

# ADHD

## In Teenage Girls



**Take control and  
Be the best you can be**

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# What is ADHD?

## What is ADHD?

ADHD, a short name for 'Attention Deficit Hyperactivity Disorder' is a common medical condition seen in children and teenagers.

The 3 important features of ADHD are:

1. Inattention
2. Hyperactivity
3. Impulsivity

## What are the ADHD symptoms?

Here are some symptoms of ADHD. In general, girls with ADHD tend to have more attention problems compared to boys.

- Frequent daydreaming
- Struggling to concentrate
- Getting easily distracted
- Being forgetful or poorly organised
- Hyper-talkative or hyper-social
- Feeling shy or withdrawn
- Saying or doing things without thinking
- Fidgety, feeling restless



## What to do if you suspect ADHD symptoms?

If you suspect you may have ADHD symptoms, speak to your parent/carer or teacher and see your GP for a check-up.

You may be referred to see either a Child Psychiatrist or a Paediatrician (children's specialist) for further assessment.

# What causes ADHD?

ADHD is a developmental disorder which can be caused by a number of factors. It does not result from poor parenting or bad diet.

It is often genetically inherited, with ADHD running in families. Your chances of developing ADHD are 2-8 times more if you have a first degree relative with ADHD.



Other issues which can increase the risk are smoking or drinking alcohol during pregnancy, low birth weight, meningitis and birth injury.

## The role of chemical messengers in the brain

Our brain has billions of nerve cells that need to send messages to rest of the body with the help of chemical messengers, called dopamine and noradrenaline.



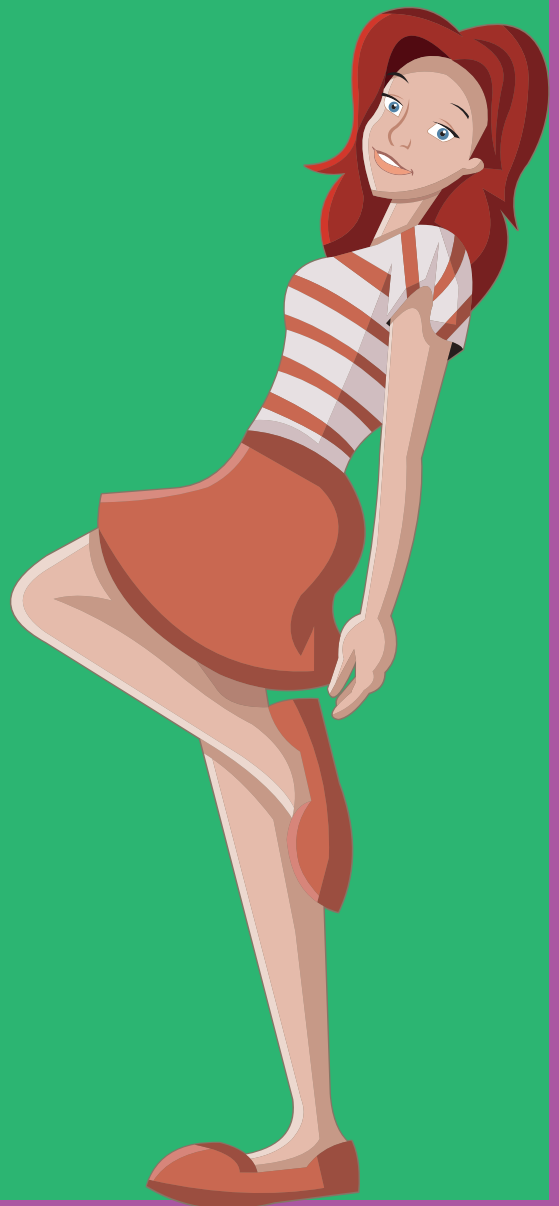
Due to lack of sufficient chemical messengers in ADHD, the brain's executive functions (planning, working memory, organisation and attention) are significantly affected. As a result, ADHD symptoms develop in boys and girls.



# How to know if you have ADHD

Touch or click  
the button below  
to watch  
a video clip  
about ADHD  
symptoms in girls.

How to know  
if you have  
ADHD



# Types of ADHD in girls

## What kinds of ADHD are seen in girls?

**1. Inattentive presentation:** This is more common.

She can be:

- often daydreaming
- often easily distracted
- often poorly organised
- often forgetful

**2. Hyperactive/Impulsive presentation:**

She can be:

- often on the go
- often full of energy
- often fidgety
- often acts without thinking

**3. Combined presentation:**

She is some one who talks excssively and quickly and tends to have dificulties in both the areas mentioned above.

If you feel you may have some of the above mentioned symptoms you can see your GP for a check-up.

