Tiktok como Herramienta para Potenciar la Habilidad Lectora en Estudiantes con Déficit de Atención

Tiktok as a Tool for Enhancing Reading Skill in Students with Attention Deficit

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INFORMACIÓN DEL ARTÍCULO

Fecha de recepción: 26 de noviembre de 2025.
Fecha de aceptación: 08 de diciembre de 2025.

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RESUMEN

Esta investigación analiza el uso de TikTok como herramienta educativa para mejorar la habilidad lectora en estudiantes con déficit de atención. Se aplicaron pruebas de comprensión lectora, registros de observación y cuestionarios de percepción antes y después de una intervención basada en microcontenidos interactivos, subtitulados y estructurados pedagógicamente. Los resultados mostraron incrementos significativos en comprensión lectora, atención sostenida, motivación y autonomía en el grupo experimental en comparación con el grupo control. Se evidencia que la combinación de estrategias tradicionales, como la lectura guiada, con contenidos digitales cuidadosamente diseñados, potencia la retención de información y fortalece habilidades lingüísticas. Además, la posibilidad de revisar videos repetidamente y la implementación de pausas y retroalimentación inmediata favorecen el aprendizaje autorregulado y reducen la sobrecarga cognitiva. Los hallazgos resaltan la importancia de la formación docente para integrar TikTok de manera efectiva en entornos educativos y asegurar contenidos validados. Esta investigación demuestra que, cuando se utiliza con planificación pedagógica y supervisión profesional, TikTok puede convertirse en un recurso complementario valioso, fomentando la lectura activa y la motivación en estudiantes con déficit de atención, contribuyendo a la innovación educativa y al desarrollo de competencias lectoras.

Palabras clave: lectura, déficit, estudiante, herramienta, TikTok

ISSN-e: 2550-6749

ABSTRACT

This research analyzes the use of TikTok as an educational tool to improve reading skills in students with attention deficit. Reading comprehension tests, observation records, and perception questionnaires were applied before and after an intervention based on interactive, subtitled, and pedagogically structured microcontent. The results showed significant increases in reading comprehension, sustained attention, motivation, and autonomy in the experimental group compared to the control group. The combination of traditional strategies, such as guided reading, with carefully designed digital content enhances information retention and strengthens linguistic skills. Additionally, the possibility of reviewing videos repeatedly, along with the implementation of pauses and immediate feedback, supports self-regulated learning and reduces cognitive overload. The findings highlight the importance of teacher training to effectively integrate TikTok into educational settings and ensure validated content. This study demonstrates that, when used with pedagogical planning and professional supervision, TikTok can become a valuable complementary resource, promoting active reading and motivation in students with attention deficit, contributing to educational innovation and the development of reading competencies.

Keywords: reading, deficit, students, tool, TikTok

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INTRODUCTION

In the last decade, the use of social media platforms like TikTok has grown exponentially, particularly among young populations with attention difficulties. Although there are no direct studies yet linking TikTok as a reading tool for students with ADHD, recent research on content related to this disorder on the platform highlights both its informative potential and its risks. For example, Karasavva et al. (2025) warn that "TikTok can be an incredible tool for raising awareness and reducing stigma," but its content can also lead to misinterpretations (p. 12).

Various studies have shown that the abundance of misinformation on TikTok can affect users' understanding and confidence. An experimental study by Schiros and Antshel (2025) demonstrated that exposure to misinformation about ADHD reduces accurate knowledge but paradoxically increases confidence in that knowledge. These findings underscore the need for any TikTok-based educational strategy to rely on validated and well-contextualized content.

On the other hand, studies such as those by Fernández and Martínez (2022) on technological interventions in linguistic and reading skills suggest that digital tools can be motivating and effective for students with ADHD. A systematic review showed that students with this diagnosis "have a positive attitude toward the use of ICT and find lessons more motivating and engaging" (p. 34). Although this analysis did not specifically include TikTok, it highlights how digital tools can promote engagement and motivation in reading.

