



ADHD and Related Problems in the Classroom: Perspectives for Sustainability

Guest Editors:

Prof. Dr. Hanna Christiansen

Department of Psychology,
Marburg University, 35037
Marburg, Germany

Prof. Dr. Malte Schwinger

Department of Psychology,
Marburg University, 35037
Marburg, Germany

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Message from the Guest Editors

The current Special Issue a) focuses on novel approaches that target problems associated with ADHD in classroom settings; b) seeks to collect manuscripts of high quality from different perspectives of science that target ADHD and associated problems (e.g., comorbid disorders such as conduct disorder, oppositional defiant disorder, impairments in reading, writing, and math) in classroom or comparable settings; c) aims to identify potentials for effective and sustainable reductions in impairment across different disciplines. The issue will thus relate to work in the field of clinical psychology/psychiatry that targets interventions, comorbid disorders, and associated problems as well as to other fields of science, such as educational psychology, which focus on classroom-based interventions and peer relations.





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Prof. Dr. Marc A. Rosen

Faculty of Engineering and
Applied Science, University of
Ontario Institute of Technology,
Oshawa, ON L1G 0C5, Canada

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Sustainability Editorial Office
MDPI, Grosspeteranlage 5
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