**ADHD in girls**  
How to recognise symptoms



# Other coexisting conditions

## Do girls with ADHD have any other conditions?

Sometimes girls with ADHD may also experience one or more conditions as below:

**Behavioural difficulties:** argumentative, defiant, oppositional and occasionally extremes of behaviour such as stealing or running away from home

**Emotional difficulties:** anxiety, depression or self-harming

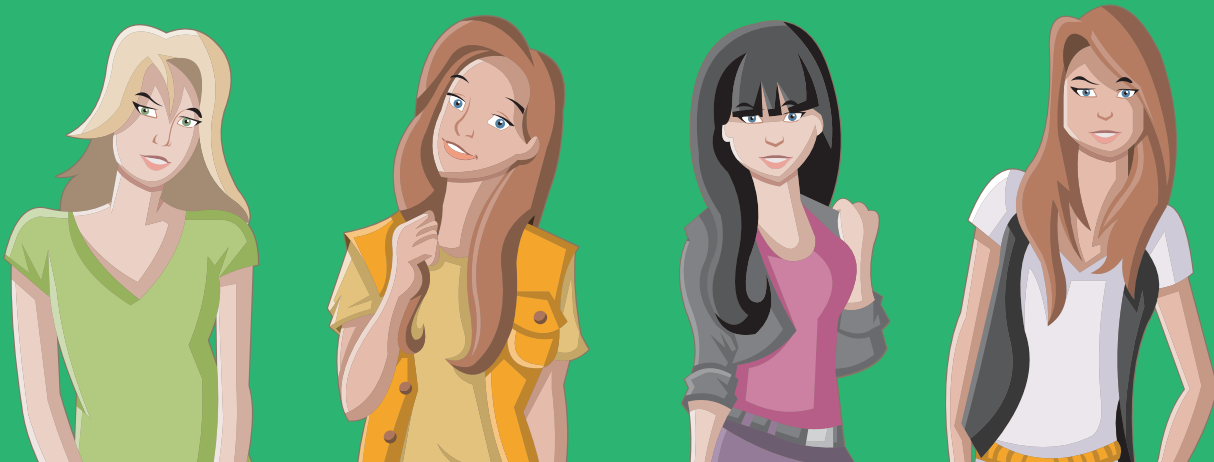
**Coordination difficulties:** being clumsy, running awkwardly, poor ball skills, messy handwriting, difficulties with buttons and zips or using knife and fork

**Sleep difficulties:** trouble getting to sleep, staying asleep, finding it hard to get up in the morning

**Hormonal problems:** ADHD symptoms may get worse before periods

**Autism:** difficulties communicating and interacting with others, being rigid with rituals and having some sensory issues

**Smoking, drinking alcohol or taking illegal drugs**



# ADHD and sleep problems

It is reported that 7 out of 10 teenagers don't sleep enough on school nights. Sleep problems are much more common in teenage boys and girls with ADHD.

## How much sleep do you need?

About 8 to 10 hours

## Why can't you sleep well?

There are a number of reasons, such as lack of sleep hygiene, excessive use of gadgets at night, changes in biological sleep patterns, restless ADHD brain, too much worrying and having certain sleep disorders.

Remember and try '**SCREEN**' tips for a good night's sleep

**S Screen** - limit screen time. Try to have tech-free time with no TV/games/tablet/phone 1 to 2 hours before bedtime.

**C Caffeine**: Stop caffeinated drinks after lunch time

**R Routine**: Establish a routine for bedtime and wake up time. **Relax**: Try listening to calm music or read a book

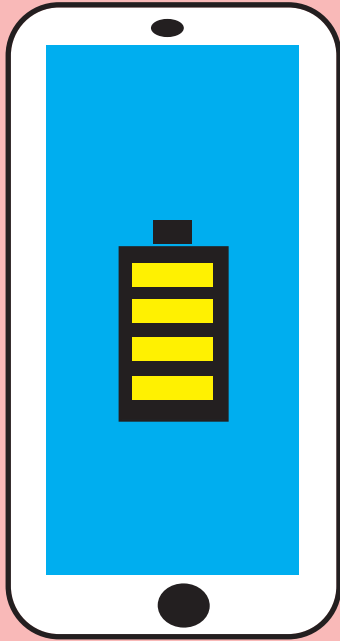
**E Exercise**: Have a regular exercise/activities 3 hrs before your bedtime. **Expose** to morning daylight to reset your body clock

**E Eating**: Try to have a healthy balanced diet and avoid E numbers

**N** Say '**No**' to smoking, alcohol or illegal drugs



# ADHD and sleep problems

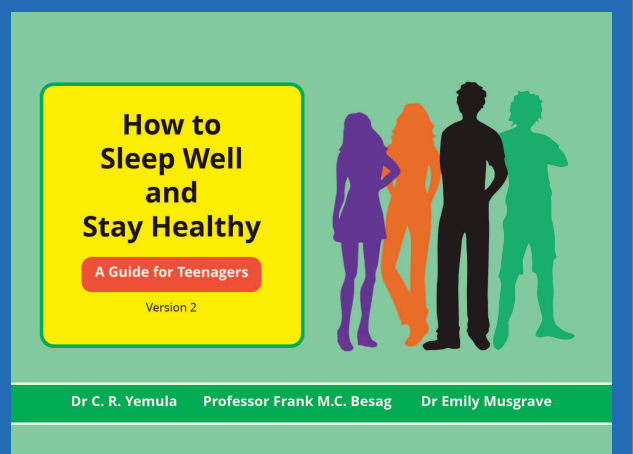


Just like you charge your mobile phone, your brain needs charging with a good night's sleep every day.

