

STAY Tuned Episode 19- ADHD Unpacked: The Impact of Being Diagnosed as a Young Adult

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Emily: Welcome back to Stay Tuned, supporting transition age youth. This podcast is brought to you by the Transitions to Adulthood Center for Research at UMass Chan Medical School, Department of Psychiatry, and in partnership with our research sponsor, the National Institute for Disability, Independent Living, and Rehabilitation Research.

I'm your co-host, Emily.

Mei: And I'm your co-host, Mei.

Emily: And today, it's just the two of us.

We're going to be talking about

ADHD and what it's like getting diagnosed later in life and how it shows up differently in women and then like all that type of stuff.

Mei: Yeah. So Emily and I were both actually recently-ish diagnosed with inattentive ADHD and it's just, it's been really eye opening. I think we've had like some conversation before about how our ADHD has always sort of affected us and we didn't realize like, oh, that [00:01:00] explains that.

Um, but. Since having this diagnosis, it's definitely shed a lot of light on, like, why I was the way I was as a kid, and how it impacted me in school, and how it has been impacting me at the workplace, and, um, yeah, so we'll get into a lot of that sort of stuff.

Emily: For me, it was like, I think it was about a year ago at this point. Yeah, like a year and a couple months maybe. Um, I feel like I, Like, for a few years, I have been like, okay, like, there's something else besides just like, you know, anxiety, depression. Like, I was like, there's definitely something else going on.

Like, I didn't really know what it was. Um, and then I was actually like, When I was talking to my therapist about it, like, she also has ADHD, and she actually recommended me to get, like, tested for it. She was like, it seems like that might

be what you're dealing with. [00:02:00] Um, and she was right, and so I got tested for it, and yeah, and so I have inattentive ADHD.

Um, which is basically like, I feel like when most people think of ADHD, they think of like the like hyperactive, like, you know, you can't sit still in your seat and like you're disrupting class and like all that type of stuff. But inattentive is like, It's almost like the opposite in a way where it's like, it's very like internal I feel like so It's like hard to pay attention and I'm, definitely like easily distracted or like it's hard to focus.

Um, and like for me like I feel like I'm Just kind of always Pretty like low energy and like exhausted a lot of the time. Um, definitely have struggled with like procrastination and like some like time management and stuff like that. But like, these are things that I've always dealt with. Um, and I think one of the things [00:03:00] for me that like made the most sense, like when I got like, like looking back on my childhood and everything, when I got diagnosed, Is that I feel like when I was in school, like elementary school and middle school and everything, I feel like, cause I was like a pretty like good student and everything.

Like it was smart and everything. I wasn't like straight A's, but like, it was definitely like, you know, A's and B's. Um, but whenever I would get. Things wrong on like a test or whatever. Like for the most part, a lot of it was like careless errors. And so, and it was things that like, I did, I just like, didn't notice in the moment and like, it just like, didn't quite click, but then when I looked back on it, I was like, oh yeah, like, Duh, you know, like it felt very obvious.

And I feel like that was kind of like a very common theme for me for like tests and things. And then like that sort of clicked. When I got diagnosed, I was like, Oh, that's probably an ADHD thing. Like the sort of like careless mistakes, you know? So that was one of the big, like main things where I was like, [00:04:00] Oh yeah.

Like, this is definitely something that I've always dealt with. Like, I was definitely like a daydreamer in class, but it's like, these are things that like the teacher, like wouldn't really pick up on, you know? And like, I didn't realize like there was something different. Like it was just kind of like, that's just how I am, you know?

Mei: Yeah, no, I, I totally get that. Thinking back to why teachers never picked up on any of it and I truly think it's because we didn't necessarily present as like, quote unquote, problem children. Like, the kids who it was clearly obvious, and

were the kids that like, couldn't sit down, and like, were always speaking out of turn, and, you know, that sort of stuff.

Um, throwing things, like, they were a lot more, you know, um, what's the word I'm looking for? Like, Distractive, disruptive and distracting. Um, whereas like, I think [00:05:00] it's really easy for those with inattentive ADHD to sort of slip under the radar and, um, it's like, oh, we're not creating problems in the classroom, but you know, maybe, um, and like, we're not getting horrible grades either, so that's just how they are.

Like, it's fine. So I, I really relate to that. I think I also had a similar thing happen where I was also like a B plus, A minus student. Like, um, and all of my issues are always like really careless mistakes. Um, and like, I've always excelled in writing in English and the actual content was always really good, but where I would always lose points was on grammar and like the bibliography.

