

13:02:00 Lots of people joining us today this exciting.

13:02:06 It's really exciting. Yeah.

13:02:08 I always liked this part. It's like magic happens. And we get to see names and faces pop up that normally I wouldn't necessarily get to see unless walking on campus this like the aspirational backgrounds that people have.

13:02:25 Yes.

13:02:27 user the mountains which with rivers and lakes.

13:02:31 Very then.

13:02:34 This call is being is recorded sorry this session is recorded the recording is on.

13:02:40 I'm currently right now.

13:02:43 And as people are logging on just letting you know that there is also a live transcript happening so I invite you to turn that on, should you find that tool, useful for you.

13:02:56 And you can enable Captions by clicking on the button, towards the bottom right of your zoom screen.

13:03:05 Usually right next to the reactions button

13:03:13 to. As with most healthy workplace events, we're going to you I start at 105.

13:03:31 Thank you people are commenting on my hair, I love it, I somewhat little more ambitious than originally planned, but I have a feeling that pretty soon it's going to overtake my whole head.

13:03:48 This is great it's great having you here, Laura.

13:03:54 And as we're running. This is a part of our accessibility.

13:04:00 Speaker Series with healthy workplace and some people might be wondering why am I not hearing Sam. Sam is here. If you search you can find her video this is a sanctioned events, Sam has given it or seal of approval.

13:04:16 And we're just shaking up the voices a little bit.

13:04:37 crate.

13:04:39 So we're at around 80 participants.

13:04:45 You're, you're invited to and turn on live transcript if that's helpful for you.

13:04:52 You'll find that in the bottom right hand side of your zoom screen reminder for those that have come on recently that call this call this session is being recorded.

13:05:04 And it's currently being recorded. So if you would like to turn off your video.

13:05:12 And then you have a moment to do that. And even though we spotlight our guest speaker. And during this part of the recording it's just so you're aware of your own privacy options.

13:05:27 And I will get started. So thank you all for joining us here today.

13:05:33 This is the third session in the accessibility and wellness speaker series. It is co hosted by healthy workplace, as well as the READ initiative on campus.

13:05:44 Today's session is called academics, with ADHD, making the university workplace more accessible for neuro divergent people.

13:05:53 I am Cathy Malcolm Edwards. I work in read and I am the leading the implementation for the coordinated accessibility strategy on campus, which takes into account both visible and non visible disabilities as well as looking at just general functional limitations

13:06:14 that we may experience.

13:06:17 I want to begin by acknowledging the land on which Carleton University is situated. It's the traditional and unceded territory of the Algonquin nation.

13:06:32 And I for 1am very grateful for this land on which I live, where can play. They recognize not everyone here may be in territory of Algonquin. And so if you just take a moment and and just pay a bit of gratitude for the land on which you are working, living

13:06:50 and playing. That would be great. So just before I formally introduce our speaker today. Just a reminder that there's been a couple more people join that this session is being recorded.

13:06:59 So we are spotlighting our guests for this video. But I would give you the option if you would like not.

13:07:11 If you'd like to at this point to turn your video off so you have your privacy controls. If that's what you feel like doing closed captioning is available.

13:07:15 You can enable this by clicking on the button called Live transcript with the CC button towards the bottom of your zoom screen towards the right link for the recording will be shared later today, as well, to mention that part.

13:07:31 If you have any questions during the presentation, please feel free to put them in the chat box, and we will address those towards the end of the presentation.

13:07:42 Now, to introduce our guest speaker today.

13:07:46 I am honored to introduce Associate Professor Paul Peters from the Department of Health Sciences at Carleton Paul's research is on the spatial and statistical patterns of mortality, the environmental impacts on health and health in small rural places

13:08:02 within the context of structural inequities and social inequalities.

13:08:07 He runs a very active research lab on our campus. It currently supports around 20 students that are across different levels of study as well as different fields of study on campus.

13:08:17 I'm very grateful that I got to actually hear, Paul, speak this past term as a guest lecturer, and his combination of curiosity, as well as clarity brought to light, his dedication to his work in preparing for that class, I did what a lot of us do, and

13:08:34 I went to dr Google, and I thought I wanted to find out a bit more about who is coming to speak in our class. And that's when I discovered polls open, honest communication about living with attention deficit hyperactivity disorder.

13:08:47 Otherwise, we know as the acronym ADHD.

13:09:00 Know ADHD is that some people would qualify it as saying it's a brain disorder that impacts the executive functions of the brain and this can cause challenges with impulse control focus, or even organization.

13:09:06 Paul has consciously chosen to be open about his ADHD diagnosis with colleagues and students, and he seeks to provide mentorship to students from diverse backgrounds and the place value on personal growth and learning.

13:09:18 I have still been looking forward for the past few weeks for this talk and I'm very excited now and hand it over to Paul. Welcome, and the stage is yours.

13:09:36 Oh, thank you so much for that wonderful introduction.

13:09:33 Kathy. I think my tasks done Kathy, Kathy said everything there.

13:09:39 No thank you everyone I really appreciate this opportunity to talk to my colleagues at the university, from across the university when I don't get much.

13:09:50 We don't get much chance to interact with each other on a large basis, and on something that is has impacted me on a very much personal, professional level, but isn't actually part of my research.

13:10:01 So I don't research ADHD, I'm not an ADHD expert.

13:10:07 And I'm going to come at, I'm going to talk to you today about ADHD in the workplace and as an ADHD academic from a place of lived experience, not, not based on on that and based on my, anything that I present from research will be fully based on my own

13:10:23 interpretation of it not based on on anything that I've done so I'm just going to share my screen here with my.