**Ten tips for getting a good night's sleep -  
Watch a short video clip**



**You can download this iBook free on your iPhone or iPad for more information on how to sleep well.**



# What are the other difficulties?

What are the other difficulties girls might experience?  
Some girls with ADHD may have the difficulties as below:

Low  
self-esteem

'I feel rubbish'

Rejected  
by peers

'Nobody  
likes me'

Victim of  
bullying  
'They call me  
all sorts of  
names'

Poor school  
progress

'Low grades'

Not  
reaching your  
potential

'I try really  
hard'

Sibling fights

'I don't get  
along with my  
brother'

Stress in  
the family

'I argue all  
the time'

Aggressive

'I break things  
when I'm  
angry'



# Further challenges

## Teenage pregnancy:

This is likely to happen in teenage girls with ADHD. Some of the reasons could include poor impulse control, risk taking behaviour, unprotected sex and not following birth control measures.



Please read the section on '[Healthy relationships](#)' for further information.

## ADHD and Driving:

This is another challenge teen girls face when they decide to take on driving lessons. Impulse behaviour and lack of attention associated with ADHD can cause difficulties.

If you are taking an ADHD medication, your doctor will be able to discuss and advise you the ADHD medication that is most suitable to your individual needs.

You are legally eligible to drive once you reach your 17th birthday and after passing a driving test.

According to law in the UK, you must inform the DVLA (Driver and Vehicle Licensing Authority) about any medical conditions you have (e.g. ADHD), which may affect your ability to drive.

It is important that you inform your insurance company about your medical condition (ADHD) before you start driving any vehicle.

# Tips to help yourself

Here are some helpful tips:

- Get to know about ADHD as much as possible.
- Talk to someone about how you feel. Understand your strengths and limitations.
- Seek help from your school teacher/counsellor about your particular issues.
- Follow a healthy balanced diet and get involved in regular exercise and extracurricular activities.
- Don't hesitate to discuss your concerns and treatments with your doctor or nurse.



**Remember,  
having ADHD is  
not your fault**

**You are not alone**

# Treatments for ADHD

## What are the treatments for ADHD?

Your doctor or nurse will discuss with you various treatment options and this works best when you take an active part in deciding and agreeing your care. You may have behavioural, psychological or educational difficulties and so it is important to have a broad treatment plan that can include:

- A healthy lifestyle with balanced diet, good nutrition and regular exercise
- Strategies to improve your behaviour, time management and organisational skills
- A parent training programme for parents/carers
- Cognitive Behaviour Therapy (a talking therapy)
- Medication is recommended if your ADHD symptoms are causing major problems. Talk to your doctor/nurse to understand more about different medications.  
See page 14.

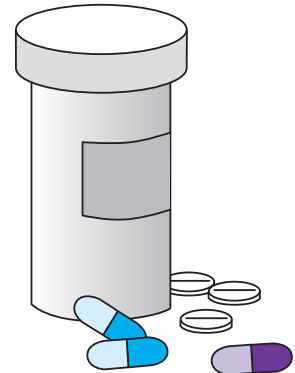
How does ADHD medication help?



# Treatments for ADHD

## What are the ADHD medications?

ADHD medication can help to improve ADHD symptoms - promote attention, reduce hyperactivity and impulsive behaviour. Please discuss with your doctor regarding the benefits, side effects and any queries you may have about medications.



In the UK the medications are available as short-acting and long-acting preparations as below.

| Tablet/capsule                                       | Duration of action | Medication   |
|--|--------------------|--|
| <b>Stimulant medications - Methylphenidate group</b> |                    |  |
| Short-acting tablet                                  | 2 to 4 hours       | <ul style="list-style-type: none"> <li>• Methylphenidate</li> <li>• Medikinet</li> <li>• Ritalin</li> </ul>                        |
| Long-acting capsule                                  | 6 to 8 hours       | <ul style="list-style-type: none"> <li>• Medikinet XL</li> <li>• Equasym XL</li> </ul>   |
| Long-acting tablet                                   | 10 to 12 hours     | <ul style="list-style-type: none"> <li>• Matoride XL</li> <li>• Concerta XL</li> <li>• Xaggitin XL</li> <li>• Delmosart</li> </ul> |
| <b>Stimulant medications - Amfetamine group</b>      |                    |  |
| Short-acting tablet                                  | 2 to 4 hours       | <ul style="list-style-type: none"> <li>• Dexamfetamine</li> </ul>  |
| Long-acting capsule                                  | Up to 13 hours     | <ul style="list-style-type: none"> <li>• Elvanse</li> </ul>  |
| <b>Non-Stimulant medications</b>                     |                    |  |
| Long-acting capsule                                  | Up to 24 hours     | <ul style="list-style-type: none"> <li>• Strattera (Atomoxetine)</li> </ul>  |
| Long-acting capsule                                  | Up to 24 hours     | <ul style="list-style-type: none"> <li>• Intuniv (Guanfacine)</li> </ul>   |

# My ADHD Brain - Hannah's story

Hi my name is Hannah and I want to tell you a little bit about how my ADHD affects me.

