

[Applied Assignment]

Applied Assignment: Coding, Themes, and Reflection

The Effects of Late Diagnosis on Self Perception and Academia

March 3, 2025

EDUC 610

University of Northern British Columbia

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How late diagnosis can affect self-perception and educational attainment

The interview process can appear daunting to a novice researcher but as stated by Mayan (2023), “By transcribing your own interviews, you contribute to the trustworthiness or rigor of your study (Easton et al., 2000; Olson, 2011), and advance analysis as you begin to make connections and conjectures while you transcribe.”. The participant, who is a close friend of the researcher, spent 21 years without being diagnosed as neurodivergent. The questions chosen by the interviewer were selected based on prior knowledge of the participant and their educational experience a considering factor.

The researcher met with the participant on a Saturday afternoon in the researcher’s home. The location was chosen by the researcher, as they had developed a relationship prior to the interview, and they gladly participated in this assignment. Prior to beginning the participant was informed of the purpose and intent of the research and understood how the research would be used. The participant signed the consent form and willingly participated in all aspects of the interview.

Coding the data

The interview was initially transcribed by the researcher and then the coding process began. First the researcher began creating a broad range of codes in a separate document with the intention to create more specific codes. Using the beginning codes, the researcher highlighted important information throughout the transcription to create the identification quotes and key data and codes. While four themes were created, it must be noted that some key words or phrases

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were found to be able to coincide with two separate themes. Both a copy of the original transcription and coded/highlighted transcription are provided. The codes were coordinated by colour and a key is provided for this. The themes created are as follows:

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Behavior associated with ADHD/mental health, Feelings of shame or not belonging, Lack of support in school and Awareness of ADHD helping with autonomy are in Table 1 on page 19. On this page are the grouping of codes, themes and key quote connections to each.

Transcription Key

P	Participant
I	Interviewer
PAUSE	significant pause

Transcript

1. I: Thank you for giving me your time today and letting me interview you.
- 2.
3. Could you tell me a little about yourself?
- 4.
5. P: Yeah, sure. Um, *Cat walks past* like background?
- 6.
7. I: Yes. You can tell me a little about your background. Like what you do for a living,
8. your background. That sort of thing.
- 9.

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10. P: Ok.

11.

12. Yeah, I have been practicing law for about three years now or going into my third year

13. now.

14.

15. I'm 27, turning 28. I'm from a small town in Newfoundland a K to 12 school and then I

16. went to MUN for my undergraduate degree.

17.

18. Um, initially, I intended to do social work but got **rejected** from social work, uh, and did

19. a double major with a certificate. Then I went to law school, and now, as I said, I'm a

20. lawyer.

21.

22. I: Could you describe your early school years and the challenges you faced in school

23. before you had your ADHD diagnosis?

24.

25. P: So I didn't actually get diagnosed until I think around the spring of 2018. So I was

26. either 21 or 22. So I didn't find out until I was out of grade school and I had already

27. finished my first year.

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28. K to 12 was okay for me just because I didn't find anything challenging, especially the

29. younger grades.

30.

31. I read at like, a high reading level, then what was expected. So, I was never really look at

32. as having a learning disability or anything. It was more so I was seen as destructive

33. because I would get bored and um, you know, disrupt other students.

34.

35. But even then, I don't think I was ever looked at as ADHD. They just looked at it as like,

36. oh, well, she's done her work and she's bored because she performs at a higher level, and

37. once I got to MUN that changed a lot.

38.

39. I went to a small school of like 300 people from K to 12, so about 30 in my graduating

40. class, but half of them were in general, half were in academic. So very small classes

41. where the teachers have known you and have known you your whole life to MUN where

42. the teachers do not know you and do not care to know you. *Pause*

43.

44. Uh, well, you know, I can't say that but it's difficult because it's large classes. So, I

45. struggled a lot there. I don't know how I wasn't put on academic probation my first year

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46. of MUN. Um *Laughs*, I got a 27 in a class. It was really bad. So, um, it kind of went
47. from, you know, kind of feeling a bit out of place and stuff in K to 12 to then just really,
48. really struggling academically. Once I got out of the K to 12 system.
- 49.
50. I: So, do you think that if maybe your behaviour wasn't mis interpretive, or sorry,
51. misinterpreted do you think that it would have led to maybe an earlier diagnosis when
52. you had been in high school?
- 53.
54. P: Oh, definitely.
- 55.
56. Unless the testing changed I guess. I don't really know what they would have been doing
57. for testing when I was a kid. But I found out I had ADHD because I thought I was
58. depressed.
- 59.
60. I went to the clinic because I couldn't focus, I couldn't, I just wasn't happy. I couldn't
61. find enjoyment in things. I was stressed all the time. I couldn't focus on anything. I
62. would be trying to read something and I'd have to try and read it five times, still not
63. knowing what it said.