Cause those are all like the very detail-oriented aspects where that's just the sort of stuff my brain totally tunes out. And then even in like math class, I remember getting this feedback once that I [00:06:00] always take the longest way, of doing a math problem.

And because of that, I make careless mistakes within, um, like the longer process of getting there. And so, had I, yeah, like, the process is technically right, and had I, like, not made careless mistakes, I would have gotten the right answer.

Emily: Yeah, no, I'm the same. I, well, similar, because, like, with math especially, like, I was always, math was always my worst subject. Like, I was always terrible at math. And, if I did, like, sometimes I would get, like, questions right, but it would be like the teacher would be like, I don't understand your process here.

Like you got it right, but I like can't understand how you got there. Or I just like wouldn't get it right at all. And like, it was so far off. I'm like, I have absolutely no idea what I'm doing. But for like writing, like English was always definitely my favorite subject. And the hard part for me was like, especially with like essays and [00:07:00] stuff, like the hard part for me was like getting started.

I would always start at like the last possible minute for essays and then, yeah, like I, I would sit down and I would finally, like, get myself to do it after procrastinating for, you know, hours or days or however long it had been, and then I would write it all in, like, one sitting, and, like, not take any breaks and,

like, just, like, get all of it done at once, and, like, obviously that's not a very, like, Efficient way to write or like, you know, get your work done.

But like, that was always just my process. Cause I like could not do it any other way. Like I, that was the only way that worked for me. And I feel like that's definitely a very, like,

I, yeah, I really relate to the procrastination and doing everything at the last possible second and, like, sitting down and doing everything in one sitting.

Mei: Whereas, like, in school they always told us to do the opposite, like, yeah, start it, like, yeah. early when we first assign it do a little bit every day do a first draft then a second draft [00:08:00] then a third draft and I'm like I my first draft is my only draft.

Emily: yeah yeah or like I'll do the first draft and then I'll immediately go into the final draft like I'm yeah yeah yeah do it all at once

Mei: And I also, I saved it till the last second. So I never had time to do more than one draft honestly. Right. Oh, yeah. And then like, I would, I always chalked it up to like, I guess I'm just a procrastinator. Like, um, my friends would always say like, you really stress me out the way you do assignments. And no one ever wanted to study with me either do work with me because. I, I would always like start side conversations or I would always distract them.

I couldn't focus on my work and I would go on my phone instead. And like, I always was like super frustrated at myself. And I always felt like a bad student because of it as well. Cause like I would see my friends, like they'd get home after school, and they would like have a snack and then just pull out their [00:09:00] homework and start doing it.

And then they'd have the rest of the afternoon and night to just like do whatever. And like, I always took that as like, gosh, I'm just like, I'm not a good student. Like I. Don't start my work right when I get home, I like take hours and hours and hours and hours and hours to do one task because I stop and I start and I stop and I start and like, I just can't get myself in that like flow state of mind where like, I just get like really into something, like it was very hard to get into that, like very focused state.

Um, and so there was a lot of shame that came with schoolwork and like, now I've been working with my new psychologist, um, talking about how, I don't think, I mean, yes, I've had depression in the past, but currently I actually don't,

um, I don't meet criteria for depression anymore. And [00:10:00] I think looking back, a lot of my depression stemmed from my untreated ADHD because I just felt so ashamed and down about, like, who I was as a student and never feeling good enough, um, especially coming from a school district that's, like, very, very competitive, and the popular kids were smart kids, like.

Emily: Yeah. Yeah, no, I mean, I did my internship this year in your town that you grew up in, and it was very academically rigorous, so I can definitely see how that would take a big toll on you, for sure. Do you feel like that also, like, followed you into, like, college and everything, too?

Mei: A thousand percent. Growing up, even like elementary school, the academics started for, for like literal six-year-olds. My mom put me into like extracurricular math classes. I had a math tutor. I had English extracurricular classes.

Like I, it just never stopped. And I was just always faced with [00:11:00] something that I felt like I was bad at or I wasn't doing correctly like the other kids around me were. And so, I definitely took that into college. And then in college, I went to a pretty rigorous university as well. Um, then I was surrounded by kids who like wanted to do well and were doing well.

And so always comparing myself to them and then feeling like, you know, I picked, I initially picked biology as a major and that was a lot of like math and science that like has never been my strong suit. Um, and so like getting myself to sit down and study was always really tough. And then, you know, the shame of feeling like I'm not good enough to major in biology, um, came around and so, yeah, I, I definitely still, still take that mentality that like I am just inherently a stupid person around.

