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4 **“Hey, look at me” An {auto}ethnographic account of experiencing ADHD symptoms**

5

within sport.

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1 This auto-ethnography presents a reflective analysis of my experiences of Attention Deficit
2 Hyperactivity Disorder (ADHD) in sport. To date, research into ADHD has been largely
3 confined to clinical evaluation and subjective interpretations. This, however, fails to advance
4 cultural understandings and maintains the status quo. Using an autoethnographic approach,
5 we aim to address this in-balance within sport and to give a voice to the voiceless. As an
6 individual diagnosed with ADHD in early childhood, the first author, guided by the second
7 author, shares and explores his experiences as both an athlete and a coach. By endeavouring
8 to reveal the thoughts and feelings attached to key episodes within his sporting experience,
9 the study functions to provide preliminary evidence to showcase how ADHD can impact
10 upon those who participate in sport. Furthermore, the vignettes presented act as a vehicle to
11 signpost the reader in accessing the available academic literature. As a result, it is hoped that
12 this manuscript will bring further meaning to this often misunderstood condition, showcase
13 how ADHD symptoms may present themselves within a sporting environment, and enable
14 coaches to support those who experience similar episodes.

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16 Keywords: Attention Deficit Hyper Activity Disorder (ADHD); Sport; Mental Health;
17 Coaches; Anger.

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1 diverse views are offered by practitioners as to what ADHD represents (Barkley 2002), first-
2 person accounts from subcultural “natives” are required to gain a deeper level of
3 understanding (Denzin 2000). Therefore, as “it is the insider’s view that empowers the auto-
4 ethnographer”, by presenting informative vignettes that represent this commonly
5 misunderstood condition, it is my hope the current manuscript will assist coaches with their
6 understanding of the disorder (Emerald and Carpenter 2016, p. 41). At the same time, add to
7 what is an exciting pool of contemporary research using narrative approaches to bring clarity
8 on under explored topics in sport (e.g. Douglas 2009, Zehntner and McMahon 2013, Mitchell
9 et al., 2016).

10 Diagnosed with ADHD at age 5, I, the first author have found myself battling many
11 invisible challenges of the condition. Although my own symptomatology has gradually
12 improved as I have progressed into adulthood, sport has remained an integral part of my own
13 life. With this in mind, I will utilise an auto-ethnographic approach to draw upon my lived
14 experiences in an effort to contribute to the understanding of how ADHD symptoms may be
15 presented within sport (Sparkes 2000). Despite criticism (Buzard 2003, Anderson 2006, Wall
16 2008) auto-ethnographies have received support in their ability to highlight human
17 experiences at both an individual and group level (Ellis and Bochner 2000, Carles and
18 Douglas 2013, Mills 2015). Within the present manuscript, I seek to tackle deep-seated
19 stigma in society by addressing my own experiences of “feeling misunderstood” (Mueller et
20 al. 2012, Michielsen et al. 2015). Like Denzin (1999, p. 568) “I will strip away the veneer of
21 self-protection” and in doing so, leave myself accountable and vulnerable to the public.

22 Although individuals with ADHD may be predisposed to organisational memory
23 difficulties when recalling personal experiences (Klein et al. 2011), by using memory
24 prompts, I was able to increase the vividness of the reflections to eventually “revisit the
25 old”(Ellis and Bochner 2000, p. 141). Further, this process was assisted by formative

1 discussions with the second author, who helped to organise and situate the vignettes in a way
2 that effectively communicates my experiences (Emerald and Carpenter 2016). As a result, the
3 stories exhibit the nature of truth which necessitates acknowledgement (Freeman 2015). They
4 explain fragments of individual experiences and the dramatisation of feelings; projecting
5 silent stories of hopes, fears and vulnerabilities (Purdy et al. 2008, McMahon and Dinan-
6 Thompson 2011, Carless and Douglas 2013). Although such stories may provide support,
7 they also help to reach out and allow others to closely feel conditions as they are experienced
8 (Bochner and Ellis, 2016).