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64. *PAUSE* And I had gone from being an avid reader in high school, like I had read for

65. fun. I would sit down, get maybe 10 books for Christmas, and have read them all before

66. we went back to school. So, it was very strange for me, so I think if I hadn't of been

67. diagnosed or if I had been screened at all earlier, it would have been caught right away

68. because when I did go to get testing, I didn't even make it through the entirety of the first

69. test because they came in and said, yeah, you failed that and are quite likely to have

70. ADHD.

71.

72. I: So, if you had been on someone's radar in the K to 12 system you might have been

73. diagnosed earlier.

74.

75. P: I think if anyone had taken a closer look at me or anything, it would have been caught.

76. Particularly because I did have a lot of injuries as a kid, like to the point that my lovely,

77. kind parents who have never even, you know, raised a hand to me in my life or

78. questioned by social workers because of my stupid injuries.

79.

80. So I think that if like at any point teachers had sat down with doctors or there had been

81. any kind of like a conference or anything, I like it would have been caught much much

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82. earlier.. *PAUSE*

83.

84. I: And once you know, I know you said that when you were in high school you uh

85. performed really well academically, um, you know, were there any particular aspects of

86. university that felt a lot more overwhelming or difficult once you got there that you

87. thought you would be more successful in?

88.

89. P: Well, I think I never really learned how to study or even really do homework before

90. because I would get my work done in school.

91.

92. I think that was a big part of it because I never really struggled in school. It was almost

93. like it was a almost like a double hit because it was not only was it the ADHD that was

94. impacting my ability to focus and learn and everything. The same way it definitely was in

95. school. *PAUSE*

96.

97. But the material was so much more challenging and also so much more faster. So like

98. instead of having a whole year to do subjects you had four months, or three months or

99. however long, um, you had you know.

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100. You didn't have the one on one you know, that type of thing.

101.

102. So I think definitely there was a big shift, but it wasn't necessarily that it was just

103. ADHD. It was also the challenges of the courses itself.

104.

105. Does that make sense?

106.

107. I: Yes, it does.

108.

109. So do you think if you had been diagnosed earlier that, you know, maybe you

110. would have had supports or accommodations in place, or even might have found

111. more success when you entered university, if you had been diagnosed earlier?

112.

113. P: Yeah. Definitely.

114.

115. Because I think I not knowing I had ADHD my entire life it was such a big

116. missing piece to me. Like a lot of things growing up didn't make sense to me.

117. *PAUSE*

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118.

119. There was a lot of things that I did or couldn't do like other people that I kind of

120. blamed myself for not necessarily even just academic, but *PAUSE* just

121. everything in life like was impacted by having ADHD.

122.

123. So I do think that if I had known sooner, not even necessarily the medication side

124. of things, but just the awareness of why these things are happening, because now

125. that I know, you know, it was almost like a shame spiral when I would be having

126. struggles focuses and stuff because it was putting blame on myself then.

127.

128. I would talk to myself like I was stupid, but now I know that, you know, it's not

129. just an inability or anything. *Pause* It's just, you know, a difference.

130.

131. I: Do you think that affected your self-esteem and perception not only of

132. yourself, but as well, your academic abilities?

133.

134. P: Yes.

135.

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136. After my first semester I almost dropped out. I don't think I would be able to do

137. it.

138. I was convinced the only reason I did so well in high school was because my

139. teachers knew me and basically, knew my family, knew my sister. That type of

140. thing, and just to help me out somehow.

141.

142. *Pause* I, I was very shaken when I found out I had ADHD and probably

143. ashamed to say it because it's very, I guess ableist thinking. I immediately

144. thought "oh, I'm stupid". But it just means I'm differently abled or whatever you

145. want to call it.

146.

147. So I think that it did have an impact on my self-esteem, both not knowing my

148. whole life and then when I did eventually find out.

149.

