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Knowledge Bites Lunch 'n' Learn

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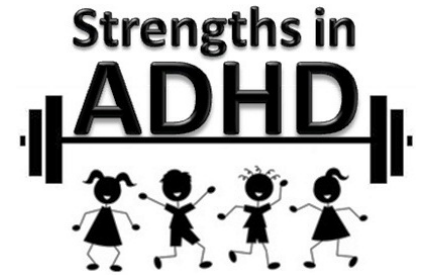
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“You’re so lazy”: Stigma &
Self-Stigma in ADHD



ADHD



ADHD & Stigma



Practical Suggestions



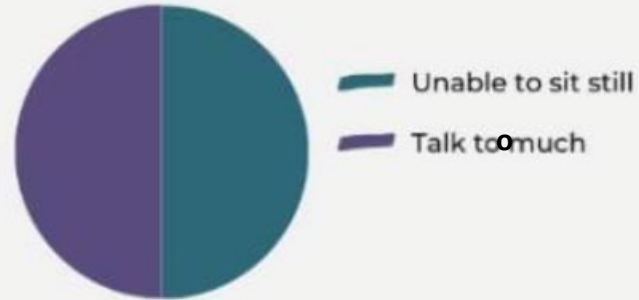
Comments & Questions

Overview

Attention- Deficit/ Hyperactivity Disorder

**ask me about my
attention deficit
disorder or pie
or my cat. a dog.
i have a bike.
do you like tv?
i saw a rock. hi.**

WHAT PEOPLE THINK ADHD IS



WHAT ADHD *ACTUALLY* IS



Prevalence



- Worldwide pooled prevalence of ADHD in children: 5.3% (Brault & Lacourse, 2012; Kessler et al., 2006)
- Similar statistics in Canada: 5-12% of school-aged children (Hauck et al., 2017)
- Boys (13.2%) are more likely than girls (5.6%) to be diagnosed with ADHD
- 30% to 50% of children with ADHD continuing to face challenges into adulthood (Mash & Barkley, 2014)
- Prevalence estimates in adults range from 2.5% to 4.4% (Brault & Lacourse, 2012)
- Present in all races, ethnic background, gender, ages

ADHD & Stigma

Stigma

- Stigma reflects the expression of a discrediting stereotype deriving from falsely assumed associations between a group of people and unfavorable characteristics, attributes, and/or behaviors (Demaio 2006)
- A modifiable but chronic and culturally formed environmental stressor (Zelst 2009; Corrigan and Shapiro 2010)
- Three types of stigma can be differentiated, including *public stigma*, *self-stigma* (Corrigan & Shapiro 2010), and *courtesy stigma* (Goffman 1963)

Do individuals
with ADHD
experience
stigma?



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Do individuals with ADHD experience stigma?

- Even young children with mental health or neurodevelopmental disorders are stigmatized by the general public
- Stereotypes including dangerousness and blame (Kinnear, et al, 2016; Martin et al., 2007)

Do individuals with ADHD experience stigma?

- Variables identified that contribute to stigma in ADHD (Mueller et al., 2012):
 - public's uncertainty concerning the reliability/validity of an ADHD diagnosis
 - public's perceived dangerousness of individuals with ADHD
 - socio-demographical factors as age, gender, and ethnicity of the target individual with ADHD
 - stigmatization of ADHD treatment
 - public's skepticism toward ADHD medication and disclosure of medication/diagnostic status

Many forms of stigma



Public



Vicarious/Courtesy



Self



Structural



Perceived



Experienced

Many forms of stigma



Public



Vicarious/Courtesy



Self



Structural



Perceived



Experienced

Public Stigma

- “a large population collaboratively accepts discrediting stereotypes about out-group members or more cursory, individuals from groups that are perceived to differ in physical, behavioral, or other intrinsic characteristics” (Corrigan & Shapiro, 2010)
- Symptoms or identification of a mental disorder increase the individual’s risk to be set apart from society and to become a victim of public stigma (Forbes & Schmader, 2010; Corrigan & Calabrese, 2001)
- Social distance may result from public stigma, such as not wanting children with mental health disorders to move next door or have such a child as a classmate (Ohan, et al., 2013)
- Public stigma often leads to self-stigma (Mueller et al., 2012)

Vicarious/Courtesy Stigma

- Family members or people close to a stigmatized person get negatively judged due to their mere association with the stigmatized target (Tuchman 1996; Kendall and Hatton 2002; Norvilitis et al. 2002; Koro-Ljungberg and Bussing 2009; dosReis et al. 2010)
- Research shows the public negatively endorses stereotypes about adults by virtue of being parents of children with mental health and/or neurodevelopmental disorders (Corrigan, et al., 2006; Moses, 2014)