I don't think that's, that's kind of like one of my core beliefs despite like [00:12:00] intellectually knowing that that's not the case.

Emily: Yeah. Yeah. I mean, and I don't think that you're alone in that either.

Like, I feel like there are a lot of people with ADHD, especially if it's like diagnosed later in life, where like, that is a core belief and, you know, they are like, oh, like I was just never good at school, you know, and like, so there must be something wrong with me, but it is like, you know, like our brains are literally wired differently, like they're, we were not set up for success in that traditional way.

And like, for us, especially like when with inattentive ADHD, it's like, it does go, you know, unnoticed. The majority of the time and like you it is kind of like on us like when we're older to realize like, okay There's something else going on. Like maybe let's try to figure out what it is, you know And like I feel like for us too, you know, like we're in the mental health field So like it is a bit easier for us to focus on that stuff and actually want to figure out what it is But I think there are a lot of people [00:13:00] out there Who you know, they've just gone their whole life with this like undiagnosed untreated and they're like, yeah That's just Who I am, you know, I'm like, I, that definitely can contribute to this core belief.

So like, I'm stupid or like, I'm not good at these certain things or, you know, like whatever it is, I feel like that's, I I'm sure that's a very common thing.

Mei: Yeah. Yeah. And like just general low self-esteem because a lot of your value is placed in like who you are as an employee or as a student, um, depending on like how you grew up.

But yeah, it definitely has the potential to create a lot of harm for oneself. And like, to your point earlier about like, how you had to sort of advocate for yourself and like, you know, realizing like, huh, there might be something else going on here.

The other huge piece was like time management. Cause there's no, there's no set schedule anymore. Um, like you kind of have to manage your own tasks and, um, [00:14:00] organize yourself and orient yourself and that became really, really difficult to the point where there was no system.

It was just like, whatever you can remember to do, just start that. Um, Yeah, it was a mess. And so, I think, you know, I've always suspected and I've always joked like, oh, it's ADHD, isn't it? And then one day I was like, wait, but what if it's really ADHD?

Emily: Maybe I'm onto something here.

Mei: Yeah.

Right? Yeah. So that was when I, I changed psychologists and, um, I like brought it up to him and it was the first time I ever seriously brought it up and he was like, let's explore this and then we just sort of talked through it and he was like, this is sounding like a classic textbook case of ADHD. Um, so then I brought it up to my psychiatrist and then I was, I was diagnosed from there, but.

It's really funny how like, I was so [00:15:00] insecure about myself that I even doubted the validity of like having ADHD. Um, because I really just thought that I was a stupid, like messy person.

Emily: I feel like for me, a lot of it is like, I'm so used to just not having that motivation and like being a procrastinator and struggling with time management, but I felt like that was just me, like that's just who I am. And so, and because like, I did go so long, you know, undiagnosed and like, I made it through the majority of school.

Like I got, I got diagnosed it was like right before my last year of grad school. So like my last year of school, I've been through all of school, you know, my whole life. And so I was like, okay, well, like I've managed fine up until now, you know, like I've made it work. Maybe it has been a lot harder for me than like other people.

And like, maybe, you know, I didn't quite realize how much harder it was for me, but like, that's what I was used to. And so it, it feels very [00:16:00] hard for me to kind of accept and like, Even like think about like potential like accommodations and like even like with medication I was kind of like iffy at first cuz like well, like, you know, how much is it really gonna do?

You know, like is it even worth it? Which like it is like I've you know, I'm on and now and I've found like what works pretty well for me at least And like it definitely does help but like even now sometimes I'm like, well, I'm fine like I don't you know, I don't really need to like I don't need accommodations.

I don't need like all the stuff, you know, like I figured it out up until now and I, I feel like maybe that's part of like the self-esteem thing too, or it's like, okay, like, this is just who I am, you know, but it's like, okay, well, like, this is just a way that, like, my brain is working differently and there are ways that we can actually help make it easier and not have to like struggle and like, feel [00:17:00] exhausted all the time and like, feel unmotivated all the time, you know.

Mei: Yeah, yeah, I totally get that. Cause for us, I think like those types of struggles, like that's. It's not, it's, it's normal for us. Like, that's just, we never really thought anything of it until like the diagnosis came up and then, you know, that's when it really solidified, like, oh, life actually isn't like this for a lot of people.