I was diagnosed when I was 13 years and 11 months old, but I'm surprised I wasn't diagnosed sooner. Looking back there are so many times where I have shown the characteristics of a girl with ADHD. For example, I've always been extremely impulsive. I never thought before I spoke and I'd always talk over other people. I would often fiddle with and move my friend's things without thinking. I also vividly remember cutting my own hair... twice!

## **I was hypertalkative**

When getting diagnosed one of the symptoms is hyperactivity. Now typically, in boys, this is running around and not being able to still, which yes, I did all those things but, hyperactivity really affects my inability to stop talking. There was a time when I was going on a walk with my mum and she stepped out of the house and she thought "Oh gosh what are we going to talk about?", she needn't have bothered worrying because I did not stop nattering the whole time we were walking. I had nothing important to say I just babbled and I was just put down as another talkative child.

## **Always losing focus**

I also really struggle to focus on one thing as my mind wanders all over the place. I am a really curious person and I always want to ask lots of questions, but when I ask the question I can never focus long enough to listen to the answer. I'll hear the first part but then I'll tune out, it's not because I'm not interested, I just lose focus. This makes me feel so bad but it's just the way my brain works.

## **Very forgetful and struggled to get organised**

In the morning when I'm getting myself ready for school my mum will tell me "Right Hannah you need to brush your teeth, pack your lunch put your shoes on" and I forget everything she's told me to do despite only telling me 5 seconds ago, despite being 15 years old!

## **Classroom felt like an Echo Chamber**

At school I found that in classes I was very easy to distract. I heard every little noise like breathing, turning of paper and people clicking pens. I felt like I was in an echo chamber and everything around me was amplified. I needed to read through questions multiple times as I couldn't process the information and often ran out of time in exams and tests.

## **Medication does help but it's also crucial to have family and school support**

I've been on medication for nearly 18 months now and it's done me the world of good, I would never want it to be taken away from me. Some people may think I'm taking the easy route, whatever they want to think I know that medication helps my brain function better.

Since I have taken my medication the difference is phenomenal. I am able to concentrate for extended periods of time on work and am not distracted. My predicted grades are now higher and my confidence has really grown. I was originally looking at an apprenticeship when I finished my GCSEs, but with my improved grades and greater confidence I am now staying to do A levels and want to go to university to train to be a special needs primary teacher, so I can help children like me.

Without the medication and support from the school and my family this dream would not have even occurred to me.



## **You have a choice**

At the end of all this the most important thing I want you to know is that taking medication needs to be your choice. If you don't want to take it you don't have to, it's not the only answer, there are so many different therapies and techniques out there that are just as good and that might be perfect for you.

## **Be persistent and seek support**

Finally, how to deal with your ADHD at school. You have to advocate for yourself because no one else can do it for you! If you need additional help, if you need extra time in an exam or any other any special requirements you have to tell your teachers and you have to keep telling them over and over again until it's automatically in place.

## **Take control and achieve your full potential**

Without these arrangements your education is like an unfair game of football where everyone else has football boots and you're stuck with your tatty old school trainers. You keep slipping and sliding all over the place but, that bit of extra help, that extra exam time will give you the grip you need on your shoes so you can win the football game and do so at your full potential!

I hope this helps you and I hope I was able to get you to understand how a fellow ADHD-er's brain works.



**With love**

**Hannah.**

# How to be better organised

Many teenage girls with ADHD struggle with organisation, can be forgetful and sometimes lose things that are needed at home and school.

**A hard day:** Here is a scenario: you wake up in the morning in a grumpy mood (not having slept well the night before), get ready for school (often late but not surprising) and forget to take your PE kit. You pick an argument with your teacher, or, worse, get into big trouble (over a silly squabble with your classmate, but of course it isn't your fault) and when you return home you have lost your locker keys and feel pretty hopeless about yourself. Now you are anxious because you don't remember what homework your teacher gave you.

Not all of this may apply to you but it may well happen if you are having a particularly hard day!

## So what can you do?

Preparation and organisation are the keys to success in everything we do, for example completing assignments, getting through exams at school or maintaining daily routines at home. Here are some simple tips.

### Keep a daily routine

- Having a routine for daily tasks can be really helpful
- Once you start to practise doing things, you will find them easy and it won't feel so difficult.
- Keep a handy reminder on your desk or bedroom door.
- Example - wake up time 7am, shower 7:30am, breakfast 8am, bus 8:30am

## Make a 'To do list'

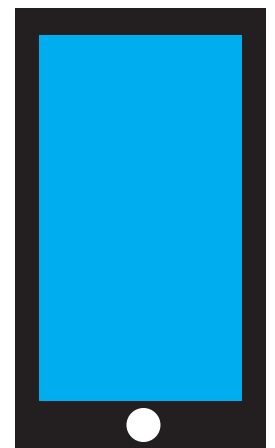
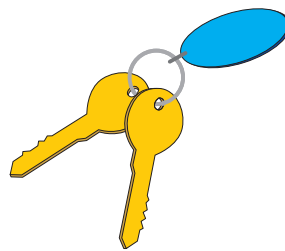
- If you need to do lots of things, you may find it difficult to carry out all the tasks and sometimes miss out the essential bits.
- It is a good idea to make a small list, writing down all your tasks in order that they need to be done.
- You may like to use a calender, post-its, computer or your mobile phone.
- Try free Apps such as 'Todoist' (to-do-list, tasks and reminders) for your smart phone

## Time keeping tips

- At first, figure out how much time a task may take to complete.
- Always allow yourself a small amount of extra time to finish the task and stay focussed.
- Have a timer or an alarm as a reminder to finish the tasks
- Keep practising and you will get it right eventually.

