

Basic Acknowledgement format of AI tool use

I acknowledge the use of Canva
(<https://www.canva.com/design/DAG0IN6N6uc/7eFZ83QEv9dG4jwN7MhkaA/edit>) on 8th September 2025 to generate moving images.

I used the prompt(s):

1. Please generate a moving image of a child planning and organizing
2. Please generate a moving image of a child struggling with emotional regulation
3. Please generate a moving image of a child struggling with working memory
4. Please generate a moving image of a brain
5. Please generate a moving image of an angry 7-year-old
6. Please generate a moving image of a baby
7. Please generate a moving image of a child fidgeting
8. Please generate a moving image of tapping
9. Please generate a moving image of a stressed mother
10. Please generate a moving image of a teenager depressed
11. Please generate a moving image of a teenager sad
12. Please generate a moving image of a brain

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

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 10th 13th & 18th September 2025 to support me in research using the prompt(s):

1. Please find me recent journals that focus on the impact of ADHD on children including clinical characteristics
2. Please find me recent journals that focus on the impact ADHD has on the classroom environment
3. Please find me recent journals that focus on the impact ADHD has on the child's family including stress
4. Please find me recent journals that focus on the impact ADHD has on children with anxiety and depression
5. Please find me recent journals that focus on the impact ADHD has on puberty including mother daughter relationships

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ADHD Research and Practice

Introduction and brief overview of ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is when a person's brain works somewhat differently. The causes are largely unknown, however there is a strong connection to brain structure, including the prefrontal cortex where executive functioning takes place (Sutubasi et al. 2020; Hoogman et al. 2017). If someone has ADHD, the brain hasn't matured correctly in the prefrontal cortex, and the executive

functioning is impaired causing hyperactivity, impulsivity and/or inattentiveness (Norman, 2016; Rubia, 2018). These characteristics could mean a child with ADHD may have difficulties with planning and organization as they are easily distracted, lose things easily and have a tendency to procrastinate (Lambek, 2011); emotional regulation for example, frustration can lead to frequent outbursts, rapid mood swings and a sense of being overwhelmed (American Psychiatric Association, 2022); and challenges with working memory; they can feel unable to follow instructions because retaining information is challenging which leads to incomplete tasks (Kofler, 2018; Cole, 2024). These are all important skills for independent daily living. Furthermore, these symptoms can present themselves as either mild, moderate or severe meaning each diagnosis could look different from one child to the next (American Psychiatric Association, 2022; Colomer, et al. 2017). Research suggests that due to the impact of ADHD, children with this diagnosis are more likely to underachieve academically, emotionally and socially (Miller and Hinshaw, 2010; Bunford, 2018; Sjöwall and Thorell, 2014).

ADHD can be recognised in children from as young as 12 months; however, it should be acknowledged by the age of 7, even if it is not diagnosed until much later. It is prevalent in children and adolescence with an estimate of around 5% (NICE, 2025); however, research suggests that children who have additional learning needs, take the rates of ADHD up to 20%. Furthermore, boys are more likely to be diagnosed than girls (Ayano, 2023; Slobodin and Davidovitch, 2019), with evidence indicating an underdiagnosis, because girls don't demonstrate the same level of hyperactivity and impulsivity compared to boys. Yet, both girls and boys have been observed and characterised under the same level of inattention (Chutko, et al. 2025; Martin, et al. 2024). It is important to note that for a diagnosis, the symptoms must persist consistently for at least 6 months and severely impact the child's daily living including their learning and family relationships (American Psychiatric Association, 2022).

The impact of ADHD on everyday living:

Academic Struggles and Long-term Outcomes – Largely focused on inattentive ADHD

When a child with ADHD is observed with high *inattentive symptoms*, generally they find it hard to focus and pay attention during schoolwork or play; it might be hard for them to concentrate to complete tasks as they become easily distracted by thoughts and stimuli. This can lead to unnecessary mistakes, forgetfulness, and trouble staying organized (American Psychiatric Association, 2022; De la Peña, 2020; Kofler, 2018). Furthermore, when combined with low frustration tolerance due to poor emotional regulation, these ADHD symptoms can cause children to get upset easily when they are struggling to complete tasks but cannot; they may give up quickly; become angry towards the people around them or even withdraw. This can lead children toward anxiety and depression. Moreover, they could be experiencing negative feedback consistently due to constant perceived failures; this could lead to poor self-esteem and endless

discouragement. For example, a teacher or parent saying: *How many times do you have to be told?* (Fogleman and Leaberry, 2018; Seymour and Miller, 2017).