Um, so it's, it's just like, you're so used to the struggle that you don't even realize that. That it's a struggle, like you just, that's how I live my life.

Emily: Like, yeah, no, exactly. I like, didn't even realize that I was struggling because that was just what I was used to. And like, for me too, like I'm from, you know, I'm from like a smaller rural town and like my, the school system that I went to, like, definitely wasn't bad, but you know, It wasn't great and it wasn't like super prestigious or anything.

Um, it was just like, you know, Southern public school, like could be [00:18:00] worse, but it definitely could be better. And so I feel like a lot of the people, you know, my classmates and everybody that I grew up with, like, You know, obviously there were a lot of people who, you know, academic stuff was like really important to them and they were really trying really hard to like be top of class and everything.

But I feel like the vast majority of people, like, it wasn't the number one priority, or it wasn't super pushed on them by like their parents you know like they didn't have that external pressure to like do really well in school. So like, If they weren't the best student, like it wasn't the end of the world, you know, and obviously, like, I'm sure there are a lot of people in my hometown who would beg to differ.

And I'm just like, you know, generalizing things, but I know for me, like, kind of looking around at, like, my classmates, like, growing up, it wasn't, I didn't feel that, like, sort of competition necessarily. And so, I didn't really feel like, you know, Oh, like, I really need to work hard to, like, catch up to everybody else around me, which I imagine is what you were kind of feeling. And I can imagine how like difficult that would be [00:19:00] to

Mei: 100%. Like, I sometimes wonder, like, what, how would I have turned out had I not gone to such a academically rigorous and competitive school system.

Um, like, I really do think it did more harm than good and not just for me, but for everyone and. you don't even have to have ADHD to have been affected really negatively. Our mental health stats were like really, really high.

Um, yeah, there, there, there was a point where, um, My, like, I think it was my senior, junior year. They called it the rock room and it was this Zen space that they put like board games in, like, um, salt lamps, like dim lighting, meditation music.

Like it was supposed to be an effort to help out the mental health crisis that was happening, but it was really just this band aid solution. Like what was really happening underneath was [00:20:00] like, it's a pressure cooker, It's just the amount of pressure these kids are put under is ridiculous that anyone would come out with like issues after that so just being around that and being someone who was really struggling to keep up, um, had dire impacts on my self esteem.

And like I said earlier, like it's, I'm going to carry that with me probably forever. What I wanted to know was like, once you went on medication, did you notice a difference in like how school was for you? Um, compared to the previous years.

Emily: It's hard to say because I think once I got to my grad program, I think school in general was just like much easier for me.

And I think that is because I was like really focused on like one subject that I knew that I was passionate about. Um, and I did really like, you [00:21:00] know, my, my cohort and like my school and everything. Um, I think if I, was like back in like undergrad maybe and I was taking a bunch of different classes and like, you know, I had like exams and stuff like that and like finals.

Then I feel like I probably would have noticed more of a difference. Um, because it's definitely like easier for me to just kind of like sit here and like focus. Um, you know, um, I, I feel like I have like a little bit more energy when I'm medicated and like, not a ton, honestly, like I, for me personally, I know that it's different for everybody, but for me personally, like medication, like the ADHD medication, at least like, doesn't have a super big impact on me.

It's definitely like a little bit, but it's, I feel like it gets me to like a very low, like baseline, like, which for me, like compared to what I felt before, it's definitely helpful, but I'm still, I still don't feel like I'm a hundred [00:22:00] percent, like where I could be. Um, and maybe that's just, I still need to like, you know, play around with it with my psychiatrist and everything.

But I feel like right now I'm like good enough and it's kind of hard to, to be like, okay, well, like, should I, you know, try something else or should I just kind of like almost settle for like, what is like working right now? And like, again, like good enough. Um, cause I did also like, we, we tried like several different medications, like whenever I got diagnosed and I feel like the one that I finally landed on and like the dose that I landed on, yeah, like I was kind of like, okay, like this will, you know, this is good enough.

Yeah. Yeah. So. I don't know, I'm like, maybe, you know, down the line I'll try something else, or, you know, something else will work better, but for now I'm kind of just like, okay, I found something, I'm just gonna stick with it, I'm just gonna, you know, Yeah. But it works in long term.

Mei: Part of me, like, wonders, [00:23:00] you know, what, cause it's a little complicated cause you have depression and anxiety. Cause I imagine there, there's like a lot of overlap in symptoms with the depression, anxiety, and ADHD and like, it just, it gets really messy.

