

Slide 1 - Title.

This study researched the impact of receiving an early or late diagnosis of ADHD or Dyslexia on educational experience, social relationships and self-esteem levels.

Slide two - Contents

This presentation will cover
Background, Background, Aims + RQ's
Methodology: participants, Design, Materials
procedure
Results, Discussion, Evaluation and
Conclusion.

Slide 3 - Background

An slight definitions - Attention Deficit hyperactivity
ADHD is a neurodevelopmental condition presenting a pattern of inattention and/or hyperactivity-impulsivity behaviour

Prevalence - 3-4% Adults + 5% children

Dyslexia - Neurobiological

Involves having struggles with accurate word recognition, difficulties with written expression + decoding

British Dyslexia Association
Prevalence - 10% of the population

Slide 3 -

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on the other hand receiving a late identification can be debilitating and apposes different challenges to both ADHD and Dyslexia

ADHD - often misunderstood (disruptive)
- low self-esteem/confidence

Hansson et al 2015 ~~Waters et al 2018~~ conducted a study of adult experiences of receiving a diagnosis of ADHD during adulthood through interviews - improved behavioural understanding - yet restricted career opportunities - ~~known confidence~~

Slide 3 - Background.

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Research has suggested that an early identification of both ADHD + Dyslexia employs improved understanding, not only of themselves but from others too particularly for ADHD an early identification can enhance ^{future} social and cognitive skills and in turn improve behaviour management.

Dyslexia - Self acceptance + belief
Improved learning strategies / adjustments.

Slide 3

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Differences

Varied points of focus

Mixture of both qualitative and
quantitative data.

Include both early + late diagnosis.

Slide 3

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Similarly, Jones and Hesse (2018) found that adolescents with ADHD were often misunderstood and had low self-esteem.

Comparably, Wissel et al (2022) explored late diagnosed Dyslexia which demonstrated discrimination in employment and that mistakes were regularly blamed on their dyslexia not a human error compared to others.

Slide 4 - Rationale, Aim

This study had... + Research question.

Rationale: Explore the impact early and late diagnosis of ADHD and Dyslexia has on an individual.

- Explore the issues with time of diagnosis ~~was supposed to~~

Aim: To investigate differences in impact that receiving an early or late diagnosis of ADHD or Dyslexia has on self-esteem, educational experience, social R. and ~~self-esteem~~

Slide 5: Methods - Participants

The Sample Demographics shown on

The ~~purpose~~ screen Sample for this study

was individuals with an early or late diagnosis of ADHD or Dyslexia

Recruited through the UWESD EMS

System (aimed at students) and email to friends and family.

Of the aimed 60 - 74 responded

5 were removed

leaving a remaining 69

Ages ranged from 18-56

One participant responded identifying as 'Gender non-binary'

Slide 6 : Methods : Design

This study was an online ~~survey~~ survey which consisted of qualitative and quantitative data.

(Statistics + Thematic Analysis)

Including 20 open and closed questions within two parts.

Before EMS the study received ethical approval. ~~First included the Rosenberg Self Esteem Scale~~

~~where responses were analysed through a 2x2 two way ANOVA~~

~~to establish whether there was a significant difference between type time on self esteem~~



Slide 6 : Design

2

Quantitative ^{the} element - Rosenberg SES
- analysed through a two way independent
ANOVA to establish whether there
was a significant difference between
early or late diagnosis of ADHD or
Dyslexia on Self-esteem

Qualitative - 10 open ended.

These responses were analysed through
the Braun and Clarke (2017)
six stages of Thematic Analysis.

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Slide 7: Methods: Materials

In demographics - two open-text questions and 3 multiple choice.
Current age, Age of D, education and gender

The Rosenberg Self-esteem Scale

10 item self-report inventory
assesses general self-esteem levels of an individual

4 point Likert Scale ranging from 1. Strongly agree to 4. Strongly disagree

Eg - I feel I have a number of good qualities



Slide 10: Thematic.

2

Late Diagnosis

1. Misunderstood
2. Judgement and understanding (fear of being treated differently and improved understanding of self)
3. Regret & Restraint (feeling regretful upon past experiences and restrained from reaching full potential)



Conflicted understanding
with participants expressing that they
understood their behaviour more
yet they still struggled with work.

Alienation - lacking sense of belonging.
No one understands me
~~and~~ ~~messy~~, feeling different to others.

Feeling unsupported - lead to feeling
alienated.

being the odd one out
particular I wouldn't get anywhere.

Slide 11 – Discussion

Overview – This study explored the differences in impact early and late diagnosis of ADHD and Dyslexia has on self-esteem, educational experience and social relationships. The results indicated that there was no significant differences between early and late diagnosis on self-esteem levels, contradicting the study hypothesis predicting that those with a late diagnosis will have lower self-esteem and those with an early diagnosis would be higher. Comparably, the ten open-ended questions mentioned little impact on self-esteem and on social relationships though indicated a larger impact on educational experience.

Interpretation of findings – Participants who were diagnosed early reported conflicted understanding - receiving improved understanding of work and from others and gaining a sense of relief, and clarification. This aligns with studies by Battistutta et al. (2018) and Gani (2024) where the early diagnosis promoted self-belief and acceptance and an improved understanding of own behaviour. In contrast, there was a definite sense of alienation with participants feeling like they had something wrong with them and individualised support measures with no strict curriculum with some mentioning better support in primary, secondary or college/uni or that it was just not available.

Late diagnosed Dyslexia on the other hand presented that individuals questioned their capabilities and being often misunderstood (Kirkegaard, 2022). Consistent with studies from Jones and Hesse (2018) whom worked with adolescents with late diagnosed ADHD, presented low self-esteem, behaviour was often misunderstood and was unsupported by teachers. Discrimination in employment – mistakes referred to their dyslexia not human error (Alexander passe, 2017) emphasizing the impact a late diagnosis had on their daily lives when trying to carry out tasks that everyone else did easily.



