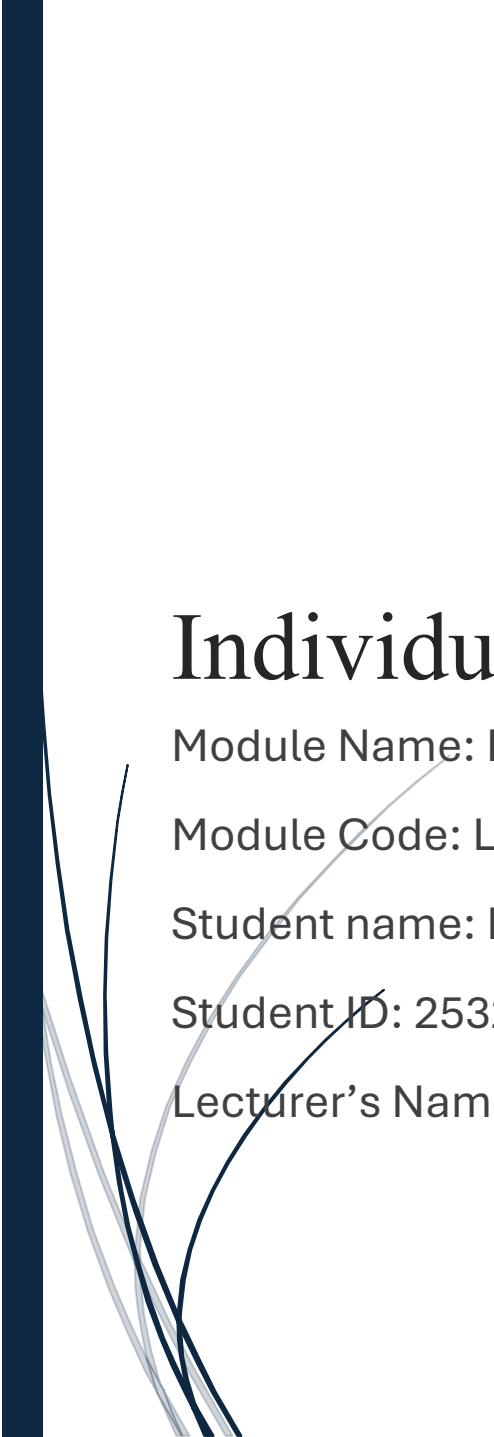




Individual Report

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Introduction

Child mental health is one of the biggest issues in health and social care. As stated by National Society for the Prevention of Cruelty to Children (NSPCC), in year 2024/2025, over half of all Childline counselling sessions are related to mental health. Mental health refers to a person's emotional, psychological, and social wellbeing, impacting how individuals think, feel and behave. It can impact on all aspects of their life, including their relationships, educational attainment and physical wellbeing. Promoting mental health involves raising awareness, reducing mental health stigma, and ensuring access to appropriate support and care to help individuals lead to balanced and quality life.

Task 1 – Selection of a Research Topic

Attention Deficit Hyperactivity Disorder (ADHD) is identified as a neurodevelopmental disorder that commonly associated with relentless patterns of inattention, hyperactivity and impulsivity that interferes with daily activity. Inattention symptoms include having difficulty paying attention and/or staying organized. Hyperactivity symptoms can be seen as: moving around, feeling restless or talking excessively. Impulsivity is all about interrupting, intruding on others or having trouble waiting for their turn. These ongoing behaviours of children with ADHD can interfere with school, or other activities and strain social relationships. Children with ADHD are more likely at risk for injuries, social problems, family stress, and poor grades.

1.1 The Issue and Why It Matter

ADHD is well-known among children and teens, but many adults can have ADHD too. Researchers argued that there are differences in development and neurobiology among people with ADHD compared to those without the disorder. In addition to their study environmental factors such as, brain injuries, nutrition, and social environment can increase the risk of developing ADHD. Therefore, early intervention matters to an organization because it will affect employee's wellbeing, performance and overall productivity. Supporting mental wellbeing also helps create a positive work environment, improves teamwork, and reduces staff turnover.

1.2 Personal Reflection – Why I Chose This Topic

I choose this topic because it is based on my experience dealing with the children in our community as one of the volunteers. Witnessing parents struggles to comfort their children,

while other parents criticise them, it was heartbreaking to watch. This topic also links to my future studies to become a social worker. A social worker's roles include assessing needs, provide guidance, and connect people with appropriate services like healthcare, housing, and financial support. Everyone deserves to live a healthy and peaceful life without being discriminated against others. To be part of the system that helps vulnerable people and makes a difference in our country will be my future goal in life.

Task 2 – Evaluating Information Sources

2.1 Source 1 <https://pmc.ncbi.nlm.nih.gov/articles/PMC4659921/>

Whereas others suggested that ADHD is an over-diagnosed and over-treated condition in contrast, many child psychiatrists and health care providers argued that ADHD is an underdiagnosed and undertreated condition (Hamed AM et al, 2015).

There are many reasons why ADHD is often underdiagnosed and undertreated due to a mix of social, medical, and systematic factors. For instance, the lack of awareness, the major reason many people including parents and teachers, may not recognise the symptoms, especially when they are different from the typical image of hyperactivity. Stigma mental health is another reason, avoid seeking help because of fear of being labelled or judged, causing delayed diagnosis and treatment. There are also barriers in the health system, long waiting times, limited specialists and high cost, which prevent timely assessment and support. Another factor is misdiagnosis, ADHD symptoms can overlap with conditions like anxiety, or depression, leading to incorrect or missed diagnosis. All these factors can help individual patients to get early treatments.