So I imagine ADHD meds are only going to take you so far when you are also struggling with depressive symptoms and anxiety symptoms. Um, so, I mean, it probably is a little more complicated in that case.

Emily: Yeah, well yeah, and also like you had mentioned earlier that Um, like you're not, you used to be diagnosed with depression and like, aren't anymore.

I feel like I'm similar. Like when I was younger, I definitely had more of depression. And I think in the past few-ish years, like it hasn't been as big of a struggle for me, but I think something that I've noticed for me personally is that my depression really shows up when I'm bored. And I think, that's definitely an ADHD thing [00:24:00] too. Like if I'm really bored and I just like am, you know, sitting in my room, I'm just like, Oh, like, I don't like, there's nothing to do. Then I feel like that's kind of when the depression shows up. Um, so I feel like it definitely could be connected. Um, Which I, yeah, it's interesting how like everything overlaps in that way.

Mei: For sure. And it's also, it's interesting how like different people can have like the same diagnoses, but be affected differently too. Cause like for me. I thrive when I have nothing to do. Like I really, I'm a, I'm a bed-rotter.

Emily: I am to an extent, and then it reaches a certain threshold. And then all of a sudden it's like, this is terrible for me.

Mei: That's no, that's also a great point too. Cause like if I do bed rot for too long, I do start to feel really like yucky and like, almost disgusted by myself sometimes because I can't [00:25:00] get myself to snap out of it.

Emily: Right. No, it's like you literally like cannot get up.

Mei: You're stuck. You're literally stuck. Your brain is screaming at you.

Get up, go brush your teeth, go like take a walk, go do anything, but you're just stuck in bed scrolling. And I. I used to think that was a depression thing too, but it's definitely an ADHD thing.

Emily: Yeah. I mean, I think it can be both, but yeah, I, I'm the same way where, especially like on like weekends, if I let myself, you know, just kind of rot in bed and just sleep in and everything after a while, it's not fun anymore and I'm like, really not having a good time. And I like want nothing more than to just get up out of bed and I like, cannot do it and it's terrible. And then when I finally do, I like. Don't feel great, you know, and I feel like it just starts my day off better.

Mei: Feels like you wasted your weekend.

Emily: Yeah, exactly.

Mei: I really get that. Yeah, um, and the other thing I wanted to talk about was, [00:26:00] um, your depressive symptoms start when you're bored. Um, for me, my depressive symptoms always came up when it became a really stressful period of school for me and I think that's why I no longer meet criteria because I haven't been in school and like this job is pretty like low stress for the most part.

Yeah. I, I think, like, if I were to go back to school, like, I think my depression would come back, um.

Emily: No, that makes sense. Yeah, like, I, I feel like when I'm very, like, stressed also, and like, like, if I'm just really anxious for, like, an extended amount of time, for whatever reason, then that's also when my depression shows up.

Mei: Yeah, and then you were talking about accommodations earlier too, and like, I related so much to that about not even knowing what accommodations would help me out because this has just been my mode of operation for 24 ish years.

Emily: Right, which is [00:27:00] ironic because like, at our job, like, that's such a big thing that we focus on is accommodations.

But I'm also similar where I'm like, I don't even know what I would ask for, you know? Like, I'm sure it works for other people, but like, I don't know if it would make a difference for me or if it's worth it to ask.

Mei: I get that. And then like, I know, cause my brother has um, ADHD, but his type is hyperactive ADHD.

So growing up, he, he was diagnosed as a child and in school he would always get extra time for everything. But I remember him saying like extra time isn't even helpful for ADHD because during that extra time,

Emily: it almost makes it worse.

Mei: Right? Like you're just gonna procrastinate more. Um, extra time doesn't help you focus.

Like it doesn't really do anything for you. So I think like, like, cause extra time would come to mind with accommodations, but honestly, I [00:28:00] don't think that's very helpful. a helpful accommodation. Right. With ADHD.

Emily: Yeah, because I think we kind of thrive with that deadline. Yeah. And like, I say thrive loosely because it's definitely like, you know, then you get super stressed about it.

Mei: And yeah, it assists. It assists. Yeah. Yeah. It's what we're used to. Yeah. I guess like, minimize distractions might help.

Probably like being strategic about when you set up your meetings, because I know like, it can be really hard to get into that workflow. And then for me, what I've experienced is like, once I get into a task and finally have been able to just like put my brain on that task and get some good work done, I have a meeting come up.