150. But now that I learned more and adjusted to it and everything I think I'm better

151. off knowing because I know why I do some of the things I do.

152.

153. *PAUSE* I know where it comes from, that type of thing.

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154.

155. I: Do you think that if you didn't get a diagnosis or gone forward to a clinic and

156. kind of questioned what was going on with you, whether it was depression or

157. something else, do you think your educational path would have looked the same? Do
you think it would have been more challenging? Would you have done maybe something
else with your life?

158.

159. P: I think I could have ended up dropping out. You know, if I hadn't gone to the

160. clinic, or if I even had been second guessed by a doctor or even had a different

161. doctor who just thought I was depressed. I think my life would have been a lot

162. different.

163.

164. I don't think I would be able to practice law right now or know how to manage

165. my ADHD. It definitely would have had a big change in my life.

166.

167. I don't think if I would have even gotten through an undergrad program. When I

168. first went to Mun I wanted to do social work but my grades were so bad my first

169. year that I had gotten rejected from the program. So if I couldn't even get into

170. social work, I don't think I would've been able to get into my Law program. You

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171. know what I mean?

172.

173. I: Absolutely.

174.

175. Those are all the questions I have for you today. Is there anything else you'd like

176. to add regarding the topic?

177.

178. P: Not really.

179.

180. I think it's really important for educators and anyone, you know, who interacts

181. with children should know that ADHD shows up differently in people, especially

182. men versus women. So I think just an awareness of that, maybe even screening all

183. kids for learning disabilities instead of that ones that are outwardly showing signs

184. because a lot of my ADHD was internal.

185. It's not always outburst or jumping around the room. So I think if there's more

186. awareness of how it shows up differently in people then people wouldn't suffer.

187. And also the only reason I was able to get an assessment as an adult and not have

188. to pay for it was because I had gone through a student clinic.

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189. If I had wanted to get an official diagnosis for tax benefits or something like that,
190. I would have to have paid thousands of dollars out of pocket. But when you're in
191. school, the school system, it's free.
192. So, you know I think early detection and screening, even if there is not
193. symptoms.
194. And that doesn't mean that you have to medicate, but it's allowing someone to put
195. a name on what's going on. I think it would change a lot of people's lives for the
196. better.
- 197.
198. I: Absolutely.
- 199.
200. Thank you for your time today.

Themes:

- behavior associated with ADHD/mental health
- feelings of shame or not belonging
- lack of support in school
- awareness of ADHD helping with autonomy

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Thematic Process

The thematic process began by looking at the initial codes created from the transcript. Once the initial codes were created the researcher began looking at both the codes and the transcript to create more specific codes and themes. On the researchers first attempt three themes were identified. To further my theoretical connections there was an additional theme added through analysis of the codes created. The researcher identified the four themes using the initial code. The four themes that were identified and can be found in Table 1, as well the corresponding codes and key quotes from the participant.

Lack of support in school was a dominant theme throughout the interview. The participant felt that if there had been more support in place a diagnosis may have been sought after prior to transitioning into post-secondary. In line 89 the participant mentions that they did not learn proper study skills prior to post-secondary and therefore with the more challenging material, struggled. Without having those skills, the participant found that moving from having an entire school year of 10 months to only have roughly 3-4 months to learn material, at a much faster pace, was incredibly difficult. If a diagnosis had been made prior to post-secondary the participant could have had the supports in place to help with a successful transition. Though the material, as noted by the participant in line 104, was more challenging, if the support had been there the participant could have found more success.

Another theme of *behaviours associated with ADHD/mental health* was found to be prevalent throughout the participants experience in the K to 12 school system. On multiple occasions throughout the interview, it was mentioned how looking back on their experience they can recognize the behaviours associated with ADHD but were ultimately missed. They identified behaviours such as: lack of focus, depression, feeling out of place, academic struggles, appearing

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bored, destructive and disruptive behaviours. This led to a negative self-perception and therefore struggles with their mental health. What had led to their diagnosis was initially believing they were depressed, which was later attributed to having ADHD. This as well links to the third theme identified as feeling as though they did not belong, as well a sense of shame when they failed, when they had been projected to when entering post-secondary.