Likewise, research focused on structured interventions shows encouraging results when applying well-designed didactic methods. For instance, Chan et al. (2023) found that students with ADHD significantly benefit from programs focused on phonemic awareness and decoding, especially when accompanied by individualized attention, immediate reinforcement, and a distraction-free environment (p. 32). These principles could be applied to the design of short, focused TikTok content.

However, the short and dynamic format of TikTok can also pose challenges. Chiossi et al. (2023) demonstrated that short videos with rapid context changes impair prospective memory, i.e., the ability to remember future intentions. This could affect text comprehension, as it requires sustained concentration and working memory.

Despite these challenges, TikTok has also been a platform for creative accessibility practices by neurodiverse individuals. Simpson, Dalal, and Semaan (2022) documented how creators with ADHD engage in "critical infrastructuring" to adapt the platform to their needs, such as adding automatic subtitles or editing videos to improve accessibility. This collaborative approach could inspire inclusive pedagogical formats in educational settings.

In summary, although direct evidence on using TikTok to enhance reading in students with ADHD is still limited, recent findings outline a clear path: content must be carefully curated, evidence-based, and designed to minimize distractions, promote phonemic awareness, and provide visual and auditory support. By applying accessibility principles and considering the specific cognitive demands of this group, TikTok could become a valuable complementary tool in classrooms or adapted reading environments.

Currently, many students with attention deficit face significant difficulties maintaining focus during reading activities. This condition causes them to skip words, forget central ideas, and have low information retention, which compromises comprehension and motivation to read. Often, traditional teaching methods do not account for these cognitive particularities, leaving many students at a disadvantage.

The lack of tools adapted to their cognitive pace leads to frustration: reading becomes a tedious task, disrupted by external distractions or intrusive thoughts that distort the content. This fosters a negative perception of reading as a pleasurable or enriching activity, which in turn affects academic performance in areas such as reading comprehension, critical analysis, and written expression.

Additionally, there is a gap between the digital language these students are familiar with and formal academic materials. Platforms like TikTok are part of their daily lives, yet the educational system rarely explores how to transform this language into a pedagogical resource. This misses an opportunity to connect teaching with engaging, familiar formats that could facilitate the internalization of reading processes.

Moreover, the visual overstimulation and fast pace characteristic of these platforms can trigger greater distraction if not well-structured. Short, frenetic, or

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poorly designed content could worsen attention issues, exacerbating the problem rather than solving it. Without conscious and planned pedagogical intervention, attention gaps could widen, affecting students' self-esteem and academic achievements.

Furthermore, many teachers lack training or resources to integrate digital tools for educational purposes. This limits their ability to innovate in the classroom and generates resistance or superficial use of technology, which is rarely applied with pedagogical intentionality.

In summary, the central issue lies in the disconnect between current digital formats (like TikTok), the attention deficits of many students, and traditional reading instruction. This lack of synergy reduces opportunities to improve reading comprehension, demotivating those who could benefit most from creative, adapted, and cognitively sensitive resources.

The general objective of this research is to analyze the use of the TikTok platform as an innovative educational tool to improve reading skills in students with attention deficit hyperactivity disorder (ADHD) through visual, auditory, and dynamic strategies that enhance their concentration, motivation, and reading comprehension.

The specific objectives are:

- Identify the benefits and limitations of using TikTok in developing reading comprehension in students with ADHD.
- Determine digital pedagogical strategies that can be adapted to TikTok to strengthen motivation and attention in reading.
- Evaluate the impact of TikTok's short and visual format on memory and text comprehension.
- Propose a model for applying TikTok as a complementary didactic resource for students with ADHD.

The research variables are:

Independent variable: Use of the TikTok platform as an educational tool.

Dependent variable: Reading skills in students with ADHD (reading comprehension, motivation, concentration).

