

# Journal of Psychiatry and Behavioral Health Forecast

## Importance of Teachers' Psychological Programs and the Influence of 'ADHD Tag' on Hyperactive Children

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Dear Editor,

Hyperactivity is a neurodevelopmental disorder that manifests as executive dysfunction; It is the most well-known mental disorder in children, which becomes more apparent in school age, and limits their interaction at home, school, and in the community. This disorder occurs in childhood and adolescence and can continue into old age. The disease has increased by 40% in the last decade [1]. Many researches have examined various aspects of hyperactivity and the factors affecting it, and extensive treatment methods have been proposed for it e.g: Neurofeedback (NF) and Cognitive Behavioral Therapy (CBT), but an important issue has been overlooked: developing psychological programs for teachers labeling "ADHD" to students.

Gevensleben et al., [2], state that neurofeedback has been extremely effective in the treatment of hyperactive children. Future studies should further address the effects of NF as a treatment for ADHD. It seems that neurofeedback has a significant effect on ADHD.

In another research, Emilsson et al., [3], showed that combined psychopharmacological and CBT based treatments may improve symptoms of hyperactivity. Archer and Kostrzewa [4] conclude that there is much evidence supporting the real benefits manifested through exercise intervention in hyperactivity.

We intend to emphasize the importance of developing psychological education programs, to create more harmony between teachers and the hyperactive students and also to investigate the effect of labeling hyperactivity in these children.

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