Vicarious/Courtesy Stigma

- Emotions experienced by parents when they witness their child being the object of prejudice and discrimination because of their mental health and/or neurodevelopmental disorder
 - E.g., when the child is not invited to a peer's birthday party or excluded from a school team due to their challenges (Eaton et al., 2016; Moses, 2014; Wahl & Harman, 1989)
- Eaton et al. (2016) found that parents expressed feelings of sadness, guilt, frustration, and anger when vicariously experiencing their child's stigma

Parental experiences

- Stigma of young children with mental health and/or neurodevelopmental disorders is experienced by their parents in two ways: self-stigma and vicarious stigma
- Secrecy may diminish stigma through impression management or strategic disclosure (Serchuk, et al., 2021)
 - Self-stigma and sadness due to vicarious stigma were significantly associated with greater depression and diminished quality of life
 - Higher secrecy coping was also associated with higher depression and lower quality of life, supporting the benefits of disclosure.

A special
case: Self-
stigma



Self-stigma

- “the process in which a person with a mental health diagnosis becomes aware of public stigma, agrees with those stereotypes, and internalizes them by applying them to the self” (Corrigan, Larson, & Kuwabara, 2010)
- Individual’s internalization of a “new degraded identity” that negatively impacts on the individual’s social functioning and its quality of life (Fabrega, 1990)
 - Individuals’ loss of social- or work-related status is one of the likely consequences of stigma (Fabrega 1990)
- What individuals think/feel about themselves in relation to their mental health situation
- Self-stigma is associated with more severe depression ratings, worse self-worth, and lower scores of self-efficacy and self-esteem in children with mental health difficulties (Ferrie et al., 2020)

Self-stigma study: Methods

Participants & Procedure

- 29 youth with ADHD aged 8-17 (17 Male, 11 Female, 1 Non-binary)
- Recruited across Canada via physical posters and on social media
- Completed a survey over Zoom with a researcher

Measures

- Rosenberg Self-Esteem
- Paediatric Self-Stigmatization Scale →

1. *How often do you feel different from other children your age because you have ADHD?*
2. *How often do you feel people may not like you if they know you have ADHD?*

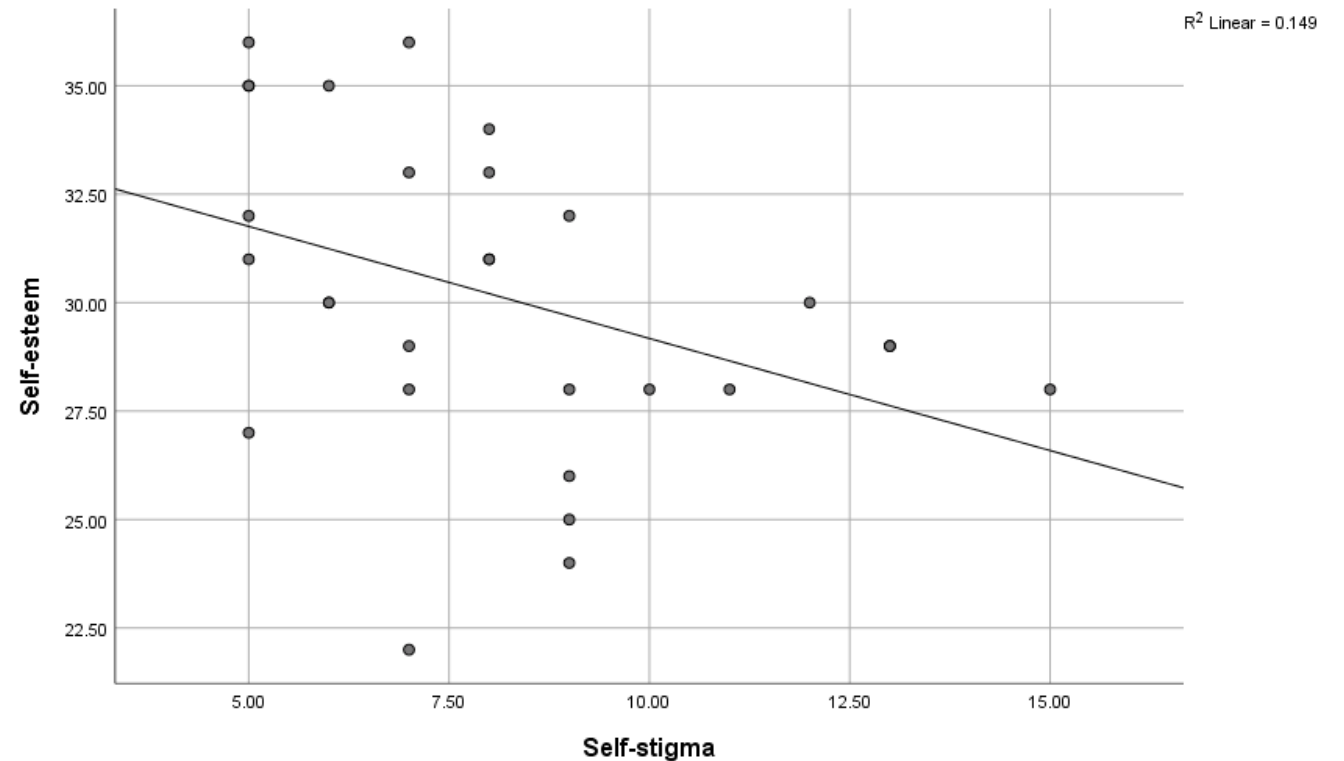
- Research Question: **What is the relationship between self-stigma and self-esteem in youth with ADHD?**