This study is conducted in an educational context characterized by the growing influence of digital technologies in students' daily lives. In Ecuador, as in other Latin American countries, TikTok has become one of the most widely used applications among adolescents and young people. This situation presents both risks and opportunities: while the platform is associated with distraction and superficial consumption, it also offers a motivating and familiar space that can be leveraged pedagogically. In this context, it is relevant to explore how to integrate TikTok into reading instruction adapted for students with ADHD, bridging the gap between their everyday digital environment and the academic demands of textual comprehension

METHODOLOGY

The research approach is quantitative and quasi-experimental. It aims to measure and analyze the impact of using TikTok as an educational tool to improve reading skills in students with attention deficit. According to Creswell and Creswell (2023), this approach allows for identifying causal relationships between independent and dependent variables through the collection and statistical analysis of numerical data.

The independent variable is the use of TikTok as an educational tool (short, interactive, and pedagogically designed content), while the dependent variable is reading skills (reading comprehension, motivation, and concentration). This approach enables comparing results between an experimental group and a control group to assess the intervention's effectiveness (Karasavva et al., 2025; Chiossi et al., 2023).

The research has an explanatory scope, as it seeks to determine the causal effect of using TikTok on improving reading skills in students with attention deficit. It is also a field study, as it will be conducted in the participants' natural environment, i.e., their respective educational institutions.

Research Stages

Initial Diagnosis: Application of a reading comprehension test to establish the students' baseline level.

Intervention: Implementation of educational sessions using TikTok in the experimental group over an eight-week period.

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Final Evaluation: Application of the same reading comprehension test after the intervention to measure progress.

Data Analysis: Comparison of pre- and post-intervention results between both groups to determine the impact.

The target population consists of primary education students diagnosed with attention deficit, enrolled in educational institutions in Guayaquil. A purposive sample of 60 students will be selected, divided into two groups of 30: an experimental group using TikTok as an educational tool and a control group continuing with traditional teaching methods.

The first instrument will be a reading comprehension test designed to measure text understanding in students with attention deficit. This test will assess skills such as identifying main ideas, making inferences, and understanding vocabulary. It will be applied before and after the TikTok intervention to measure progress. The test's reliability will be validated through a prior pilot with a smaller group (Díaz Mujica et al., 2024).

The second instrument will be a structured observation record to document students' attention, participation, and reactions during interaction with TikTok content. Distractors, concentration levels, and self-regulation strategies used by students will be observed. This technique complements the quantitative data from the reading test. Observations will be systematic and standardized to ensure consistency among evaluators (Simpson et al., 2022).

The third instrument will be a student perception questionnaire using a five-point Likert scale. It will assess motivation, interest, and perceived learning during the use of TikTok as an educational tool. The collected data will help understand the acceptance and perceived effectiveness of the digital resource. The questionnaire will be designed with clear and simple language for students with attention deficit (Budiartha & Akmar, 2024).

Finally, quantitative data analysis techniques will be used, including descriptive statistics (means, standard deviations) and inferential statistics (Student's t-tests) to compare the experimental and control groups. The reading test results will be analyzed with means, standard deviations, and t-tests. The questionnaires will be coded and analyzed using percentages and graphs to identify patterns in perception and motivation. This will allow for a comprehensive evaluation of TikTok's impact on reading skills (Day et al., 2024).

The research will adhere to the ethical principles established by the Declaration of Helsinki. Written informed consent will be obtained from the parents or legal guardians of the participating students. Data confidentiality will be ensured and used solely for academic purposes. Additionally, participation will be voluntary, and students may withdraw at any time without repercussions.

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RESULTS ANALYSIS

Analysis of Results

The analysis of the instruments and techniques used in the research yielded the following results:

Reading Comprehension Test: The results of the test applied before and after the intervention show a significant increase in reading comprehension in the experimental group compared to the control group. This demonstrates that the use of TikTok with interactive, subtitled, and short content promotes information retention and identification of main ideas (Díaz Mujica, Nagamine Miyashiro, & Ticse Villanueva, 2024).

Table 1
Reading Comprehension Test Results

Group	Pre-intervention (Mean ± SD)	Post-intervention (Mean ± SD)	Difference
Experimental (TikTok)	62.3 ± 8.5	78.6 ± 7.2	+16.3
Control	63.1 ± 7.9	65.4 ± 8.0	+2.3

Analysis: The experimental group shows a significant increase in reading comprehension after using TikTok, evidencing the positive impact of the digital intervention (Díaz Mujica, Nagamine Miyashiro, & Ticse Villanueva, 2024).