The *feeling of shame or not belonging* was another theme identified. While receiving a late diagnosis ultimately benefited the participant, they did mention on multiple occasions throughout the interview that they did not understand some of their behaviours, which ultimately led to a feeling of not belonging. In line 186 it was spoken by the participant that ADHD shows up differently in everyone, and that not two individuals are alike. For the participant they felt as if they had not been diagnosed, they would not have been successful in MUN and as stated in line 159 “I think I would have ended up dropping out”. Earlier in the interview it his mentioned that they had applied to a program at MUN and was rejected, further amplifying the feeling of shame of not finding success. They do believe that if they had not had the autonomy to move forward to seek help, they would not be where they are today.

Lastly, the participant ended the interview with highlighting the theme of *fostering independence while understanding ADHD*. They spoke a great deal about the lack of awareness of how ADHD presents itself differently among individuals, as well between genders. The participant did not outwardly show signs until adulthood which meant they were never screened for being neuro divergent. In line 115/116 they stated: “Because I think not knowing I had ADHD my entire life, it was such a big missing piece to me. Like a lot of things growing up didn’t make sense to me”, meaning that if there had been an earlier diagnosis the feelings of self-doubt, depression and other feelings that led to their diagnosis. The participant, though did

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not self-advocate in the K to 12 system, did in post-secondary which made a change in their life for the better.

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Table 1:

Themes	Codes	Key Quote
Lack of support in school	Homework Study Material Challenges Courses Teachers High School ADHD	“I think that was a big part of it because I never really struggled in school. It was almost like it was a almost like a double hit because it was not only was it the ADHD that was impacting my ability to focus and learn and everything. The same way it definitely was in school.”
Behaviours associated with ADHD/mental health	Depressed Stressed Couldn't focus Struggling academically Destructive Disrupt Bored ADHD Challenges Courses	“I couldn't focus, I couldn't, I just wasn't happy. I couldn't find enjoyment in things. I was stressed all the time. I couldn't focus on anything. I would be trying to read something, and I'd have to try and read it five times, still not knowing what it said.”
Feelings of shame or not belonging	Dropping out Rejected Ashamed Stupid Self-esteem Blamed Missing piece Failed Academic probation Shame spiral Ableist thinking	“I, I was very shaken when I found out I had ADHD and probably ashamed to say it because it's very, I guess ableist thinking. I immediately thought “oh, I'm stupid”. But it just means I'm differently abled or whatever you want to call it.”
Fostering independence while understanding ADHD	Adjusted Awareness Early detection Screening Differently abled Better off Inability Difference Why	“I don't think if I would have even gotten through an undergrad program. When I first went to Mun I wanted to do social work, but my grades were so bad my first year that I had gotten rejected from the program. So, if I couldn't even get into social work, I don't think I would've been

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		able to get into my Law program. You know what I mean?
--	--	--

Summary of Experience

As a novice researcher I found my first experience with coding and themes to be overwhelming at times. It was a new experience and something I had not completed before throughout my years in academia. Throughout this process I had many questions regarding my methods for theming and coding

1. **Don't be afraid to make a mistake.** Through my initial coding I read through the transcript and coded what I thought would lead to more specific themes. I did have to go through my transcript many times to thoroughly code and ensure I was coding properly. I was afraid of not coding things correctly, ultimately leading to incorrect or inaccurate themes, but to get specific themes from codes you need to take the risk and keep working on it. It's ok to not get the coding and theming down on the first try. It is meant to be a process.
2. **Take your time and re-read your transcript as many times as necessary.** While transcribing I read and listened to the interview many times. As well once the transcription process had concluded I read the transcript many times. I think this was the most effective way to specify my themes and codes.
3. **You can walk away, take a break, and come back.** During this process I closed my laptop, took a break and came back to my transcription multiple times. During one of our classes, we conducted a theming and coding exercise, but it was completed in groups.

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Through this I realized that coding and theming takes time, and you can see one transcription through multiple lenses, which is what I wanted to do.

4. **It's ok if your codes overlap in themes.** I had instances in which a code could fit two themes. Initially, I panicked but a code can “tick more than one box”.

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References

Mayan, M. (2023). *Essentials of Qualitative Inquiry*. Walnut Creek, CA: Left Coast Press.

APPENDIX A

Transcription Key

P	Participant
I	Interviewer
PAUSE	significant pause

1. I: Thank you for giving me your time today and letting me interview you.s
- 2.
3. Could you tell me a little about yourself?
- 4.
5. P: Yeah, sure. Um, like background?
- 6.
7. I: Yes. You can tell me a little about your background. Like what you do for a living,
8. your background. That sort of thing.
- 9.
10. P: Ok.
- 11.
12. Yeah, I have been practicing law for about three years now or going into my third year
13. now.