13:10:31 I'm sharing my desktop easier.

13:10:34 And then I will just give this a little start.

13:10:39 Um, so yeah the my talk is is on, I say making the university workplace more accessible for neuro diversity people and that was good approach be terrific, talking about invisible disabilities, and things that we might need accessibility for

13:10:56 and ADHD is, is one of them.

13:10:59 So how did I prepare this for this talk. Well, This is kind of what it looked like.

13:11:07 Substitute the messy room with the messy ideas of a presentation and me looking like I was doing nothing, except not working the presentation, but this is what it actually felt like so well it wasn't working my presentation.

13:11:22 All this was going on and behind it my brain all about the presentation how I was going to do it how I was going to structure. What was I gonna say what was I going to include all these different things.

13:11:33 And, you know, I think a lot of us can feel it, but this is very much an ADHD and, you know, from the perspective of myself with ADHD.

13:11:42 So, I could start this a logical way and tell you a story from beginning to end, or I could do it the way I should as an ADHD story and provide you some prologue for context and start it and give you some details, and then a little bit of backstory and

13:11:55 I'll go back and forth.

13:11:57 I'm going to do it in three parts. Number one, let's talk about my ADHD journey, than ADHD in the workplace, then I'm going to give a little bit of hint of some supports that could be done in the workplace for supporting others with ADHD.

13:12:10 If you run out of time I'll sort of gloss over that but that will be available in the presentation as well.

13:12:17 So, I have ADHD.

13:12:22 And when I tell people this, they often don't look at it because I've got a PhD.

13:12:29 I, I've got three kids. I'm very active in their lives.

13:12:36 My house is quite neat, my office is immaculate.

13:12:40 I attend to meetings on time. I've been relatively successful. Um, but so what, you know, how could I have that I don't look like I have that. But, um, you know, we don't all look the same, because as a kid, there were lots of things that would happen

13:12:57 to me that, looking back on it, I realized we're ADHD, and I couldn't really relate to this, this comment because I often do spend a lot of my time masking and doing things to participate.

13:13:11 To compensate for that. Um, but then when I get home. I can be absolutely exhausted from pretending I don't have ADHD.

13:13:25 How did I learn I have ADHD, the beginning of my struggles. It started with this. This is the, you know, a diagnostic self report scale screening questionnaire.

13:13:34 It actually started with, with one for my son, who at the time was nine and filling went out for him and my wife called me at work and said Hey Paul, I think you should do it.

13:13:45 Here's the link, and I did it, and I read it, it just recently. This was what we come up with.

13:13:53 And you can see that I'm sitting in the gray area for a lot of these things, and it was like, hmm, Really.

13:14:01 Do you actually think I could have ADHD my wife's like, yeah, that can explain a lot.

13:14:07 Um, but part of that was I didn't actually know what ADHD was, I had an idea of preconceived notion of what it looks like. Right.

13:14:20 But I couldn't actually couldn't didn't actually have an idea and that's because often we think of ADHD we think of this, we think of the hyperactive impulsive ADHD, and we think of ADHD boys.

13:14:32 Often, As this hyperactive right.

13:14:35 But there's actually, you know, primarily three types they talk about. One is, ADHD hyperactive impulsive. The other one is inattentive where they would have called add.

13:14:46 And then there's the combined. I'm ADHD and attentive.

13:14:50 So, I'm not particular visibly hyperactive. Although, if you were able to see you'll notice that I'm fidgeting constantly I have some fidget things down here.

13:15:01 choice that I carry with me, and things like that so I am always doing these things and it's because of this preconceived notion I didn't think that I actually actually was.

13:15:13 So we think of ADHD is young boys who teaches a lot struggle in school and can pay attention, but really it's someone who can be introverted or extroverted at any age, any gender, who may or may not be hyperactive who may Excel or struggle in school,

13:15:28 and has difficulty regulating attention, rather than difficulty paying attention. And this is something that will get what I'll talk about later but is regulating attention to me.

13:15:40 Just a side note, I'm going to do this entire presentation with comics and things like that. They're all credited underneath.

13:15:47 And if you follow me on Twitter, you will, you'll find I repost that a lot.

13:15:53 So going back to this. So, I had been initially diagnosed when I was in university with generalized anxiety disorder.

13:16:02 I saw psychologists and psychiatrists, and they had prescribed me talk therapy and medication, and I had been doing that since about 2000 2003 particular medication and seeing therapist for that.

13:16:18 I'm a and how did that square them with with ADHD. Well, if I actually look at diagnostic self report scale, the parts where I'm only a sometimes or rarely on.

13:16:32 Well, those all relate to my anxiety, what I was doing, is I was masking all these elements. So, I used to be constantly late. I have really tried a lot of trouble telling time and when things are I'm constantly looking at my watch console looking at

13:16:49 my calendar. I asked my wife, a million times today. So you don't have a client between one and two, I can use the office between one and two. And I would always get it mixed up between 12 and one or one and two, I could never remember at all today.

13:17:03 So what I do is I compensate for that. So, um, I can't relax before any appointments I haven't been able to relax all day, so I tend to arrive a lot early, I'm prepared a lot of really.

13:17:14 I often forget what I want to say so I keep switching topics so I just don't talk about myself. So I do these types of masking that I don't do so. Being hyper active and clumsy I used to be hyper active in school until I got in trouble for it.

13:17:27 And then I forcefully didn't do that and above grade five I stopped being loud I stopped being gregarious in class, I became a quiet kid, sitting in the corner.

13:17:38 It was very much a masking and doing that. So, that creates anxiety.