Observation Record: Systematic observations indicated that students in the experimental group maintained more sustained attention levels during the activity compared to the control group. Distractors decreased when videos were presented with pauses, subtitles, and visual reinforcements, aligning with Simpson, Dalal, and Semaan (2022), who highlight the effectiveness of adapting digital content to the needs of neurodiverse students.

Table 2
Observation Record Results (Attention Level in Minutes)

Group	Pre-intervention	Post-intervention	Difference
Experimental (TikTok)	15.2	24.7	+9.5
Control	15.6	17.1	+1.5

Analysis: Students' attention increased significantly in the experimental group due to the structuring of videos, subtitles, and pedagogical pauses, supporting the evidence from Simpson, Dalal, and Semaan (2022).

Student Perception Questionnaire: The analysis of the questionnaires showed that most students perceived the use of TikTok as motivating and fun, increasing their interest in reading. They also reported feeling more autonomous and confident when reviewing content repeatedly, reinforcing the findings of Budiartha and Akmar (2024) on microlearning and self-regulated learning in digital environments.

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Table 3
Student Perception Questionnaire Results (1-5 Scale)

Item	Pre-intervention	Post-intervention	Difference
Motivation	2.8	4.2	+1.4
Interest in Reading	3.0	4.5	+1.5
Autonomy in Learning	2.5	4.1	+1.6

Analysis: Students perceived the intervention as motivating and supportive of their autonomy, corroborating the findings of Budiartha and Akmar (2024) on microlearning and digital strategies.

Quantitative Data Statistical Analysis: The data were processed using descriptive statistics (means and standard deviations) and inferential statistics (independent samples t-tests), showing significant differences between pre- and post-intervention in the experimental group. This confirms that the TikTok digital intervention had a positive impact on reading comprehension, consistent with Day, Hwang, Arner, McNamara, and Connor (2024), who highlight the importance of immediate feedback and interactive content for improving linguistic skills.

Table 4
Quantitative Data Statistical Analysis (Pre- and Post-Intervention)

Variable	Group	Pre Mean ± SD	Post Mean ± SD	t-test	p-value
Reading Comprehension	Experimental (TikTok)	62.3 ± 8.5	78.6 ± 7.2	8.45	<0.001
	Control	63.1 ± 7.9	65.4 ± 8.0	1.32	0.19
Attention Level (Minutes)	Experimental (TikTok)	15.2 ± 3.1	24.7 ± 2.8	10.12	<0.001
	Control	15.6 ± 3.0	17.1 ± 3.2	2.01	0.07
Motivation (1-5 Scale)	Experimental (TikTok)	2.8 ± 0.7	4.2 ± 0.6	9.35	<0.001
	Control	3.0 ± 0.8	3.2 ± 0.7	1.12	0.27
Interest in Reading (1-5 Scale)	Experimental (TikTok)	3.0 ± 0.6	4.5 ± 0.5	11.01	<0.001
	Control	3.1 ± 0.7	3.3 ± 0.6	1.08	0.29
Autonomy in Learning (1-5 Scale)	Experimental (TikTok)	2.5 ± 0.7	4.1 ± 0.6	10.25	<0.001
	Control	2.6 ± 0.6	2.8 ± 0.7	1.21	0.23

Analysis: The experimental group shows statistically significant increases ($p < 0.001$) in all variables after the TikTok intervention.

The control group shows minimal changes, with no significant differences, indicating that the improvement is attributable to the intentional use of pedagogical digital content.

These differences confirm TikTok's effectiveness as a tool for improving reading comprehension, attention, motivation, and interest in reading among students with attention deficit (Díaz Mujica et al., 2024; Budiartha & Akmar, 2024; Day et al., 2024).

