

# APPLICATION OF **NEUROTECHNOLOGY** IN STUDENTS WITH **ADHD**: AN UMBRELLA REVIEW

Dr. Antonio Hidalgo-Muñoz, Dr. Daniel Acle-Vicente,  
Alejandro García-Pérez and Dra. Carmen Taberero-Urbieta

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## INTRODUCTION

Classrooms are experiencing an increase in the number of schoolchildren with a diagnosis of attention deficit hyperactivity disorder (ADHD).



Numerous studies propose, as an alternative to medication, the implementation of different neurotechnologies in the classroom to improve the symptomatology and enhance the cognitive abilities of schoolchildren with this diagnosis.

## METHODOLOGY

This umbrella review aims to compile the scientific evidence that exists on the application of neurofeedback, transcranial stimulation (tDCS) and hyperscanning, as well as their implementation, in schools.

14 Systematic Reviews



Web of Science, Scopus, APA PsycArticles, APA PsycTherapy, ERIC, MEDLINE, PSICODOC

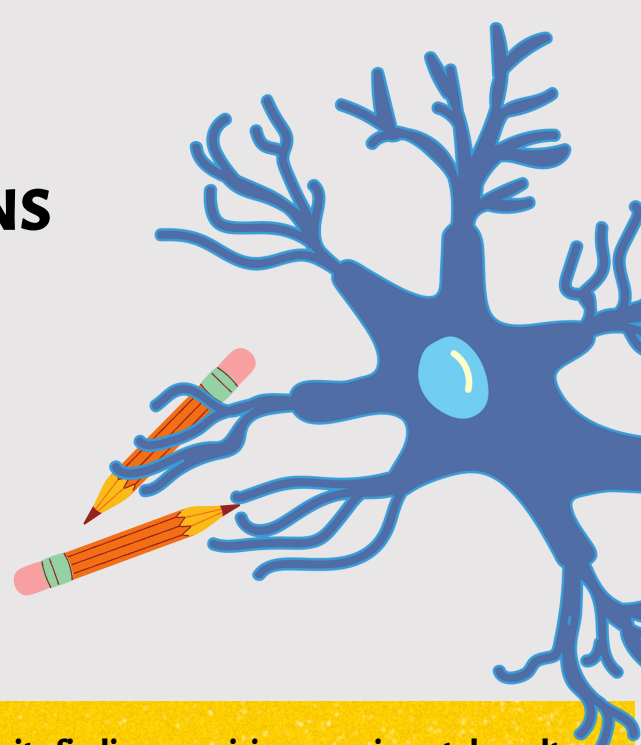
PRISMA Guidelines

## CONCLUSIONS

**Neurofeedback** is the most widely used neurotechnology, although its actual implementation in the classroom has been scarcely treated or only to evaluate its efficacy.



Despite finding promising experimental results, ecological studies proposing the effective implementation of these techniques in educational centers are necessary; on the other hand, the commitment to neuroeducation would entail the emergence of **new professional figures**.



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