And then I have to have that workflow disrupted to go into that hour meeting. And then after the meeting ends, it's like, well, I don't want to get back into it. I don't want to sit anymore. I want to like, go get a snack. [00:29:00] I want to go on my phone. I want to do whatever. And like getting yourself back into that task.

It's so difficult.

Emily: Yeah, I've noticed too for me that like Zoom meetings like really take it out of me because I feel like I have to sit so still And like again, it's like I'm not super Like the like hyperactive like I'm not Very like fidgety, but like I do always have to be doing something like with my hands like right now I have my little like oh like crystal kind of thingy that I've been playing with this whole

time You noticed it, but like I I didn't know but I always have to be doing something with my hands And I feel like on zoom I'm just so hyper aware of like Looking at myself and like my little box and I feel like I'm just be like so still and then by the time the meeting is over I feel like I'm just like like I can Relax and like, you know, and then it feels like I'm just like a wave of exhaustion I'm, just like oh my god, like I can't sat there for so long and like I don't know [00:30:00] and then it's so hard to like get into other work because I'm just like I need a break now.

I've just been sitting here for an hour, but I know I need a break.

Mei: I feel like it's like all your energy goes into almost like masking and like presenting a certain way. So then by the time like you're done, like you've used all your energy because you were masking. I'm not as anxious about, like, presenting a certain way for the most part, like, on Zoom, I should say. Um, like, if I, if I want to move, I'll move. Like, I think sometimes in meetings, I am always, like, getting up out of my chair, readjusting, and then sitting back down. I don't really Struggle with hyperactivity.

I think what it is is like, I'm just bored. And so I need like a secondary stimulation to actually help my focus. So like, for me, this is actually so gross my thing is, it's playing with my toes. Like I'll have my toes up and I'll just like,

Emily: [00:31:00] well, yeah, no, I mean, I'm always like doing stuff like with my fingers.

So like,

Mei: it's like tactile.

I think, like, to wrap up, um, I do want to say, like, a big realization I had was a lot of the tools we have in place, or like interventions, we have in place for people with ADHD and medication and just all that stuff. I I I really think all all that being said about like how much our ADHD has made life really tough for us for school and work and all the things that are available to help us. Um, I really think like it only is an issue because of the way our society is set up.

And It's kind of frustrating to think about, like, [00:32:00] if capitalism wasn't a thing, if the traditional nine to five wasn't a thing, if the high school to college to work pipeline wasn't a thing, I don't think we would feel as, like, I, at least I personally don't think my self-esteem would be as low, I don't think I would

suffer so much, because The way our brain works just isn't set up for our current society.

Emily: Right. Yeah, it's like trying to fit us into a box that's just like not Yeah. It just doesn't work.

Mei: And it's like, at that point, is it Is ADHD really like a condition? Like, is it really like a negative thing then? If it's just like difference. Yeah. And I will obviously like that's where the term neurodivergence comes up because it's not inherently a [00:33:00] negative thing.

Right. But tell me why there's so many interventions to fix our to help our brain align more with a neurotypical brain then that does work within the nine to five work system.

Emily: Yeah, no, that's a great point. Yeah, it's like there are probably just different, you know, different things that would work for us.

And like, we'd be totally fine and not feel like burnt out or exhausted or whatever. Um, and I think also like a lot of the interventions in place right now are geared more towards like the hyperactive ADHD, which For the most part, not like 100%, but for the most part that is, you know, more often diagnosed in, in men and often like boys, you know, like young boys and like inattentive ADHD is, again, for the most part, more often diagnosed in women and typically like diagnosed [00:34:00] later on.

And so I feel like there's just a lot less research and less. I don't know if there's less effort put into, you know, figuring out how to help us out with it, but like, it feels that way, um, and I think that's definitely something that, like, researchers listening, like, if you want to focus on, on that, and like, figuring out how to help young girls with an attentive ADHD in school, I think that would be really beneficial because there's a lot more of us out there than people realize, and I think it's becoming more common, you know, to get diagnosed now, but for a long time, like, it just wasn't even, you know, people didn't even think women had ADHD, or like, it was just labeled like ADD, and like, it's, yeah, it's, it's not always been paid attention to.

Mei: Yeah, yeah, for sure.

Emily: if you would like to contact us, you can email [00:35:00] us at staytuned@umassmed.edu and check out the Transitions ACR website at

umassmed.edu/transitionsacr. Thanks for being here and be sure to stay tuned for next time.