13:17:44 So, being diagnosed with ADHD overall was a huge relief. So, before my ADHD diagnosis I was you know what if it turns out I don't have ADHD and just looking excuse for laziness What if it's that.

13:17:58 And of course, afterwards, then it's like one of my acting was really good. What if I tricked my specialist diagnose me. I did see a psych psychologist and had a formal diagnosis for a psychologist as well as through a physician.

13:18:09 So, and I've seen multiple psychologists for that. So, um, but that's normal. After that, particularly for adults, um, that we could be overwhelmed, right and we can be a little bit confused.

13:18:23 We can be worried about trying medication we can be worried about the stigma associated with trying medication.

13:18:29 But also, I can, you can be excited about the future and excited about how you can reinterpret your life and your life and view what you've done through a new lens.

13:18:42 There's also a lot of advice that comes up this time.

13:18:47 You know, Uncle Rob's.

13:18:49 My wife's name is actually Karen.

13:18:53 So, Karen with essential oils.

13:18:56 But we can also, you know, have the therapist, but I I learned to trust in myself and trust in experts with this, not the mean bully myself sitting on my corner.

13:19:08 So, the physician the psychologist.

13:19:11 My therapist who all, you know, trust this.

13:19:25 Um, so I've used therapy, as a lot for ADHD specific therapy to talk about that. Um, I've also started using ADHD medication, and this has been helped immensely.

13:19:31 So, in school and university, my performance was very very inconsistent. I got into grad schools, always just read the very edge of the academic cut off right there, because I had a lot of days.

13:19:48 And if I really didn't like the course I could get to see.

13:19:49 I just wouldn't do it so it was like spinning a wheel right didn't know if I was going to actually be able to concentrate, do it if I really didn't enjoy it.

13:19:56 It was really difficult to do.

13:20:01 Concerning medication. I can concentrate and I have a lot more wins.

13:20:04 I still worry about it. But I do have a lot more wins and I'm able to do a lot of those things, particularly the things that I don't normally want to do.

13:20:16 I used to think I lack discipline but person had undiagnosed ADHD.

13:20:23 So,

13:20:26 I was diagnosed with ADHD, my son was diagnosed with ADHD.

13:20:30 I looked back at my family history, and I realized that I actually have a whole long family history of ADHD autism.

13:20:39 My 13 year old daughter is is also autistic where she's autistic, my brother and my mother and my grandfather on that side artistic.

13:20:50 I have two cousins, one cousin is autistic The other one is ADHD, their kids.

13:20:59 All have either diagnosis either ADHD or autism.

13:21:01 So, certainly in my family. There's a very very strong heritable component. Right.

13:21:10 So,

13:21:13 you know, that part also help square with with what it is and help helps me deal with it in the workplace, because I do feel a lot of shame, and I feel a lot of difficulty when I say I have it because a lot of people don't often believe it, and the acceptance

13:21:30 of recognition of it can be can be can be difficult. And, and it's not always widespread.

13:21:38 So one of the things that we love people to do without HD seem to grasp so it's not a matter of trying harder.

13:21:46 Everyone struggles with getting tasks done at some point, right. It's how and why we struggle with it. Right. We all have to tread water at some point, but it's how we do it and how much work we do it, and how much we have to try.

13:22:01 In order to do some things.

13:22:02 So, I do feel some pushback. I don't feel it with, you know, It's very rare at Carlton, to be honest.

13:22:25 Right. And so what is being lazy well course they see people, you know, the reason they're avoiding the task because they can try and avoid it and then they don't have to do the work, right and they feel good about having avoided that we're doing the

13:22:47 But people who aren't lazy like obsess over the task with their mind begging them just do it right I have in my head all the things I need to do it's like just do them. Some of them are phone calls that I know we picked 30 seconds.

13:22:49 I just can't do it.

13:22:52 It also laziness doesn't usually have shaming inadequacy from it, but it's also not the same as an executive dysfunction.

13:23:01 So

13:23:05 this is sort of part of what I say about recognizing it is that in the workplace, it can be really difficult to recognize what someone with ADHD looks like.

13:23:15 You know, I've never looked like someone who has ADHD, I don't think, except that I can sometimes be a little bit gregarious and chatty.

13:23:25 And the way people who work with me on projects know that I do things very last minute, always gets done in time.

13:23:33 But it sometimes looks just like someone sitting on the corner, you know, on a phone, ignoring things right so did you get your stuff, you just killing not remotely.

13:23:43 No, not remotely. You've got all these things going on. All these distractions. So recognizing that someone who has it has ADHD might not look like it, and they might not necessarily know that they need help as well.

13:23:59 Some of this has to do with some of the common things that we think of being able to start a task.

13:24:04 Right.

13:24:06 find it really hard and I find it really hard to break my tasks up into small discrete components. And if I can't break it up into small discrete components.

13:24:18 I can't do it. It sits has one big lump and I can't even start it.

13:24:23 So, rather than saying okay I do this, A, B, C, D, E, I sit in front of me with the whole alphabet, and I can't start it, because I don't know which letter comes first.

13:24:33 And unless I know what letter comes first.

13:24:35 I can't get going. And I have to sort that all of my head, ahead of time.

13:24:39 And that part can be can be really hard to do.

13:24:47 Other thing is something which is related to working memory. Again, it's executive dysfunction and this, and this relates a lot to sort of how ADHD is it's all sort of let you read this sort of as, as we go along.

