify.....

How close are we to having ADHD identified as a disability that attracts funding that can support the various needs of these children?

How can schools support individualised school learning for students with ADHD when there is no funding from NDIS?

Q32. If you could ask any question to ADHD Australia about ADHD, what would you like to know? Base Total Sample n=1024

KEY INSIGHTS

- Many teachers have identified there are number of resources available to support students with ADHD but some are dissatisfied with the level of training and these current resources
- While the vast majority of teachers report having students with ADHD in the classroom, significantly fewer teachers report having learning support and assistance often or always in school settings
- There are considerable differences in resources and/or learning support across states and primary and secondary school settings
- A majority of teachers indicated they have knowledge of ADHD and can recognize a student with ADHD in their classroom and a majority of teachers are unsure or do not know how to support students with ADHD
- Teachers report that their pre-service training leaves them inadequately prepared to support students with ADHD
- Teachers access a range of communication mediums to improve their knowledge and understanding of ADHD but are increasingly reliant on digital mediums (e.g., Google)
- Teachers reported a need for accessible and available professional learning to better support students with ADHD
- Teachers requested they be provided with authoritative, current and accessible information and professional learning that would help them to more effectively teach and support students with ADHD.
- Ongoing professional learning through seminars, webinars was preferred by teachers; and other media platforms were seen by teachers as other ways to build teacher capabilities related to educating students with ADHD.
- Educators are seeking educational reform to ensure students with ADHD have access to quality education that is equitable and responsive to their individual learner needs
- Educators recognised that communications with all stakeholders is important to support students with ADHD

**FOR FURTHER INFORMATION ABOUT THE FINDINGS PRESENTED IN
THIS REPORT PLEASE CONTACT ADHD AUSTRALIA TEAM AT:**

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Website: adhdaustralia.org.au/

Facebook: facebook.com/adhdaustraliaofficial/



Once again, thank you to Lucid and Kathy Gibbs from Griffith University for contributing their time and expertise to support ADHD Australia in creating this report.

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