

Special Issue

ADHD and Related Problems in the Classroom: Perspectives for Sustainability

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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I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

Prof. Dr. Steve W. Lyon

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