13:25:04 But with ADHD we tend to have a lot of things in our head going on, and we have a lot of trouble remembering these sort of things so this idea of what time is it, so with my talk today trying to remember what time it was ok it's at one o'clock right What

13:25:17 What time is it, it's 1115. How long do I have, I don't know, I should make lunch. I should make sure I have some tea. Okay, what about the kids are they have everything the dogs I got water What if the dogs are all going on in my head.

13:25:29 So I have trouble than remembering everything that's going on. So, remembering what I just read, remembering a phone number, really what I wanted to order or recalling thanks for calling someone's name.

13:25:41 It really came to light for me when I was teaching a fourth year stats course.

13:25:47 So I worked at stats Canada, I have a PhD in sociology and demography, which is a stats based program, you know, half of my PhD courses seven courses were in stats at the graduate level.

13:26:01 And I had trouble, explaining to students that mean, median, and mode, which, you know, my kids are studying in, in grade five.

13:26:18 Um, but being able to recall that and recall those words in a second. in the class was very very difficult.

13:26:22 So, my brain has to learn different ways of coping with this right about the way I do it so I have to use external reminders, often. So, I've set up a lot of external reminders for myself on how I do things, where a place objects in the house so I don't

13:26:40 forget them.

13:26:42 If they're out of place. I forgot them all the time I do things during the day, if I don't do them at that time, I forget it. I often have to have an extra reminder for medications as well because if I don't get up at a certain time, walk down for my

13:26:59 water take the medication. I have no idea if I did it, or things like that or where things are in the house. If I decided I move things and I don't put it back exactly where it was.

13:27:10 It's gone.

13:27:12 So, this is sort of one thing with with working memory.

13:27:19 And, and this relates as well to task organization, which I, which I talked about.

13:27:26 I love these little comics, by the way, Pina who, who does these comics, this is amazing
ADHD alien.com

13:27:35 Patron supporter of course as well.

13:27:38 So, there are strategies that people can use. So right just write it down, but that doesn't actually work for me. I have an iPad with a journal part on it with a to do reminder, I have my outlook to do reminder list, I have a Gmail one, I have my calendar.

13:27:55 I have a paper copy one.

13:27:57 I have other ones.

13:27:59 The only one that works for me is the one I'm using right now I it's really hard to keep one consistent and keep doing it. Sometimes they work for a while.

13:28:07 And that's what I do with the, the task stuff.

13:28:12 But oftentimes they, they only work for a short while, and then I tend to lose my way and it gets even worse. And then, you know, the strategies don't work and then I feel even worse, and because I've ADHD I should should know better, right, right.

13:28:30 Another thing that ADHD folks have is this idea of. we call it rejection sensitivity dysphoria.

13:28:41 And so this is a perception of rejection that is a more extreme perception of rejection over small things. And so, social media can be a really bad part about it, but it can also happen in terms of criticism.

13:28:57 In terms of getting criticism back from articles, everyone finds it hard to read the, the review or notes from articles or when you submit a grant and it doesn't get funded and reviewing the comments.

13:29:09 But the perceived rejection of it being a rejection of me as an individual can be particularly strong for ADHD, people, even with my mind jumping to conclusions.

13:29:19 Maybe that's a little bit about what I talked about before about sometimes people don't seem to accept those and ADHD and could just be my perceived rejection.

13:29:28 You know, going on about that.

13:29:31 Maybe not.

13:29:35 These all relate to something we call executive functioning, or executive dysfunction.

13:29:45 And it needs to be alien talks about that. Right.

13:29:48 And this is sort of you know, why can't I do this why can't you do the simplest things.

13:29:53 But if I don't have ADHD, what if I'm just lazy to that for my doctor because I fool myself.

13:29:58 And then you come at you know me coming back on it's like no, it's a real neurological issue. I know I'm not the only one. I learned to understand my brain.

13:30:07 I'm coming for executive dysfunction.

13:30:10 I need to give myself this pep talk. often executive functioning. This is the only sort of like academic you sort of thing, is something that you can divide up into these different sort of eight areas.

13:30:25 And there's a whole bunch of different books called Smart but scattered and has a whole bunch of them about it. so for workplace for success for kids for teams that are really good and they're really designed divide this executive functioning into

13:30:42 different areas on impulse control emotional control flexible thinking, working memory, which I should have talked about planning and organization task and this task initiation, so only some of these things are ones that we think of when we think of ADHD

13:30:56 and we can see a lot of these are sort of ones that we, we can't see.

13:31:01 So, if we look at, at the workplace, and we look at these different aspects of executive functioning. Well, how do we actually help ourselves and how can we help ourselves well.

13:31:17 So, planning.

13:31:26 One of the things that, that we can do both managers and people in the workplace, to, to help accommodate for this is to know that planning required applies to both small and large tasks.

13:31:35 So you need to plan small tasks as well the big task right, plan your day. Plan your workplace. I've learned to at the end of the day I write down what I'm going to start with the next day.

13:31:46 Otherwise, I just don't do anything. And I sometimes will quite literally do nothing, then I will reply to emails and that sort of it.

13:31:55 But I won't actually do anything else have lots of templates and tools for doing things time planning templates, different tools for for planning, different Excel sheets and things like that.

13:32:05 I find it easiest to plan projects with someone as a team, not as not in myself, particularly to a system breaking down the tasks and help me get all these different ideas and put them into some sort of coherent whole

13:32:23 task initiation and starting and stopping things.

13:32:29 So one of the ways I have can do it is you start a task with someone else. So, you know, beginning of the day is like, I'll go work on this you go work on this.

13:32:41 And we'll check back with each other in a couple hours and see if we do that, we use cute asserts cues to start tasks cues can be.

