

The background of the slide is a solid deep purple color. Overlaid on this are several large, organic, wavy shapes in two colors: a bright teal and a light lavender. These shapes are scattered across the frame, creating a modern, abstract pattern. In the center of the slide, there is a white rectangular box with rounded corners and a thin purple border. Inside this box, the title text is written in a bold, black, sans-serif font.

AuDHD at University: From the Literature to Lived Experience

Last week, the Disability Service Attended two ATConnect Events with the British Assistive Technology Association to present research on AuDHD (or co-occurring autism and ADHD). Here is what they discussed...

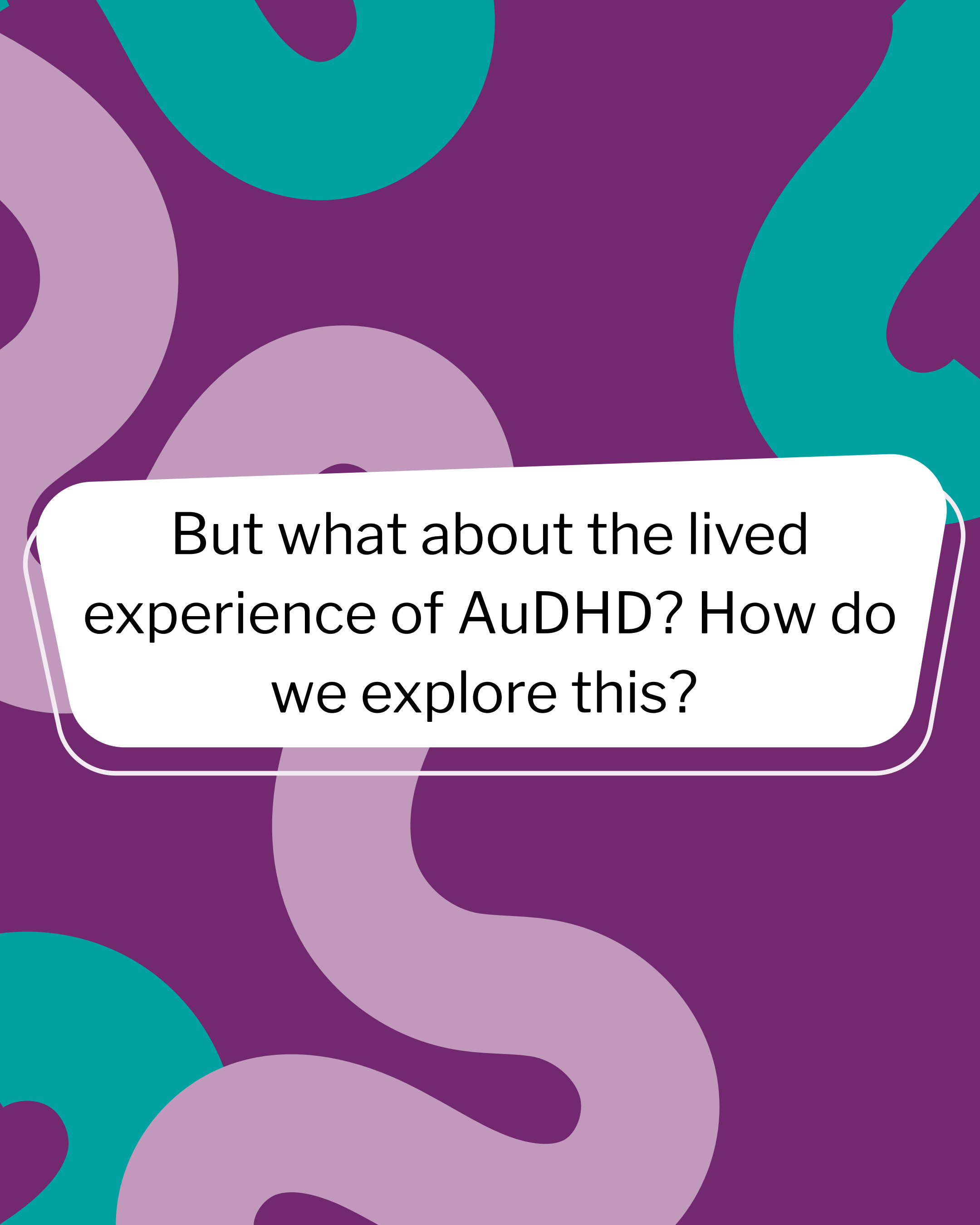


Literature Review: What is Known?

- Current estimates of the co-occurrence rate of autism and ADHD range from 20-85%.
- Other mental health conditions, gendered expectations, masking, and internalised ableism can contribute to difficulties receiving a diagnosis and accessing supports.
- Individuals with AuDHD may experience feelings of constant activity, heightened sensitivity to sensory input, and challenges with executive functions.

Critique of Existing Literature

- Current literature relies on a medical model of disability rather than a social model.
- There is a need for caution around language use such as “co-morbidity.”
- There is a lack of research into AuDHD adults.
- There is a continued underrepresentation of racial and gender minorities.