Ambivalence

- Mixed feelings
- fear of disclosure to employment
- doubt of capabilities
- Stereotypical attitudes

late Diagnosis

Misunderstood - seen as a trouble maker.

Judgement + Understanding

Better understanding of self

"permission not to blame myself"

Fear of being judged

"warned me ~~imagine~~ that people think I'm stupid"

Slide 12 : Evaluation

1

Strengths

good amount of participation (~~7~~ 69 out of aimed 60)

presented social element is little effected

- bigger impact educationally

Limitations

- Small Sample size for an indication of the greater impact
 - limit to complex feelings
 - could be guessed
- Self-Report biases
 - interpreted wrongly
- Early + late categories (Early ≤ 18 late $18 \rightarrow$)
- Memory
- childhood + Adulthood category



Slide 12: Evaluation

2

- The scale does not account for academic ability or social skills
- does not consider external factors
- co-morbidities also not considered

Implications

- lack of support for both ADHD + Dyslexia
- Classroom methods of learning don't work sufficiently (Individual Differences)
- Teachers need flexible approaches + more training
- programs to be created - no judgement
- larger publicity, workforce + education
- social media - reaching the next gen

Slide 12: Evaluation

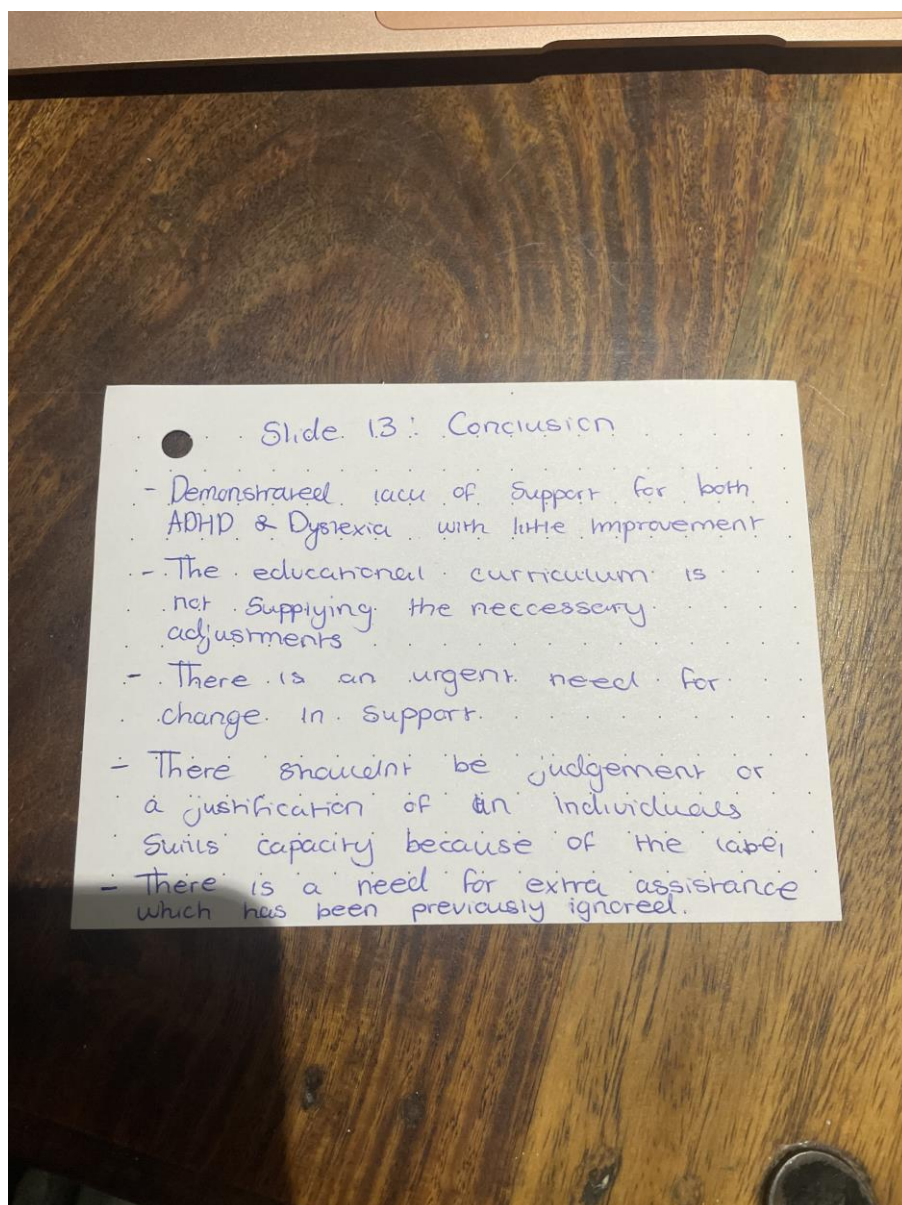
Future Research

- Investigate educational support - greater indication of present strategies in place.

Applying a well-being scale
- more detailed representation.

- Conducting an interview

~~Will not~~



I acknowledge the use of Google Scholar [<https://scholar.google.com/>] on 10th May – 19th May to research. I used

the prompt(s):

- ADHD early diagnosis
- Dyslexia early diagnosis
- ADHD late diagnosis
- Dyslexia late diagnosis

I confirm that I have not presented any AI generated text as my own work. I confirm I Alisha Phillips

have copies of my drafts, notes, and other resources I used before, and after the use of

AI tools which I may be asked to provide in evidence.