## How to stop losing things

- Everything should have a place.
- Use labels for your things in drawers or boxes. You can then find things easily.
- Check your personal stuff - PE kit, lunch box, locker keys and your mobile phone - at the end of school day.



The Best Planner  
for ADHD



# Healthy relationships

## My friends are going out with someone, but not me. It bothers me. What do you think?

There is no need to rush into things just to be like others. There will always be lots of people who are not in relationships. You really need to be sure before you get involved in a long term relationship.



## What makes a relationship healthy?

Communication and boundaries are the key elements for a healthy relationship.

- Being open and honest about each other's feelings and thoughts
- Being with someone who you trust and with whom you can be yourself
- Being faithful and not making hurtful accusations
- Listening, understanding and being respectful
- Being with someone who shares your interests (well, some anyway!) and who sticks by you when you are upset or sad
- Being comfortable and able to spend time with respective friends and families
- Not being judgmental, critical or pressurising each other
- Being happy in each other's company

## What should I do to keep it going?

This requires work! It's important to recognise that ADHD can make relationships more difficult. You're more likely to get into arguments, be impulsive and more often than not, end up hurting people. You may also annoy people by going on and on about things and not taking hints to stop or back off.

## OK, so what do I do to make it work?

Tell your new boy friend about your ADHD, ask them to be honest with you and let you know if things are going wrong. You can even agree a way of doing this. Texting can be easier than saying it face to face but beware of overdoing it because it can be really annoying.

# Healthy relationships

## What about starting to have sex?

As I said before, you must be sure that this is right for you. You can have a lot of fun together without having sex! Talk this through with your partner because you may find they are also not so sure. Also talk about contraception and safe sex, for example, condom can be used to prevent pregnancy and sexually transmitted infections. You can go to your local Sexual Health Clinic for more advice.

## I didn't think about contraception. What should I do?

If you are a girl and if you have had sex, don't wait and hope – you have 72 hours to go and get emergency contraception, but it works best sooner rather than later. Remember, it is not an effective alternative to proper regular contraception. You both should also get checked out for Sexually Transmitted Infections (STIs) especially Chlamydia, which is very common in your age group. Ask at your Health Centre.

Girls with ADHD have a much higher rate of unplanned teenage pregnancy but if they decide to have their baby, sadly, many are unable to cope with their babies. ADHD medications are not recommended to be taken by pregnant women as it is not known whether they are safe for the developing baby.

## Will going on the pill interfere with my ADHD medicine?

No, it's quite safe to take both. In fact, lots of girls with ADHD find that going on the pill makes managing their ADHD easier because they are less prone to mood swings

# Are you feeling anxious?

Many of us feel worried or sad and this is normal especially in teenage years. If however these emotions persist or become severe, then this might be first signs of anxiety or depression.

Anxiety Disorder is persistent worrying or feeling nervous a lot of the time. Symptoms can include:

**Thoughts:** Always worrying about things such as the future, school performance, appearance such as body image, acceptance by peers or that something bad is going to happen.

**Physical:** restlessness, inability to relax, increased heart rate, upset tummy, sweating and unable to sleep

**Behaviour:** Withdrawn, staying indoors as frightened, unable to concentrate.

Sometimes the anxiety may be related to an experience such as trauma or bullying. This is normal and the body's way of coping. However there can be distorted thinking because of the experience. For instance if you have been bullied in one school, it does not necessarily mean that you will be bullied wherever you go. Thinking like this can lead to avoidance.



# Are you feeling anxious?

Anxiety often runs in families so there may be a parent who has similar symptoms. If you think you have anxiety and it has persisted for more than 2 weeks then speak to your parents who may contact the GP.

The GP may recommend some self help web pages or if severe, a referral to local CAMHS. A CAMHS therapist would explore links between thoughts, feelings, physical sensations and behaviour

- Correction of distortions in thinking
- Development of positive self-talk
- Guided imagery enabling mastery over fear-provoking situations
- Teach relaxation during exposure

If the symptoms persist, then medication such as Fluoxetine or Sertraline may be prescribed. It is worth noting that sometimes medication given for ADHD can make anxiety symptoms worse.



# Do you feel sad?



## Depression:

Feeling sad or fed up is a normal reaction to experiences that are difficult or stressful. Persistent low mood is more frequent (at least 2 weeks) and starts to interfere with everyday life.

| Key symptoms   | Associated symptoms   |
|--|---|
| <p>Persistent sadness, or low or irritable mood:</p> <p>AND/OR</p> <ul style="list-style-type: none"><li>• Loss of interests and/or pleasure</li><li>• Fatigue or low energy</li></ul> | <ul style="list-style-type: none"><li>• Poor or increased sleep</li><li>• Poor concentration or indecisiveness</li><li>• Low self-confidence</li><li>• Poor or increased appetite</li><li>• Suicidal thoughts or acts</li><li>• Agitation or slowing of movements</li><li>• Guilt or self-blame</li></ul> |

Depression may be triggered by stressful life events:

- Bullying at school
- Parental separation or divorce
- Bereavement or conflicts with family members or friends

Depression can also run in families

- Difficulties at home and or at school
- Difficulties with relationships with family and friends
- Risky behaviour: self-harming like cutting, misusing drugs and alcohol, having inappropriate sexual relationships, dropping out of school and suicide.
- The longer the illness continues without understanding, help or treatment, the more harmful it is likely to be to the life of the young person and to their family.