13:32:48 I often do that what I'm doing writing, not right now because it's pandemic. But what I'm actually doing my academic writing of journal articles, I write in a coffee shop.

13:32:56 And so my queue is sitting down at the coffee at the table in the coffee shop with the coffee and a pair of headphones and knowing I'm going to have three hours uninterrupted.

13:33:07 Other thing don't work late or at home with ADHD folks we sometimes tend to overwork and get hyper focused into things so I've made it really strict rule that at the end of the day I stopped.

13:33:23 I don't work late and I try not to work at home.

13:33:27 Obviously the pandemic has really impacted this and I'll talk about that later. Or you set a time limit for tests use timers and pomodoro timers, evaluating progress.

13:33:35 I find having clear expectations, is really good and evaluation frameworks. When I worked in the federal government, this was something that they had sort of as routine there.

13:33:45 I didn't realize I had undiagnosed ADHD and I found these sort of things can be quite difficult, but also reviewing this with other people about my progress has really helped so knowing that, where I'm at.

13:33:59 So part of is that I might not know where I'm at, in a project or have difficulty on this other thing are in that I may have in the back of my head thinking I'm about to fail.

13:34:08 I'm not doing really well. I'm not doing this great, I have this constant negative self talk going on the back of my head. So revealing things together can provide affirmation that I'm actually doing okay.

13:34:21 Speeding up and slowing down this can be hard. I sort of align it with switching tasks, and this is when you all of a sudden have to do things faster or you need to do things slower to to catch more errors or be a little more careful with things.

13:34:36 Part of it is I find that it's, you need to monitor and record task times. So knowing how long things take to doing that so I often do this with with reviewing Arctic with reviewing grant applications.

13:34:50 So if I'm on a grant review committee I might have 30 applications to go through. I need to know how long is going to take me to go through each application.

13:34:58 And I have to monitor that, because then I have to either speed up or I have to make sure I allocate more time, because I often have no idea and I'm like oh I can just do it the night before, not with 30 page applications can't.

13:35:11 But my ADHD brain thinks I can get up early.

13:35:14 Seriously, I think that sometimes. Thankfully I have my wife who organizes everything.

13:35:22 I'm switching tasks, switching tasks to be really really hard.

13:35:25 And this is hard in an environment where you don't know where you get distracted, a lot.

13:35:33 So distractions can be really really hard for me, and I can just not go back to my other tasks. Similarly, if I have a task that I'm doing I'm really focused into it, having to switch and do something else can be difficult I often find it easier to take

13:35:58 a break to physically get up, go walk to the coffee shop I often will, will you know walk to Tim Hortons or go for a walk or now them at the pandemic I go outside and check my gardens, they're the same as and check on them before, but I'm a clear mind

13:36:10 Now you can go focus up on their

13:36:14 time estimation, as I said, my time estimation can be really poor ADHD people often have that.

13:36:20 It's really good to keep track of your time on how much it is how much learning takes.

13:36:25 Having someone else to help you. I google things a lot on how long things should take. And then I always add more time and then have externally monitor time.

13:36:35 I often look at how much time I spend doing things by using electronic timers and how much time did I spend with besides Safari open versus my outlook open versus Microsoft Word open or something like that.

13:36:51 I'm focusing routine routine routine routine is really really important for me, setting a routine and keeping it short week after week, that's not easy for faculty academics, where our routine is anything but routine, but I find it really important to

13:37:13 try and do that so I try and set my meetings for one day, I try and set my teaching you know, around where my teaching is, I set my student meetings I set my admin meetings, and then I always block off certain times during the week where it's, you know,

13:37:28 I won't allow any meetings, and those are times where I can, I can work on stuff that I actually want to work on, and I'm pretty good with that.

13:37:37 I'm using headphones, avoiding cubicle environments. Cubicle environments are really really really hard for people with ADHD.

13:37:45 They're, they're both quiet and distracting.

13:37:49 Which, which is sort of like the worst of both worlds. I mean, I can't think of anyone who says, Well I loved working in cubicles that was like the best time of my life.

13:37:57 I've never heard anyone say that.

13:38:06 Um, I, you know, but we can use things to sort of help with that using headphones.

13:38:06 I say toys I say this in my office at work at Carleton which I've been in for a long time I have little pedals that go underneath. I can use for when I'm writing to help with things.

13:38:17 So these are all things that we can we can sort of do.

13:38:20 We can also draw on stuff that we do for our kids. Right. So here's the thing on how to help kids succeed with chores. Right. So, rather than say do the laundry.

13:38:32 You know, when, which, how do you do it.

13:38:36 So, when they use an example of what they call buttons right so you only have a certain number of buttons during the day, if you take three buttons just to figure out how to do the laundry.

13:38:48 Then, you know, you've used them all and you don't have anything left to actually do it right. So, rather than having writing down the test and saying I do this, this, this, this, this and this.

13:38:58 Right. These are the sort of simple examples but I find really important, even for things that are seemingly basic.

13:39:09 How has working from home affected me. Well, a lot, Right. So,

13:39:20 you know, I often find myself, you know, daydreaming rather than being deep and deep in thought. I don't get that time to focus.

13:39:32 And I have a lot of trouble focus prioritizing right and losing track of what needs to be done. And so work become super overwhelmed. part of is that you don't have a dedicated space to work, a lot of us don't we share it, I used to have the dining room

13:39:41 My youngest son is now taking that over because he needs the big screen because he's got really bad eyes and can't see the screen or excessive snacking coffee drinking online gaming.

13:39:54 Right, which is a form of self medication.