Self-stigma & Self-esteem

Youth who reported greater self-stigma
also reported worse self-esteem

Self-esteem: $M = 30.1$ ($SD = 3.81$)

Self-stigma: $M = 8.07$ ($SD = 2.70$)



($r = -.387$, $p = .038$)

How can we
reduce stigma?



Education



Contact



Knowledge

Education

- Educational approaches to reducing negative attitudes towards mental illness work by replacing negative myths and associations about mental illness with more accurate information (Corrigan et al., 2001)
- Most common approach to reducing negative attitudes towards mental illness (Haghighat, 2001)
- Provides a new, more positive context for the target and/or by providing repeated association between the target and more positive attributes (Gawronski & Bodenhausen, 2006)
- Impact of media in strengthening misperceptions and stigmatizing beliefs about patients suffering from ADHD (Slopen et al. 2007)

Education

Anti-stigma education programs work best when:

- the program includes a direct discussion about the common myths towards mental illness
- activities that stimulate empathy towards mental illness
- in-depth discussions about thoughts and experiences with mental illness (Corrigan, 2004)

Education alone may not be potent enough to change attitudes

- contact may be necessary to change deeply-ingrained attitudes. Zvonkovic & Lucas-Thompson (2015)

Contact

- Strategy of using contact with individuals with mental illness to reduce negative attitudes was first introduced through Allport's (1954) intergroup contact theory
- Contact allows for individuals within a stigmatized group to feel more familiar, and things that are more familiar are more likeable (Pettigrew & Tropp, 2006)
- Direct contact with individuals with mental illness, while costly and challenging to orchestrate (Stuart, 2006), is often seen as the most effective strategy to reduce negative attitudes (Corrigan et al., 2012)

Contact

Direct Contact:

- matching same-age adolescents with and without mental health problems (including ADHD) and having them meet for five two-hour weekly sessions
 - decreased self-stigma among participants with mental health problems
 - decreased public stigma among those without mental health problems
 - increased self-esteem of all participants (Martinez-Hidalgo et al., 2018)

Indirect contact:

- using videos as a form of indirect contact with mental illness had significant positive impacts on attitudes (Corrigan et al., 2012)
- smaller effect than using direct in-person contact

What do Contact and Education suggest about ADHD stigma?

Contact

- Group together students

Education

- Psychoeducation regarding causes, treatments
- Open conversation within classrooms, schools, etc about ADHD and strengths/challenges
- Breaking down myths

A young child with short brown hair and black-rimmed glasses stands in front of a dark green chalkboard. The child is wearing a blue knit cardigan over a white shirt with blue stripes at the bottom. Their arms are crossed. On the chalkboard, two large, simple white chalk drawings of arms are positioned on either side of the child, with the hands pointing towards the child's head. The text "Implications for Practice" is written in white on the left side of the image, underlined.

Implications for Practice

Importance of Recognizing Individual Strengths to help Reduce Stigma

Children/youth with ADHD receive significantly more negative feedback/comments than those without ADHD

Parents of kids with ADHD receive more negative feedback about their child (e.g., phone calls from school)

When completing an assessment – which often notes a number of problem areas – a section on “strengths” provides encouragement and optimism

Instead of...	Try...
Strong-willed	Spirited
Stubborn	Persistent
Wild	Energetic
Emotional	Caring
Dramatic	Expressive
Talkative	Communicative
Forceful	Determined
Bossy	A Leader
Loud	Expressive

(IEP Coaching & Advocacy)

Consider
Using
Strengths-
based
Terminology

We need to
consider...

Individual child abilities

Parent stress, especially related to COVID-19

Parent knowledge of ADHD

Teacher/school knowledge of ADHD

Child's environment

Parent resources (e.g., supports, SES, etc)

Explaining ADHD to Teachers

Share this infographic, created by Chris A. Zeigler Dendy and Alex Zeigler, with your teacher (artwork adapted by ADDitude magazine).

