



**UCD School of Education**  
**Scoil an Oideachais UCD**

## **UCD School of Education Seminar Series**

**Assistant Professor, Dr Kate Carr-Fanning**

***ADHD Women and their Wins: Exploring experiences of empowerment in the educational journeys of females with ADHD***

**Date:** Tuesday 26th September, 2023

**Time:** 11:00 – 12:00 pm, tea and coffee provided afterwards

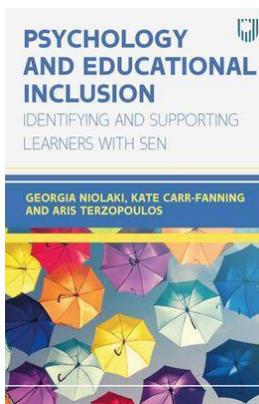
**Format:** In-person, UCD Geary Institute (Arts Annexe) B003/B004 & online option available.

**In this seminar**, we will explore findings from a recent European study, funded by ADHD Europe, in collaboration with women with Attention Deficit Hyperactivity Disorder (ADHD) and Trinity College Dublin. This participatory research project explored the educational journeys of 17 women with ADHD from across Europe (Ireland, UK, Spain, Germany, Sweden, Belgium, and Romania) to identify and explore ‘empowerment enablers’. Findings were co-constructed with women across two phases: in Phase 1, individual life narratives (N=13) were followed by a focus group (N=11) to explore emergent themes. In Phase 2, themes were unpacked and verified with some women in phase one and other women with ADHD (N=12). In this seminar, we will explore the research process and key findings, including the female experience of ADHD, notions of empowerment and disempowerment, including neurodivergent women’s experiences of empowerment and their experiences of (dis)empowerment in education.

**About the presenter:** Kate is an Assistant Professor in the School of Education at University College Dublin (UCD). Kate completed her B.A. in psychology before undertaking her PhD in the Psychology of Education in Trinity College Dublin. After which, Kate moved to England and has spent the last ten years lecturing and leading programmes in British universities with a focus on inclusive education, educational psychology, and teacher education. Kate completed this research while she was an Assistant Professor in the School of Education at the University of Bristol. Kate's research

focuses on the needs and experiences of students with social, emotional, and/or mental health difficulties in schools. She has a particular interest in ADHD and other neurodivergences. She has developed and tested school-based programmes of inclusion for these learners, explored experiences of empowerment, belonging, gender, identity, family dynamics, and lay people's understanding of behaviour and mental health. Beginning with her doctoral studies, Kate has a particular interest in participatory research and practice, including children's voice. Kate is a Chartered Psychologist (CPsychol) with the British Psychological Society and a Fellow of the Higher Education Academy. At present, she is a Director of ADHD Ireland and she sits on the Professional Advisory Board of ADHD Europe.

#### **Recent and Forthcoming Publications:**



[Niolaki, G., Carr-Fanning, K., & Terzopoulos, A. \(2023\). \*Psychology and Educational Inclusion: Identifying and Supporting Learners with SEN\*. Oxford: Open University Press.](#)

[Carr-Fanning, K. \(2023\) Meaning-making within inclusion: Exploring parents, teachers and students lay theories of ADHD and their implications for inclusive practice. \*Journal of Research in Special Educational Needs\*, 00, 1–12. Available from: <https://doi.org/10.1111/1471-3802.12617>](#)

[Carr-Fanning, K. & McGuckin, C. \(2022\). “I Find It Really Difficult to Control Myself Too”: A Qualitative Study of the Effects on the Family Dynamic When Parent and Child Have ADHD. \*Education Sciences\*, 12\(11\), 758.](#)