13:39:58 So, you know, or I feel like I can only manage other household chores right so you feel guilty for not doing enough, or I end up not taking any breaks, and I often think I'm doing breaks because I'm not doing work, but my breaks are okay.

13:40:13 The kids have a break right now. Okay kids you go outside. I'll quickly get some work done here. Then will make you lunch, and then we'll get back to work.

13:40:20 But that doesn't work because you know that's not a break so I can't work

13:40:26 that. So, you know, or I don't know how long I can work for. So things are only sort of break my sleeping habits are really bad, because, you know, I tend to stay up late or get up early and then and get easily distracted.

13:40:42 And then the stress of fighting your head all day with ADHD can do that. So there's all these sort of things. So the whole work from home thing has been, You know, uniformly difficult.

13:40:51 I think for for ADHD folks there probably could be some that that find it really good. And I like to work from home, sometimes, but just not all the time.

13:41:01 And part of it is the lack of colleagues right.

13:41:04 Without colleagues nearby, there's less accountability. There's no one sort of looking over my shoulder and it's not even like a I, you know, this actually someone asking, it's the social accountability.

13:41:23 And that's part of why I like working coffee shop so much right and things like that and so these are the coping skills that I've developed stopped working.

13:41:26 So, this sort of contributes to, I'll leave this one at the back there to this, this cycle of, of a what they call ADHD burnout, where they've got this.

13:41:53 cycle of these, these different things that ADHD. People can do which the negatives, but then has also provided some learn to do and some some strategies within that right so there's this routine procrastination.

13:42:03 Right, with self medication self medicating can just be coffee I drink a lot of tea and caffeine, that's what got me through all through university credible amounts of caffeine.

13:42:11 I also have really bad allergies, when I did my PhD in Texas. So, I was taking just pseudoephedrine and double dosing pseudoephedrine just to deal with my medication so I was on double doses of pseudoephedrine plus copious amounts caffeine, which is a real

13:42:31 poor substitute for actual ADHD medication.

13:42:35 But I somehow, I don't know. Um, and then you have this sort of this sort of cycle.

13:42:42 I'm one of the before I do that many things. One of the things I find in the workplace, that I found has been most helpful to me is this recognition from people, and recognizing that people with ADHD and other neuro diversity.

13:43:00 I've only talked about ADHD, as I said, like my daughter's on the autism spectrum or is autistic. I'm a is sort of recognizing it and accepting it, and realizing that my experience with how my ADHD diagnosis and what I find difficult, is how I feel it.

13:43:23 And that's not necessarily how others do.

13:43:29 So, it's only sort of one way of feeling ADHD, it might look like something different for someone else. I tend to, I actually have quite a few friends now who are ADHD, and we all look different.

13:43:44 All the adults with ADHD look different and all the kids with ADHD look in front of course there's some similarities and we laugh at the similarities together.

13:43:52 But, you know, there's a lot of differences and I think knowing that and I think in the workplace, we really, we really need need to recognize that.

13:44:00 So, thank you for listening to my, my, my slightly rambling discussion about, about ADHD.

13:44:07 In, in the workplace. I really appreciate it.

13:44:13 I'm really thankful that observe be able to to get to that and I have a lot of, you know, a draw on a lot of support from ADHD Twitter, Instagram, you see that the cartoons and things like that that I did.

13:44:25 I showed throughout it are largely from from Twitter and Instagram through what what people call the neuro diverse squad.

13:44:34 A few notes on that as I wanted to say, I have been looking at the chat number one.

13:44:38 But the. I'm only talking about one type of neuro diversity and I'm talking about from my perspective. I've chosen to be open about my ADHD, partly because I'm a, you know, fairly privileged in my, in my work position.

13:44:54 I'm secure a tenured, associate professor.

13:45:00 I'm male cis gender, white, you know, living in Canada. So I have the opportunity to be open about this, and I've chosen to be open, partially so that claim accommodations, but to be able to talk about it and raise awareness so that those

13:45:18 who don't feel comfortable, raising their voice or disclosing may not have to. And so that's sort of why I've chosen to be that, and I recognize that, you know, my abilities to get diagnosed was relatively simple and it required a fair bit of financial

13:45:33 means and the means of my workplace to be able to do that. and not everyone has that availability.

13:45:41 So I do want to recognize that and that's sort of where I'm coming from but sort of hoping that you know I'm going to stop sharing my screen.

13:45:50 So I can see people.

13:45:56 And see, yeah it's Cath I'm just gonna jump in. Um, at this point, just to first say like thank you for creating a sense of home. For many people, um, the chat has been absolutely.

13:46:13 Many people have been moved.

13:46:15 And your vulnerability has, has been able to do that and open up minds and hearts.

13:46:21 And I'm just going to hand it over to Tara because I'm getting choked up.

13:46:27 And because it's just been very powerful so thank you.

13:46:32 Tara, Tara will facilitate this next part. Yeah, I haven't read the chat so yet so, um, yeah, we've been monitoring.

13:46:43 Yeah, we've been monitoring it, so that's why we're going to monitor it for you so over to Tara. Well, and let's also model like when we're talking about workplaces right the expectation of monitoring the chat when one is doing a presentation

13:46:51 or is engaged in a meeting right that is also something that is tough. Certainly I find it tough for myself and I'm often telling colleagues that so even being able to have those conversations with our colleagues about where our tension can be best focused

13:47:06 in a moment. So yes it was, it's my pleasure to be able to do the, the thank yous and the wrap ups for us today Paul so thank you very much for this I think it's.