# Do you feel sad?



If you are showing these symptoms, then talk to your parents or GP. He may reassure you or if severe may suggest CAMHS. If you see a therapist, he/she may offer therapy looking at your thoughts and behaviour (CBT) or your relationships, personality and how you cope with stress (Interpersonal therapy).

The therapist may challenge any negative thoughts by exploring them:

- What is the evidence for your interpretation?
- Are there other ways of looking at the situation?
- How could you cope if the worst did happen?
- Help clients recognize negative beliefs or assumptions.
- Change aspects of environment related to depressive symptoms.
- Teach person mood-management skills that can be used in unpleasant situations.
- Negative views of self and expectations for relationships based on upbringing
- Explore patterns of relationships and roots in childhood.
- Helps to understand connections between interpersonal problems and upbringing and make choices for changing relationships.

If symptoms are severe, then medication may be prescribed such as Fluoxetine.

- **Young Minds** - Provides information and advice on child mental health issue and a Parents' Helpline: 0808 802 5544
- **ChildLine** - Provides a free and confidential telephone service for children. Helpline: 0800 1111.
- **Depression Alliance** - Help and information about depression; depression symptoms and self help groups. <http://www.depressionalliance.org>

# Tics and Tourettes

Tics are recurrent, rapid, sudden movements. It involves movements of the head and neck or can involve making noises. Common tics are:

Eye blinking, eye rolling, facial grimacing, nose twitching, lip pouting, mouth opening, head nodding, head jerking, shoulder shrugging, arm jerking or any movement.

Vocal tics include grunting, clearing throat, whistling or complex phrases. If there are motor tics and vocal tics and they occur daily for over a year then this is known as Tourette Syndrome. Many people wrongly believe Tourettes is where people swear. This is a myth. Occasionally someone with Tourettes may show coprolalia, ie involuntary swearing but this is rare.

Other features associated with Tics maybe Obsessive Compulsive Symptoms such as the need to touch things or the need for symmetry.

The main thing to remember about the tics is that they 'come and go' or a better way to describe them is that they 'wax and wane'. Some people believe tics can be controlled as they occur at some times during the day but not others. This is a myth. It's a bit like blinking. If you stop blinking and stare at someone, you can probably hold it for 20 seconds, even 30 or more but sooner or later you will have to blink. Tics are the same. You can hold your tic for a short period of time but sooner or later you have to blink.

# Tics and Tourettes

Tics tend to first come on in early childhood at around the age of 5-7. They tend to reach a peak just at puberty. No one really knows the cause of tics but it is likely to be a genetic condition involving a complex set of pathways in the brain. Tourettes is not something that is caught or something learnt. It is biological in origin and often associated with ADHD.

Doctors can diagnose Tourette Syndrome based on the history and symptoms. Scans do not show anything unless there are other causes and symptoms.

The management of tics and Tourettes is psychoeducation, in other words learning about the condition. This may be all that is needed, in some cases a behavioural therapy known as Habit reversal therapy may be helpful. This involves getting to know about the onset of tics and learning to contract opposing muscles to the tic and keeping focussed. At the moment only a few specialist centres in the UK offer this form of management. There are some self help guides on the web.

If symptoms are severe, cause self harm, are socially distressing, then your doctor may consider medication. The medication includes Clonidine or other stronger medication such as Risperidone or Ariprazole.

Tics tend to settle down in majority of teenagers as they get to 18 or 19. However sometimes the tics can persist into adulthood.

Remember if you have tics, you are not abnormal - it is just the brain fine tuning and having some difficulty in this area. There are many adults who have Tourettes who are perfectly happy leading full happy lives. The tics are just an 'obstacle' or 'roadbump' in their journey.

# My life with Tourettes and ADHD

## Olivia's story

Hey, my name is Olivia and I am a 13 year old girl who has Tourette Syndrome and ADHD. I was diagnosed with Tourettes in February 2015 and ADHD in February 2016. I am here to share with you my story and what it's like living with Tourettes and ADHD through the highs and lows!

## About ADHD and Touretts as I understand

A person with ADHD usually has brain activity that affects attention, the ability to sit still and self control. Tourettes Syndrome is a neurological disorder. It's where your brain sends signals to your body to do things that you don't plan on doing. These are called tics.

## An emotional rollercoaster ride

Living with Tourettes has proven to be a real struggle over the years. With good spells and bad spells it's never completely gone away. From bad headaches, to cut open tongues it's fair to say it's been a rollercoaster of emotions for the whole family.

Although, I could argue having Tourettes makes me rare. In the general population, only 3% have Tourettes and is 3-4 times more common in boys than girls. This means that you won't find someone with Tourettes very often. Especially not a girl! Having Tourettes has been extremely difficult for me. It's given me serious anxiety to go to school and has put me in the firing line for people to pick on me.