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14.

15. I'm 27, turning 28. I'm from a small town in Newfoundland a K to 12 school and then I

16. went to MUN for my undergraduate degree.

17.

18. Um, initially, I intended to do social work but got rejected from social work, uh, and did

19. a double major with a certificate. Then I went to law school, and now, as I said, I'm a

20. lawyer.

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22. I: Could you describe your early school years and the challenges you faced in school

23. before you had your ADHD diagnosis?

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25. P: So I didn't actually get diagnosed until I think around the spring of 2018. So I was

26. either 21 or 22. So I didn't find out until I was out of grade school and I had already

27. finished my first year.

28. K to 12 was okay for me just because I didn't find anything challenging, especially the

29. younger grades.

30.

31. I read at like, a high reading level, then what was expected. So I was never really look at

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32. as having a learning disability or anything. It was more so I was seen as destructive

33. because I would get bored and um, you know, disrupt other students.

34.

35. But even then I don't think I was ever looked at as ADHD. They just looked at it as like,

36. oh, well, she's done her work and she's bored because she performs at a higher level, and

37. once I got to MUN that changed a lot.

38.

39. I went to a small school of like 300 people from K to 12, so about 30 in my graduating

40. class, but half of them were in general, half were in academic. So very small classes

41. where the teachers have known you and have known you your whole life to MUN where

42. the teachers do not know you and do not care to know you. *Pause*

43.

44. Uh, well, you know, I can't say that but it's difficult because it's large classes. So, I

45. struggled a lot there. I don't know how I wasn't put on academic probation my first year

46. of MUN. Um *Laughs*, I got a 27 in a class. It was really bad. So, um, it kind of went

47. from, you know, kind of feeling a bit out of place and stuff in K to 12 to then just really,

48. really struggling academically. Once I got out of the K to 12 system.

49.

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50. I: So, do you think that if maybe your behaviour wasn't misinterpretive, or sorry,
51. misinterpreted do you think that it would have led to maybe an earlier diagnosis when
52. you had been in high school?
- 53.
54. P: Oh, definitely.
- 55.
56. Unless the testing changed I guess. I don't really know what they would have been doing
57. for testing when I was a kid. But I found out I had ADHD because I thought I was
58. depressed.
- 59.
60. I went to the clinic because I couldn't focus, I couldn't, I just wasn't happy. I couldn't
61. find enjoyment in things. I was stressed all the time. I couldn't focus on anything. I
62. would be trying to read something and I'd have to try and read it five times, still not
63. knowing what it said.
64. *PAUSE* And I had gone from being an avid reader in high school, like I had read for
65. fun. I would sit down, get maybe 10 books for Christmas, and have read them all before
66. we went back to school. So, it was very strange for me, so I think if I hadn't of been
67. diagnosed or if I had been screened at all earlier, it would have been caught right away

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68. because when I did go to get testing, I didn't even make it through the entirety of the first

69. test because they came in and said, yeah, you failed that and are quite likely to have

70. ADHD.

71.

72. I: So, if you had been on someone's radar in the K to 12 system you might have been

73. diagnosed earlier.

74.

75. P: I think if anyone had taken a closer look at me or anything, it would have been caught.

76. Particularly because I did have a lot of injuries as a kid, like to the point that my lovely,

77. kind parents who have never even, you know, raised a hand to me in my life or

78. questioned by social workers because of my stupid injuries.

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80. So I think that if like at any point teachers had sat down with doctors or there had been

81. any kind of like a conference or anything, I like it would have been caught much much

82. earlier.. *PAUSE*

83.

84. I: And once you know, I know you said that when you were in high school you uh

85. performed really well academically, um, you know, were there any particular aspects of

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86. university that felt a lot more overwhelming or difficult once you got there that you

87. thought you would be more successful in?

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89. P: Well, I think I never really learned how to study or even really do homework before

90. because I would get my work done in school.

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92. I think that was a big part of it because I never really struggled in school. It was almost

93. like it was a almost like a double hit because it was not only was it the ADHD that was

94. impacting my ability to focus and learn and everything. The same way it definitely was in

95. school. *PAUSE*

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97. But the material was so much more challenging and also so much more faster. So like

98. instead of having a whole year to do subjects you had four months, or three months or

99. however long, um, you had you know.