13:47:16 I saw through the chat certainly that lots of people are resonating with this either for themselves, or they're recognizing a family member, they're recognizing certain behaviors, but what I really love about what you're doing today and what this series,

13:47:29 is like why we came up with this series is to promote sort of awareness into action.

And what you provided today was tons of awareness, but lots of possibilities for action in that as well to let those strategies are you did fantastic job executive functions

13:47:45 functions is sort of like this mystery cloud that kind of goes around and we hear it a lot but so I think you did a great job of demonstrating what how those executive functions can challenge us for anybody at a certain point and certainly with ADHD when

13:48:01 those parts are impacted what that can mean in a daily life.

13:48:05 You did a great job of talking with them now and not now, of things, explaining the exhaustion that can come from masking and mitigating all the time that was super excellent because I think for people who don't need sometimes people can take things in

13:48:18 through osmosis or, for instance the task of things for folks who are neurotypical kind of show up like this for them 12345 Yeah, I know my, what my daughter who's autistic, she talks about that a lot absolutely exhaustion.

13:48:32 She'll often just sort of, you know, we like doing like she's like, Listen, I'm just done. Yeah, being not autistic right now, and I'm going to my room.

13:48:51 And you did a great job also talking about some of those pieces that. So when we think about the series this is about cracking open spaces for all sorts of people's it's about accessibility in this first part we've really chosen to focus on neuro diverse

13:49:01 agency. And, you know, a full neuro diversity of thinkers and in that you brought up a really interesting run around how with ADHD. I like to sometimes call it the magical unicorn effect but it's weeks sometimes referred to it as body doubling to when

13:49:14 someone just being in your space can be enough to get that that momentum going. And you really making a distinction between what laziness is and what's really going on for folks when those executive functions are stopping things up.

13:49:29 So I think I just want to say thank you so much for all of that insight and I appreciate that you also acknowledge that, you know, everyone's diverse and that there's privileges to certain things too and that we have to remain mindful of how we how we

13:49:45 think and talk about these things. It's really a matter of, again, creating more spaces and more accessibility, not about deciding, there is, there is one representation of these things so the more conversations we have with this.

13:49:59 So, I saw some things in the chat I'm supposed to facilitate a tiny moment or to have some questions and answers for you. So I'll direct a few things to you and certainly let people know to that you've got your contact information in there too and I know

13:50:13 that you are, you're open to people checking in with you on that email via Twitter dm, I will actually also post this up on my, my lab website just for this man under my resources I do always try and do things like that.

13:50:25 Fantastic. So one of the things as someone did ask early on, what was your, you actually spoke to it a little bit. Now, what was your relationship to caffeine before the involvement of met for you.

13:50:38 Yeah, I did I did speak a little bit about that and yeah it was, he was, you know, I did drink a lot of coffee incredibly strong coffee I wandered around campus with in Birkenstocks and socks.

13:50:50 I'm from the west.

13:50:52 And just with like this giant Starbucks mug of coffee, constantly, and I would show up to class, exactly on time, like right before the door closed, sit right in the front, and I couldn't listen to the prof and take notes the same time.

13:51:07 So, my, my mentor and advisor for my undergrad and my Masters sort of just to drove them nuts because I would sit in the very front middle of the class with a cup of coffee, and I would sit back and just listen, and it would take Not a single note is that

13:51:18 it would drive them nuts.

13:51:20 Because I would then get me in his classes because I liked his classes, and I would do a lot, I do have to say that I enjoy being all open, it wasn't only legal drugs that I, I was into I've never struggled with addiction.

13:51:35 But I know I did use alcohol and other recreational drugs as compensating mechanisms in the past.

13:51:44 So, you know, hearing that as well. I think that's something for people to be mindful of that, in particular with ADHD, that some of those things are particularly young ones, young folks will gravitate to those because some of them work for them in terms

13:51:58 of the coping, it doesn't mean it's going to be necessarily the most healthy coping mechanism, but it's working and its function of them. And so the more we create spaces where we can support with like reducing cognitive load, like having some of those

13:52:12 routines having some of those things at play, or at least more of them available, and it being really important in our environment.

13:52:19 Those are just more choices around what can help with the coping, like almost I have I've really bad seasonal allergies that so I can't really have any smoke, or actually even even beer makes my seasonal allergies go absolutely nuts.

13:52:33 So it's almost like a safety mechanism my body's developed.

13:52:48 So, as a teenager I could never do that.

13:52:40 So I'll so I'll also pull in some of the things that people have been saying around. So in the workplace.

13:52:49 For you, I guess I'll ask what for you from your experience has been something that is has been helpful in the post secondary work environment because that's who we're sort of we're talking about that right now.

13:53:02 In terms of supporting you in particular, and different for other folks with ADHD, but given right now we're in that online environment. And you were talking about how that's not always set up super awesome.

13:53:16 Maybe there's a lack of lack of not as many transitions which is super nice but the rest of it, there's some of those routines in the structures that are in.

13:53:25 Yeah.

13:53:25 I think there's a couple things so one thing during the pandemic. Was it sort of came to a head in the, in the, the early spring here was that for me.

13:53:41 You know, we were allowed onto campus to work if it was only for things that couldn't be done off campus. And it sort of really got to the point where I realized that me not being able to work, I could only work in my office on campus.

13:53:48 I really couldn't work at home.

13:53:50 So for me it was either I had to take time off work which I can't do because I've been supervising so many students, or I had to be able to get access to my office and seeing it as an accessibility issue, being able to return to work and go into my office.

13:54:02 Now I went to my office and sat by myself and didn't see anyone all day but I was able to actually function at work, but seeing that as like no that's actually essential.