The Tip of the Iceberg:

The Obvious ADHD Behaviors

Hyperactivity

- > Can't sit still
- > Fidgets
- > Talks a lot
- > Runs or climbs a lot
- > Always on the go

Impulsivity

- > Lacks self control
- > Difficulty awaiting turn
- > Blurts out
- > Interrupts
- > Intrudes

- > Talks back
- > Loses temper

Inattention

- > Disorganized
- > Doesn't follow through

- > Doesn't pay attention
- > Is forgetful
- > Doesn't seem to listen
- > Loses things
- > Late homework

THE ADHD ICEBERG

Only 1/8 of an iceberg is visible. Most of it is hidden beneath the surface.

Hidden Beneath the Surface:

The Not-So-Obvious Behaviors (2/3 have at least one other condition)

Neurotransmitter Deficits Impact Behavior

- > Insufficient levels of neurotransmitters, dopamine and norepinephrine, results in reduced brain activity.

Weak Executive Functioning

- > Working memory and recall
- > Getting started, effort

- projects or is late
- > Difficulty planning for future
- > Impatient
- > Hates waiting
- > Time creeps
- > Avoids doing homework

Sleep Disturbance (56%)

- > Impacts memory
- > Doesn't get restful sleep
- > Can't fall asleep
- > Can't wake up
- > Late for school
- > Irritable
- > Morning battles

3-Year Delayed

- > Less likely to follow rules
- > Difficulty managing his own behavior
- > Doesn't study past behavior
- > Acts without sense of hindsight
- > Must have immediate rewards
- > Long-term rewards don't work
- > Doesn't examine his own behavior
- > Difficulty changing his behavior

- > Bipolar (12%)
- > Tourette Syndrome (11%)
- > Obsessive Compulsive Disorder (4%)
- > Oppositional Defiant Disorder (54-67%)

Serious Learning Problems

- > Specific Learning Disability (25-50%)
- > Poor working memory
- > Can't memorize easily
- > Forgets teacher and parent requests
- > Slow math calculation
- > Spelling problems

- > Poor listening and reading comprehension
- > Difficulty describing the world in words
- > Disorganization
- > Slow cognitive processing speed
- > Poor handwriting
- > Inattention
- > Impulsive learning style

Low Frustration Tolerance

- > Difficulty controlling emotions
- > Short fuse
- > Emotionally reactive
- > Loses temper easily
- > May give up more easily
- > Doesn't stick with things

VIEW OF LIFE WITH ADHD/ADHD ©2011, ALEX ZEIGLER

<https://www.additudemag.com/download/explaining-adhd-to-teachers/>

Resources

Information for Kids/Youth with ADHD

- <http://www.adhdkidsrock.com/> Canadian site made by a teen with ADHD... Definitely worth checking out!

Information for Practitioners:

- <https://www.caddra.ca/>
- NASP: ADHD: A Primer for Parents and Educators

Information for teachers:

- <http://www.additudemag.com/> Online and magazine strategies and support for ADHD and LD. Includes a School and Learning section with a Teacher's Guide and school-based resources.
- <https://www.therapyshoppe.com/> Online shop with a range of products to help students with a number of exceptional needs (e.g., sensory, fidget toys, etc.)

Resources

Information for Parents/Families:

- <http://www.chadd.org/> CHADD (Children and Adults with ADHD) is a non-profit organization that provides education and support for individuals with ADHD.
- <http://www.adhdcollective.com/> Strengths-based website that provides coaching services for individuals with ADHD and blog experiences written by those living with ADHD
- <https://www.canlearnsociety.ca/resources/adhd-ld-resources/adhd-families/> ADHD families website hosted by CanLearn – includes resources and programming
- <https://caddac.ca/adhd/> Parent-oriented Canadian ADHD group
- <https://www.foothillsacademy.org/community-services/amicus> Foothills Academy ADHD programming
- <https://ldadhdnetwork.ca/> New Calgary-based resource site for Learning Disabilities and ADHD



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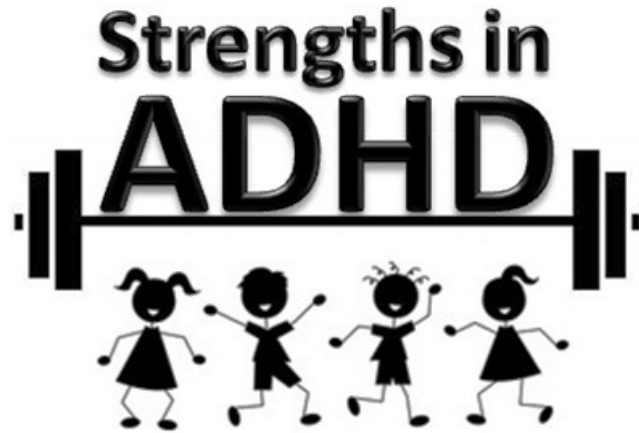
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Questions or Comments



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