100.

101. You didn't have the one on one you know, that type of thing.

102.

103. So I think definitely there was a big shift, but it wasn't necessarily that it was just

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104. ADHD. It was also the challenges of the courses itself.
- 105.
106. Does that make sense?
- 107.
108. I: Yes, it does.
- 109.
110. So do you think if you had been diagnosed earlier that, you know, maybe you would
111. have had supports or accommodations in place, or even might have found more
success
112. when you entered university, if you had been diagnosed earlier?
- 113.
114. P: Yeah. Definitely.
- 115.
116. Because I think I not knowing I had ADHD my entire life it was such a big missing
piece
117. to me. Like a lot of things growing up didn't make sense to me. *PAUSE*
- 118.
119. There was a lot of things that I did or couldn't do like other people that I kind of
blamed

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120. myself for not necessarily even just academic, but *PAUSE* just everything in life
like
121. was impacted by having ADHD.
- 122.
123. So I do think that if I had known sooner, not even necessarily the medication side of
124. things, but just the awareness of why these things are happening, because now that I
125. know, you know, it was almost like a shame spiral when I would be having struggles
126. focuses and stuff because it was putting blame on myself then.
- 127.
128. I would talk to myself like I was stupid, but now I know that, you know, it's not just
an
129. inability or anything. *Pause* It's just, you know, a difference.
- 130.
131. I: Do you think that affected your self-esteem and perception not only of yourself,
but as
132. well, your academic abilities?
- 133.
134. P: Yes.
- 135.

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136. After my first semester I almost dropped out. I don't think I would be able to do it.
137. I was convinced the only reason I did so well in high school was because my teachers
138. knew me and basically, knew my family, knew my sister. That type of thing, and just to
139. help me out somehow.
- 140.
141. *Pause* I, I was very shaken when I found out I had ADHD and probably ashamed to say
142. it because it's very, I guess ableist thinking. I immediately thought "oh, I'm stupid".
- But
143. it just means I'm differently abled or whatever you want to call it.
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145. So I think that it did have an impact on my self-esteem, both not knowing my whole life
146. and then when I did eventually find out.
- 147.
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149. knowing because I know why I do some of the things I do.

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150.

151. *PAUSE* I know where it comes from, that type of thing.

152.

153. I: Do you think that if you didn't get a diagnosis or gone forward to a clinic and kind of

154. questioned what was going on with you, whether it was depression or something else, do

155. you think your educational path would have looked the same? Do you think it would

156. have been more challenging? Would you have done maybe something else with your

157. life?

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159. P: I think I could have ended up dropping out. You know, if I hadn't gone to the clinic, or

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161. thought I was depressed. I think my life would have been a lot different.

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163. I don't think I would be able to practice law right now or know how to manage my

164. ADHD. It definitely would have had a big change in my life.

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166. I don't think if I would have even gotten through an undergrad program. When I first

167. went to Mun I wanted to do social work but my grades were so bad my first year that

I

168. had gotten rejected from the program. So if I couldn't even get into social work, I

don't

169. think I would've been able to get into my Law program. You know what I mean?

170.

171. I: Absolutely.

172.

173. Those are all the questions I have for you today. Is there anything else you'd like to

add

174. regarding the topic?

175.

176. P: Not really.

177.

178. I think it's really important for educators and anyone, you know, who interacts

179. with children should know that ADHD shows up differently in people, especially

180. men versus women. So I think just an awareness of that, maybe even screening all

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181. kids for learning disabilities instead of that ones that are outwardly showing signs
182. because a lot of my ADHD was internal.
183. It's not always outburst or jumping around the room. So I think if there's more
184. awareness of how it shows up differently in people then people wouldn't suffer.
185. And also the only reason I was able to get an assessment as an adult and not have
186. to pay for it was because I had gone through a student clinic.
187. If I had wanted to get an official diagnosis for tax benefits or something like that,
188. I would have to have paid thousands of dollars out of pocket. But when you're in
189. school, the school system, it's free.
190. So you know I think early detection and screening, even if there is not symptoms.
191. And that doesn't mean that you have to medicate, but it's allowing someone to put
192. a name on what's going on. I think it would change a lot of people's lives for the
better.
- 193.
194. I: Absolutely.
- 195.
196. Thank you for your time today.

[Applied Assignment]