# My life with Tourettes and ADHD

## How I learnt to cope

Until recently, I was insecure, afraid of what people think and confused as to why me? Although now, I don't care what people think and I know that having Tourettes and ADHD makes me who I am. Without it, I would be just like everyone else. I guess in some ways I'm still not fully comfortable at times but hopefully in time I will be. I've always known that I'm different from everyone else but before I looked at it as a bad thing. Don't get me wrong, I'm not about to tell you I'm happy with it but I have grown to accept the fact that this is me. Even though, I'm not the same as everyone else. I'm me, and I'm okay with that.

## You are what you are and move on

So, even though sometimes we feel isolated and abnormal, I hope my story has shown you that sometimes being different doesn't mean you have to be isolated. It simply means your not boring. Forget what those people say at school, why let them affect you? I know it's easier said than done because I was in the same situation with my parents just a few months ago, but the best piece of advice they have ever given me is to not care what others think. That means walking into school, work, walking through life, accept yourself, love yourself and be true to yourself. No one can put you down if you don't listen to what they have to say.



Thanks for reading my story.  
Love Liv x

# Education and Support

As a student with ADHD you may experience some obstacles in your path to success more than an average student.

## Help and support in education

Your school/college may:

- Offer support for behavioural classroom management or organisational training
- Put in place extra support and concessions to reduce the effect of ADHD on your learning

The behavioural classroom management approach helps you develop positive behaviours in the classroom, through a reward systems or a daily report card, and discourages behaviours associated with attention difficulties.

Organizational training teaches you time management, planning skills, and ways to keep school materials organised in order to optimise your learning and reduce distractions.

## Some helpful strategies include:

- Extra time for your tests
- Instruction and assignments tailored to your needs
- Positive reinforcement and feedback
- Using technology to assist with your tasks
- Allowing you breaks or time to move around
- Changes to the environment to limit distractions
- Extra help with staying organised



# Education and Support

## Constant need for movement

Remember when you have ADHD there is a constant need for movement. Students with ADHD can find it hard to regulate their body movements and and it can be really difficult to sit still for extended periods of time. One way to help you here is to see if providing a sensory activity like standing desks, fidget spinners or objects and wiggle seats can support you to focus better.

## Classrooms have too many external distractions

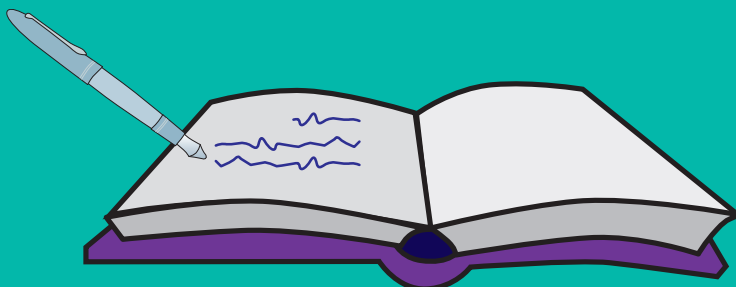
You can be easily distracted and the noise of a chair, tapping of fingers, or voices in the hallway can make it hard for you to hold your undivided attention to the task at hand.

## What can you do to improve focus?

Students now are generally asked to complete assignments via technology such as access to a laptop to help with writing and focus. Another way is to be seated away from doors and distractions or ask for breaks throughout the day as well.

## ADHD student's thoughts can 'outrun their bodies'

For students with ADHD, it usually isn't the failure to learn that creates an issue, but rather the gap in the ability to carry that understanding into their schoolwork. This may result in poor tests results, trouble completing homework or writing assignments and an inability to hand assignments in on time.





# Education and Support

## How to handle stress associated with ADHD

Success in school is determined by grades, so failed tests and assignments can take a hit on your self-esteem. Combat this frustration by using positive reinforcements and help build your self-awareness. Thinking positively and relaxation techniques during moments of high stress can also help minimise the impact of ADHD on your learning.

## Challenges with filtering thoughts (and choosing the right time to share them)

ADHD can result in a student speaking before they have processed their thoughts, before others are finished speaking. This can create an issue with peers, especially during group projects, and may interrupt the teacher during important instructional time affecting not just the student's ability to hear instructions.

## Your thoughts tend to drift

ADHD affects your learning by inhibiting the your ability to hold focus. Not paying attention makes it hard for you to remember what the teacher says regarding lessons, assignments and due dates. Therefore, your ability to learn the material and complete homework may suffer.

## What can you do to improve communication?

Speak with your teacher to establish a plan that rewards good behaviour. It is also advantageous to think through your behaviour so that you can learn to understand what is acceptable and identify your own moods.



# ADHD and Employment

Many young adults with ADHD can get on to the career ladder, despite having ADHD. They frequently excel in the workplace, once they adapt to their disability and develop coping skills. They may need to choose specific types of work and are frequently self-employed.