Additionally, the environment the child is in for example a busy classroom that requires sitting for long periods could trigger behaviors associated with ADHD because some children particularly those with Hyperactive tendencies will be fidgeting, loud and on the move constantly; they want to be active and often engage well in sports such as running and football. (Sydenstricker, et al. 2023). However, their behaviour's are acknowledged as disruptive, often causing problems in class and irritating others. Furthermore, it can lead to isolation as they are removed from activities, unable to complete tasks (Staff, et al. 2023). On the other hand, children who have more inattentive tendencies can be missed or misunderstood by teaching staff, due to their quiet daydreaming symptoms. They sit well, compared to those with hyperactivity symptoms, and so teachers notice the energy and noise, but do not notice the inattentive, off task, distracted and unfocussed child, who is in fact displaying poor levels of motivation and persistence compared to a child without ADHD (Colomer, et al. 2017) Additionally, teachers lack knowledge and understanding of the diagnosis, symptoms and impact of ADHD, therefore training must be prioritised for more awareness so they can better support the children, because with excellent support, the children with have a better outcome in life (Ward, et al. 2021).

A recent study suggests these symptoms could be closely linked to poor educational achievement, including low performance in language, literacy and math skills; school dropout rates were more probable too, compared to those without ADHD (Singh, et al. 2022; Hulsbosch, et al. 2025; Voigt, et al. 2017). However, research also indicates that children with lower levels of inattention tend to perform better academically. Therefore, a child with ADHD who primarily displays hyperactive and impulsive behaviours may achieve better academic outcomes than those whose ADHD is characterised mainly by higher inattention. (Landis, et al. 2021; Arbel et al. 2019).

Children with ADHD mainly characterized by *hyperactivity* may be very active, fidgeting, tapping, or leaving their seat when they should stay seated. They might climb or run in ways that can be risky, and they may talk a lot. This *hyperactivity* can make it harder to focus and can affect how well they get along with others. Furthermore, some children act without thinking, blurting out and interrupting others, or struggling to wait their turn. This *impulsivity* can cause problems in games, class, and friendships leading to relationship breakdowns and social isolation (Colomer, 2017).

That said, evidence does prove poorer outcomes generally for anyone with ADHD. This hypothesis was proved accurate after a longitudinal follow-up study took place 13 years ago, when several men who were diagnosed with ADHD at 8 years old were interviewed 33 years after diagnosis; they were compared to several participants without ADHD, and the evidence suggests poorer outcomes –

academically, socially and vocationally. The long-term result is worrying particularly how ADHD impacts boys in adolescence, and as they grow into men. For example, the research study reported a raise in antisocial behavior, substance misuse, personality disorders, prison and even death. However, out of 207 ADHD participants, 72 (34.8%) were lost to follow-up; along with, 42 of 178 non-ADHD comparison participants (Klein, et al. 2012). Additionally, this does raise questions regarding consistency, reliability, and credibility, because missing data could lead to bias assumptions, and therefore the conclusions must be considered carefully. Furthermore, the study was over 10 years ago (Gilbert, 2023; Twisk, 2023).

On the other hand, another study highlighted several positive traits associated with ADHD. For example, among six successful men interviewed, participants were described as highly energetic, driven, creative, empathetic, and eager to help others. If a child with ADHD is acknowledged for his positive energy; this could mean noticing the success on the playground during school break, he thrives playing football, running, rugby, tag, or climbing on trim trails. Similarly, interviews with five successful adult women revealed qualities such as strong creativity, determination, a willingness to take risks, a sense of adventure, and a natural enthusiasm and attentiveness toward new ideas. An example of a child in school displaying the positive risk-taking behaviour could mean that she is confident and fearless to engage in risky play like climbing compared to her non-ADHD friends. It is important that ADHD is not merely acknowledged for the negative impact it can have on one's life, but also that they are aware of the strengths too. This means they can manage their lives well within their environments with acceptance and embrace for example in school, home, work and relationships (Schippers, 2022).

Home Life and Co-occurring Challenges

Now to consider how the impact of ADHD can also affect the family of a child, including the stress in home life during adolescence, routines, and relationships.

Stress – Largely focused on adolescent girls and their mothers

Compared to children without ADHD, those with ADHD are impacted by the exposure of stressful situations more as they develop and grow. The usual hormonal changes for example going through puberty is a stress factor in teenage years. The irritation, intense reaction, and frustration, is heightened in those with ADHD. It also elevates anxiety and depression (Hartment, 2019; Breehl, 2023). Research suggests that up to 50% of children with ADHD will have anxiety and depression (Speyer, 2021), leading towards a lesser quality of life after 12 months (Pan, et al. 2017).

It is vital in the adolescent years that a young person has their parents to guide and support them through puberty; in particular, girls need information shared sensitively about the menstrual process, and other

changes such as their ability to make choices independently (Tesyra, *et al.* 2024; Mait, *et al.* 2024). However, mothers with daughters without ADHD find this season puts pressure on their relationship, as they try to guide them through changes, emotional regulation and independent decision making. Evidence indicates that mothers themselves feel puberty is an “inappropriate talk with a girl”; though some mums felt their schedules were too busy to educate them (Mirzaee, *et al.* 2021).