But what about the lived
experience of AuDHD? How do
we explore this?

AuDHD is a unique experience for everyone, and explaining the vast nuances of these experiences can be a challenge.

Drawing from research on biographical narratives, we use sample student narratives to explain these possible needs.



AuDHD: Conflicting Needs



Need for predictability

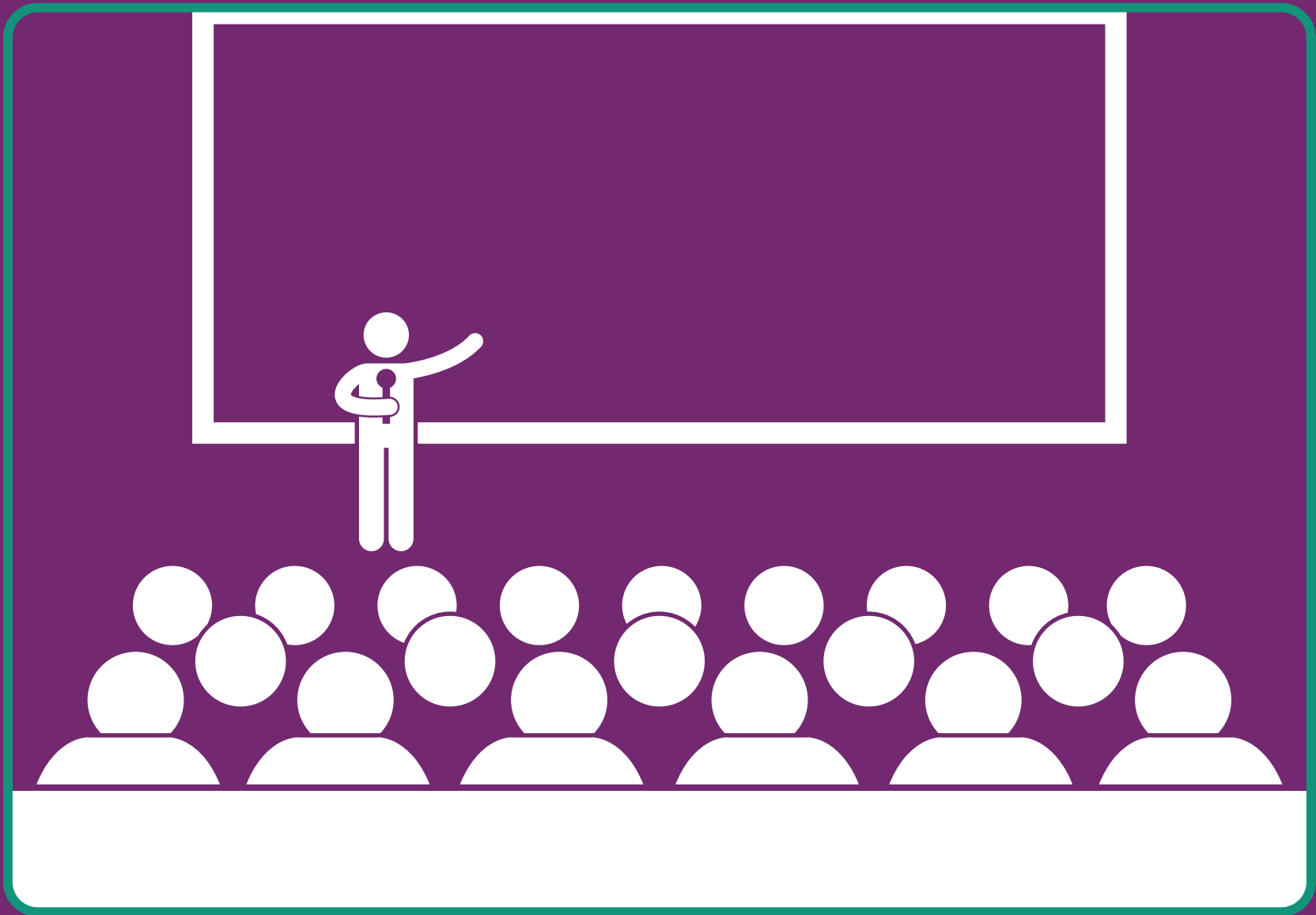
Need for stability



Need for novelty



Accepting Environments: Group Responsibility



- What does an environment that encourages self-advocacy and disclosure look like?
- How do **we** achieve this environment?



Supporting Steps

1

Trust another's motives for behaviours you may not understand

2

Do not doubt a diagnosis or identity

3

Develop creative solutions for accessibility barriers

4

Work to become a safe space for disclosure

5

Learn and embody the difference between equity and equality

Lastly, when engaging with information or discussions on disability, we recommend you consider the following questions:

1. Whose perspective is being “explained” and why?
2. Who is doing the “explaining” and how?
3. Is the explanation challenging the notion of simplicity or relying on it?

As a community, Trinity students and staff can work together to encourage more effective, respectful, and empowering conversations around disability awareness.



**Thank you to AT Connect for
inviting us to speak!**