## Deciding on a career and choosing jobs

- Pick something which you enjoy, focussing on your strengths
- Jobs more suited to your needs, e.g, providing stimulation, structure, flexibility and movement breaks
- Avoid monotonous jobs or jobs demanding high levels of concentration and longer periods of working

## What are the strengths young adults with ADHD present within a workplace?

- Can 'hyperfocus' on the subjects of interest
- Constant desire to try new things and eager to take risks
- Spontaneous and flexible
- Good in a crisis and able to take bold decisions
- Creative
- Persistent high energy
- Positive thinking
- Motivated by short term deadlines



# ADHD and Employment

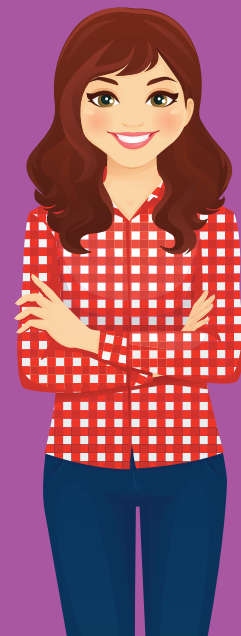
## What are the challenges young adults face?

- Some may be late to work, poorly organised
- Distracted easily
- Frequent changes of jobs

Employers have a responsibility to protect employees from discrimination and harassment, and to make reasonable adjustments to assist them to do their job.

## Some tips to overcome difficulties in the workplace

- Have structure, visual cues, check lists, reminders and movement breaks
- Delegate work and seek opportunities for regular feedback
- Check your treatment is beneficial and get regular checks with your doctor
- Try to have a flexible schedule and a private and quiet space
- Use Apps which build positive and productive habits



# Resources

## Resources for ADHD

### Websites

- [www.addiss.co.uk](http://www.addiss.co.uk)
- [www.adders.org](http://www.adders.org)
- [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)

### Books and Apps

**Understanding Girls with ADHD:** How they feel and why they do what they do - written by Kathleen Nadeau

**Attention Girls:** A guide to learn all about AD/HD - written by Patricia Quinn

**Catch it:** making sense of your moods (free App)

The 10 favourite things  
about having ADHD



# Famous people with ADHD

## Some famous people with ADHD

Get to know some famous women with ADHD and click or touch the links below:

[Some famous and successful women](#)

[Emma Watson and other famous faces with ADHD](#)

Top 10 inspirational people with ADHD



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# About the authors

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Dr Yemula works as a Consultant Community Paediatrician in Bedford. He has a special interest in conditions such as ADHD, behaviour, sleep and bedwetting problems in children and young people. He has been invited as a speaker and presented talks/workshops within the UK, Japan, India, China and Australia.

He is passionate about patient education and published a number of books for children, teenagers, parents and health professionals.



- What is ADHD?
- What causes ADHD?
- Types of ADHD in girls
- Treatments for ADHD
- ADHD and sleep problems
- How to be better organised

## Dr Uttom Chowdhury

Dr Chowdhury works as a Consultant in Child and Adolescent Psychiatry in Bedfordshire CAMHS. He has previously been a Visiting Professor for the University of Bedfordshire and Anglia Ruskin University. He has a significant interest in Autism, Obsessive Compulsive Disorder and Touretts.

He teaches and supervised Medical Students from Barts and Queen Mary's Medical School and is also a Visiting Lecturer at the University of Birmingham, His book on Tic Disorders has been published in 5 different languages.



- Are you feeling anxious?
- Do you feel sad?
- Tics and Touretts syndrome

## Dr Satarupa Banerjee

Dr Banerjee is a paediatric registrar and has been working with children for over 10 years. She developed an interest in neurodevelopmental disorders in children during her community placement and is keen to further her training in community paediatrics.

She is a trained Indian classical dancer and has a passion for reading and crochet.



- Tips to help yourself
- Resources
- Famous people with ADHD

# About the authors

## Dr Nivi Bajaj

Dr Bajaj is a Consultant Community Paediatrician and is employed by the East and North Herts NHS Trust. She is specialised in and has extensive experience a wide range of conditions including ADHD, autism, tics and Tourette's, epilepsy, developmental delay, learning disabilities, cerebral palsy, dyspraxia and genetic disorders such as down syndrome. .

She provides psychoeducation to parents, young people, school staff and professionals. She has carried out psychoeducation sessions, many teaching events and has participated in a live health programme on a regional television show.



- ADHD and Employment

## Dr Tapomay Banerjee

Dr Banerjee is a Consultant Community Paediatrician currently working in Bedford. He is passionate about increasing the quality of life of children with special needs. His specialist interests include ADHD, ASD, Clinical Research and Education. He works closely with other team members and parent support groups to improve the quality of service. Dr Banerjee is also a sportsman and loves playing football and cricket.



- Any other conditions
- Further challenges
- Healthy relationships

## Tim Long

Tim is a registered practicing psychologist with Health Professional Council (Educational Psychology). His current role is a head of service for a Local Authority and he is the Principal Educational Psychologist.

He manages a number of services, which aim to identify, support, and improve achievements of vulnerable pupils such as those with special educational needs. He also operates a Private Practice currently offering work around Specialist assessments with both adults and children.



- Education and support



# ADHD

## In Teenage Girls



**Take control and  
Be the best you can be**

Editing and concept development by Dr Chinnaiah Yemula  
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