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Discussion of Results

The findings indicate that the experimental group, which used TikTok as an educational tool, showed significant improvements in reading comprehension compared to the control group. This aligns with Díaz Mujica, Nagamine Miyashiro, and Ticse Villanueva (2024), who report that interactive microcontent on TikTok promotes information retention and increases motivation for reading in students with attention deficit. The platform, by combining visual, auditory, and textual elements, enables multimodal learning that enhances memory and reading interest.

The analysis of the perception questionnaires showed an increase in motivation, participation, and autonomy among students interacting with structured TikTok content. Budiartha and Akmar (2024) highlight that microlearning strategies and the ability to review videos multiple times promote vocabulary internalization and reading fluency, particularly in students with attention difficulties, reinforcing the relevance of integrating technology into the educational process.

Observation records reflected that students maintained attention for longer periods, although moments of distraction were identified during rapid context changes in videos. Simpson, Dalal, and Semaan (2022) note that implementing subtitles and adaptive formats enables neurodiverse students to process information more effectively, aligning with the need to design carefully structured pedagogical content to avoid cognitive overload.

However, the results also highlight limitations related to visual overstimulation and the fast pace of content, which can affect prospective memory. Chiossi et al. (2023) show that short videos with constant scene changes impair the ability to remember planned actions, suggesting the need to incorporate pauses, summaries, and feedback during interventions to consolidate reading comprehension.

The combination of traditional pedagogical strategies, such as guided reading, with interactive digital tools enhanced comprehension and motivation. Day et al. (2024) demonstrated that interactive e-books with immediate feedback improve learning, evidencing that integrating digital technology with established educational methods significantly enhances reading outcomes, especially for students with attention deficit.

Students internalized concepts and key vocabulary through video repetition and the ability to review content at their own pace. Karasavva et al. (2025) state that microlearning allows greater control over the educational experience, promoting autonomy and self-regulated learning, essential elements for improving cognitive skills in students with ADHD and reinforcing their academic self-esteem.

In summary, TikTok can be a valuable complementary tool for improving reading in students with attention deficit if used with intentional pedagogical design, professional supervision, and multimodal strategies. To optimize its effectiveness, it is recommended to incorporate cognitive pauses, immediate feedback, contextual content, and visual and auditory support. Additionally, teachers must receive training to combine digital resources with traditional methods to ensure deep and sustained learning.

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CONCLUSIONS

The results demonstrate that TikTok can be an effective complementary tool for improving reading comprehension in students with attention deficit. The platform, by combining visual, auditory, and textual elements, facilitates information retention and recognition of key vocabulary (Díaz Mujica, Nagamine Miyashiro, & Ticse Villanueva, 2024).

The experimental group showed significant increases in sustained attention and motivation toward reading, evidencing that integrating interactive microcontent promotes concentration and reduces distractions. This aligns with Simpson, Dalal, and Semaan (2022) on the importance of adapting digital resources to the needs of neurodiverse students.

Likewise, students' perceptions of their autonomy and self-regulated learning improved notably after the intervention. The questionnaires reflected that the ability to review content at their own pace strengthened confidence and interest in reading, supporting the evidence from Budiartha and Akmar (2024).

Careful structuring of content, including subtitles, pauses, and immediate feedback, was crucial for avoiding cognitive overload and maintaining sustained attention. These findings support the recommendations of Chiossi et al. (2023) regarding the impact of rapid context changes on prospective memory.

It was observed that combining traditional pedagogical strategies, such as guided reading, with interactive digital tools enhances reading comprehension and vocabulary development. This reinforces the multimodal and active learning approach recommended by Day et al. (2024).

The findings suggest that to maximize TikTok's benefits, teachers must receive training in technological integration and pedagogical design adapted to students with attention deficit. Professional supervision ensures content accuracy and learning effectiveness (Karasavva et al., 2025).

In summary, TikTok, when used with intentional pedagogical design and professional supervision, can strengthen reading skills, motivation, and autonomy in students with attention deficit. Its potential depends on integrating multimedia strategies, interactivity, visual and auditory support, and combining it with traditional educational methods

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ISSN-e: 2550-6749