13:54:10 Otherwise my work can't be completed because I just wasn't able to do it because of unable to focus unable to plan on able to test this year. And during that time when I was going to my office, I haven't since this last re lockdown.

13:54:23 I was incredibly productive.

13:54:25 But seeing that other things are included you know my, my chairs were very gracious and that is that I can have my, my finances and stuff, and my, my student, very soon as I managed have that submitted by by the departmental administrators, having someone

13:54:39 someone else do that for me, because, well I can submit it and I can do it. I almost always get them returned with mistakes.

13:54:46 I don't have that attention to detail. Right. Number one, it takes me twice as long number two I almost always get it returned with mistakes, which is a pain for me and it's a pain for the other administrators, because they're having to fix my mistakes.

13:54:57 So, I think.

13:54:59 Yeah, I think that brings up something really important to around thriving and not sitting in a place of shame right you did bring that up as well too and I think that's important for all colleagues to kind of understand, in the sense that there's going

13:55:11 to be a ton of things where you're going to put your superpowers to work, and you're going to rock and there's going to be other things just like everybody else that you won't rock as much and so if we're able to have good solid communication about that,

13:55:24 then putting all the bulk of your time and energy into the administrative tasks accounting tasks that are not your wheelhouse versus then some of the, the outside of the box thinking that you might be bringing or some of the other pieces where you're

13:55:38 probably really right on with the students like you're very present because a lot of folks with ADHD are like right now they're in the now, and it makes them.

13:55:48 Excellent in these areas so I think finding a place. As with all colleagues where people are able to thrive and not actually have to work against themselves in order to fit the system is a great way for us to consider how do we create more space around

13:56:00 all sorts of ways of thinking.

13:56:02 Yeah, yeah, for sure. For sure. Someone said accounting and things like that that you know that's a big one. yeah. Thankfully, my wife is really good at that.

13:56:12 I have one credit card bill that I'm responsible for she's responsible for every single thing every else at the beginning of the pandemic it was 90 days late.

13:56:22 I just forgot completely I have one bill that I'm responsible for is the only one that's ever late.

13:56:29 I just can't, no matter how much I try.

13:56:35 So there were some questions to about assessment, where the online assessments are diagnosis and those types of things.

13:56:43 I know that certainly I opened that up to people to continue to reach out to because, as you mentioned a couple of different professionals that can do it.

13:56:54 If you want to talk about the actual online one you're welcome to and I'm going to wrap this up in about two minutes from now. Yeah, the the online forums and things like that.

13:57:01 You know that even the doctors get that the form that I provided the the ADHD adult adult questionnaire is one that the lot of Family Physicians use as a screening questionnaire.

13:57:09 For when they when you have a discussion with them about ADHD is one this is sort of a start, most physicians in order to diagnose ADHD, they require a psychologist or psychiatrist to diagnose, which can be very time consuming and expensive.

13:57:27 Thankfully, you know, Carleton has a very great health plan. The last university I worked at to not have a very good health plan with mental health.

13:57:35 So it had a very low cap Carleton is great for faculty.

13:57:40 So it's like about 2000 bucks assessment minimum wait time sort of four to six months.

13:57:50 And sometimes for children if you really want to see a certain specialists and they can be even longer. And then it takes also then it takes about four or five meetings, they give you a questionnaire spouse partner questionnaire family questionnaire,

13:58:07 things like that so we can take also take a long time.

13:58:11 Once I had that diagnosis, I was able to look at medication, but without that my own family physician wouldn't some physicians will look at medication before that, I to some of my friends, friends have but but sometimes I find often with with with kids.

13:58:27 They're a lot closer with the young adults. It's rare that they will prescribe medication without a full formal assessment, because there's this fear and stigma of of substance abuse.

13:58:39 When.

13:58:40 If someone gets over their shame to be able to ask a doctor for for this assessment, then they're not going to use it.

13:58:47 I think there's the fear and shame and stigma and stigma associated with substance abuse is more than the actual piece that goes on.

13:58:55 Someone had mentioned about about medication.

13:58:58 It took me a couple times to get the right dosage and the right medication I've switched medications.

13:59:05 Since then, for me I switched from from from concerta which is a, which I like to joke as a meth substance to with the speed substance.

13:59:16 And I, to learn that I had to use the label. I couldn't use a generic brand because they have different peaks and troughs. So, but that works with the other people is different.

13:59:27 So it really takes takes a lot of a lot of time and playing.

13:59:34 I want to say thank you so so much for today I know that lots of people have probably more to think about talking about and to let people know that in this series we've also planned that we are going to probably have one of the days where we come together

13:59:45 and find out how have people been engaging with the series are they, you know, what are they feeling about it what are the some of the pieces that the aha moments that they're getting in terms of our healthy workplace here at Carlton and to inform the

14:00:01 accessibility series as it goes along so this has been a fantastic next piece to what we're doing and we're looking forward to having you be part of discussions again Paul.

14:00:11 I saw that Kathy had mentioned maybe doing something like this again certainly this recording will be available, but one thing we knew as soon as we did the launch with how many people were coming out to hear about neuro diversity is that it is a topic

14:00:24 that's of importance here in the community so there are going to be lots of opportunities that we will provide for people to come together and continue talking about this, getting strategies.

14:00:34 You know, connecting together I think that's what this has been really important for is also that shared understanding of everyone here in the campus community that this is an important part of our lives and it's one to be valued and one to understand

14:00:49 and want to connect about. So really appreciate it again, and Sam has also also provided me what I should be mentioning at the end which is that there will be a feedback survey, and I highly encourage people to put into it, what they would like to see