For a girl with ADHD, being exposed to exceptional challenges like puberty, compared to those without ADHD leads to an escalation in stress levels considerably, causing a negative impact on her and her family, including parents struggling to cope at home, siblings' relationship breakdown, and their general well-being as a family unit (Mendez, 2025).

Often, these families are misunderstood due to underdiagnosis or misdiagnosis in girls; instead, the stress is acknowledged by professionals, harsh parenting and the possibility of parent's not validating their adolescent daughters. This is the impact ADHD is having on family life (Hinshaw, *et al.* 2021). Furthermore, evidence suggests parents struggle to nurture, communicate or even know what their daughter is actively involved with, and this means girls with ADHD are at higher risk of becoming aggressive in adolescence for example becoming angry and hostile towards their family (Mrug, *et al.* 2008; Yoo, 2021). Furthermore, due to consistent conflict in the family, lesser time will be spent at a family. Research suggests adolescent children with ADHD do consider family activities important, but unfortunately, evidence suggests parental frustration results in more time apart, implying the child's emotional need for quality time with parents is unmet at a crucial time for example puberty (Miller, *et al.* 2024).

Additionally, the anxiety and depression are risk factors that coincide with the executive functioning challenges they already face (Kumpersaak, 2021); however, because they become more severe as they develop and grow into young women, intensifying, this may result in young women becoming vulnerable to eating disorders, self-harm and abusive relationships. Furthermore, the eating disorders could be linked to the relationship issues they had between peers and parents in early childhood, including peer rejection, parents disciplining harshly or criticizing and controlling them as a child. However, the eating disorders appear more prevalent in girls who display impulsive ADHD behaviors as appose to hyperactive or inattentive (McKinney, 2025; Mikami, 2008).

On the other hand, evidence does identify parents who have struggled due to the stress associated with the hyperactive and impulsive traits of ADHD. Parents explained how their children's behaviour impacts on the severity of stress that they experience; they described their children's behaviour; one said, “wrecking ball”; another, “war at home”; and finally, “it's goddamn hard work”. Other parents whose relationships broke down explained that “relationships don't survive”. These stress levels indicated the need for expert intervention to support parents and ensure they manage life well with their children, including how the

household family functions, for example successful daily routines; making sure children with ADHD can interact and engage well in their daily activities (McKinney, 2025; Mikami, 2008).

Routines are important for a child with ADHD but often they are disrupted by that child while impacting the entire household, which puts more pressure on parents and siblings (Spaulding, 2021; Coghill, 2008). However, lack of support at the right time means the impact of ADHD effects the parents' mental health, quality of life and how they function as a family throughout their daily routines (Leitch, 2019; Penuelas-Calvo).

It is therefore important that mothers express their love and respond well to their daughters, as they transition into adolescence; it can impact the outcome of that child's adulthood years. If a mother allows stress to influence her belief that the mother daughter relationship is hard or overcome by conflict; that stress will intensify later and become worse for her child, affecting her daughter's confidence, her relationships and her ability to manage life well. Furthermore, her daughter will battle alone through the frustrations and low moods that she experiences, friendship issues, poor self-esteem and self-worth, and anxiety (Rudge, 2021). However, if stress can be less and the relationship more supportive and positive, the negative effects of ADHD will also be less when she is an adult (Gordon and Hinshaw, 2017). Mothers could consider helpful tools to managing the stress for example, healthy lifestyles including exercise and diet, sleep routines and mindfulness. This would influence helpful reactions and responses which will increase their sense of worth and self-esteem (Rudge, 2021).

In conclusion, this educational video, which has been created for the general public, seeks to raise an awareness about the impact of ADHD on a child's life. It has been considered that ADHD is a neurological condition that affects executive functioning skills such as planning, organising, emotional regulation, and working memory. It begins in early childhood, though diagnosis may occur much later. Children with ADHD often experience symptoms of hyperactivity, impulsivity, and inattentiveness, which vary in severity. Many children find it difficult to concentrate and complete tasks, often appearing fidgety, forgetful, or easily distracted. Others struggle to stay still, leading to disruptions and misunderstanding. As children journey into their adolescent years, life can become more challenging for them because the impact of early childhood experiences due to poor executive functioning can lead to anxiety and depression. The low self-esteem can lead to other conditions such as bulimia, self-harm and poor abusive relationships.

While ADHD is frequently viewed negatively, it also important to acknowledge the positive strengths, such as creativity, energy, empathy, and a willingness to take risks. Although, it is evident the overall outcome for someone with ADHD is generally poor; there is in fact many successful adults with ADHD too. It is crucial that family routines and relationships are nurtured for children with ADHD, including getting the right support at the correct time. The disruptions can cause stress and affect the family's overall well-being if it

not addressed appropriately. It is therefore essential that teachers, parents, and peers understand the diagnosis and its effects so they can offer appropriate support, helping the child thrive academically, socially, and emotionally.

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