2.2 Source 2 <https://scholar.google.co.uk/scholar>

Clinicians and service commissioners should recognise and work to reduce the various barriers that make it difficult for individuals to access ADHD care. (Sayal K et al, 2018)

There are many ways to reduce barriers by making services easier to access, more effective and more inclusive. They should increase awareness and training so professionals can recognise symptoms early and make accurate referrals to help reduce missed or delayed diagnosis. Next, improve access to services by reducing waiting times, offering more assessment clinics, and using online or community-based support where possible. In addition, should promote clear referral pathways, so patients and families know how to get help without confusion or delay. Finally, offering culturally sensitive and person-centred care ensures that services meet the needs of diverse communities and reduce stigma around seeking help. This action can make ADHD care more accessible and effective for those who need it.

2.3 Source 3 NHS England <https://www.england.nhs.uk>

The main problem of ADHD in NHS has been identified and written by an independent group of experts requested by NHS England.

The NHS England ADHD Taskforce Report highlights major challenges in ADHD services, including long waiting times, underdiagnosis, and limited access to the treatment. The report recommends early support without waiting for diagnosis, increased NHS capacity, improved training for professionals, and better coordination between health, education, and social care services. It emphasises that ADHD is often under-recognised and that support should be based on need. Working with the professionals like National Institute for Health and Care Excellence to find important data needed for improving and research and produce or recommend already published quality standards. The aim is to create faster, fairer and more effective care across England.

2.4 Gaps in Current Research.

Several important areas are still under research to better understand and tackle ADHD. Researchers are studying how the brain develops differently in ADHD. Ongoing work in Neuroscience and genetics to identify exact causes, why symptoms vary so much between individuals. Although National Institute of Mental Health (NIH) explained the cause of ADHD is not sure, studies suggested that the genes might play the big role. There is on going work improving data collection and digital systems to understand demand and waiting times. Additionally, more research is needed into integrated care, as ADHD often co-occurs with other conditions.

Task 3 – Research Methodologies

3.1 Definitions and Examples

Mixed -method research is a methodology that accumulate, evaluate, and integrates both quantitative and qualitative data within a single study or series of studies. Example of quantitative method, researchers give one group of children a medication such as Methylphenidate and another group of placebos. They then measure changes in attention, behaviour, and hyperactivity using rating scales. This produces numerical data to test how effective the treatment is. Qualitative methods, researchers will conduct interviews or focus group with children, parents or teachers. They might ask parents how ADHD affects daily routines or school life. This provides detailed, descriptive data about experiences, challenges, and support needs.

3.2 Chosen Methodology and Justification

I will choose mixed-method approach in my research, combining qualitative and quantitative data. A mixed-method approach is well suited to my topic because studying ADHD condition is both measurable and experiential. Quantitative methods allow researchers to assess symptoms, prevalence, and treatment effectiveness using numerical data, while qualitative methods explore how ADHD affects daily life, relationships, and education from the perspective of children, parents, and teachers. This approach is justified because ADHD is complex and affects individuals differently. Using both approaches provides more complete understanding of the condition. This is important because ADHD varies widely between individuals, relying on one method could miss key insights that needed to improve diagnosis, intervention, and support within service such as NHS England. Therefore, mixed –method approach is the best choice for my future research about ADHD.

Task 4 – Data Collection

4.1 Primary vs Secondary Data

Primary and secondary data are both important in research on ADHD, but they differ in how they are collected and used. Primary data refers to information that is collected first-hand by the researchers for specific study. Primary data is often more relevant and detailed because it is tailored to the research question, but it can be time-consuming and costly. In contrast, secondary data is information that has been collected by other researchers or organisations. This includes sources such as academic journals, books, and official reports, for example those published by NHS England. In ADHD research, secondary data might include statistics on diagnosis rates or findings from previous studies. Secondary data is usually quicker and cheaper to access, and it can provide a broader context for the research. However, it may not be specific or up to date as primary data.

4.2 Chosen Data Type and Justification

I prepare to choose secondary data because it can be considered more useful when researching ADHD. Because its quick, cost-effective, and easily accessible. Especially when working with large population which saves times and resources. One of my references, the management of ADHD in children and Adolescents, bringing evidence to the clinic, perspective from the European ADHD Guidelines (EAGG), gave me all the information that I need to know about my topic including qualitative and quantitative method, including gaps in the research and system barriers.

4.3 Advantages and Challenges

The advantages in my chosen data type are that I had access to large data base like NHS that is difficult to collect and useful for tracking changes, such as increasing diagnose of ADHD. Disadvantage some sources are outdated information and potential bias some data were influenced by the original researchers aims or method.

Conclusion

Attention Deficit Hyperactivity Disorder (ADHD) is a complex neurodevelopmental condition that significantly affects children's behaviour, learning, and daily functioning. Evidence from England highlights ongoing challenges such as underdiagnosis, long waiting times, and gaps in service provision, as drafted in the ADHD Taskforce report. While research has improved understanding of symptoms and treatment, important areas remain under investigated, including early identification and long-term outcomes, Using mixed research methods strengthens knowledge by combining primary and secondary sources. With continued research and improved services are essential to ensure timely, effective, and equitable support for children with ADHD.

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