9 Adams (2006) suggests successful autoethnographies show rather than tell readers
10 what the story is meant to theoretically convey. Building on the recent recommendations of
11 Wall (2016), the manuscript is presented as ‘moderate’ on the evocative-analytical
12 continuum. It is hoped that through ‘combin[ing] the power of the personal perspective with
13 the value of analysis and theory’ the stories presented here will connect and guide the reader
14 to relevant literature (Wall 2016, p. 8). Within such an approach, the analysis can transform
15 the data or evidence from what can be described as self-indulgent into what can be trusted as
16 research (Emerald and Carpenter 2016). Adopting the approach utilised by Mills (2015), I
17 have modified Sparkes’ (2004) personal and academic voice framework. I do this with the
18 aim of highlighting the differences between relived experiences (i.e. personal voice) and
19 sections that provide explanation and signpost the reader to useful scholarly content
20 (academic voice[s]). Although the primary author can be traced as “I” throughout the
21 manuscript (Minge and Zimmerman 2013), to gain clarity on issues faced by individuals with
22 ADHD and theoretically guide the reader, the vignettes are critically analysed and crafted
23 with the support of a trusted other. As Minge and Zimmerman (2013, p.13) suggest, auto-
24 ethnography is best “understood [by] sharing, discussing and reflecting with a trusted friend”.
25 The first vignette offered is called ‘losing it’, which documents my experience of losing

1 control while playing competitive youth football aged 10. The second vignette discussed,
2 ‘it’s not just me’, is an account of the feelings attached entering adulthood, while starting a
3 new coaching position within a football academy and working with young athletes. Like
4 Smith (2013), throughout the manuscript I utilise vernacular language in the interest of being
5 easily understood by both academic and lay audiences.

6 **Losing it: Personal voice**

7 It is match day. I arrive to the game guilt ridden. Yet again I am the last to arrive.
8 That said, I am hopeful my complacency will be forgiven – it always is. Today is different
9 though, we play the nemesis, the so called “cool kids” at school. They have mentioned this
10 fixture all week, so maybe this is my chance to finally prove myself? They call me the
11 “naughty kid”, the headmaster always tells me the same when my parents are summoned. I
12 hate it and I hate them. I shouldn’t be singled out for things I cannot control. I appear onto the
13 pitch to be greeted by my opponent’s leering grins. I purposely distance myself from the
14 opposition and petulantly shuffle my body towards my coach. To stay out of trouble, you
15 have to keep your space. In position, I hear the coach calm and collectively state the
16 following “if you believe you will win today, you will win”. For many kids my age this
17 would be a pointless statement lost in the wind, but from a guy who understands me, who I
18 trust and respect, it means a lot. I cling to the words, replaying them in my mind. I absorb his
19 confidence in me. As my team-mates now welcome my arrival, I briefly smile as I feel
20 acceptance from the group. Although, this is soon forgotten as we are now ordered to run
21 erratically around dirty plastic cones to prepare ourselves for the fixture.

22 The game eventually starts and we immediately find ourselves on the back foot. After
23 a few minutes of sustained pressure, we promptly concede the first goal. It feels inevitable.
24 They have everything and we have nothing. I stoop my head and trudge towards the centre
25 circle. On my way, however, I am halted by a member of the opposition. He knows me from

1 school and is smiling and excessively celebrating directly in my face. “Dick”. How dare he!
2 It’s not fair, why must life.... My eyes dart from side to side as my mind tries to keep up with
3 the waves of cognition. Wherever I hide, I am always found. I stop myself, I know he yearns
4 for a reaction. I tell myself to not award him the pleasure. But, there is nothing I can do. My
5 teammate puts the ball down in the centre circle and the game resumes. I, however, am not
6 ready. Again, I remind myself of the need to ignore what has happened, but my emotions
7 leave me on a path to nowhere. I am the innocent victim, plagued by the past and unsure of
8 the future. I can feel my frustration developing as my brain decides retaliation is the only
9 available option, I need to defend myself. I now feel my mood turning as the red mist gushes
10 like a waterfall. It’s involuntary. Like a bull charging at a matador, I slide along the cool wet
11 grass and smash into my opponent. The thunderous thud of bone on bone soothes me and as I
12 stand a wave of intense relief washes over my body. I believe my behaviour was vindicated
13 as I now feel a little better. However, as I return to my senses I am greeted with a wall of
14 noise and anger. Disorientated, I struggle to focus on the words uttered but can only see the
15 venom pouring from my opponents mouths. They are shouting at me and at the ref. I don’t
16 understand why they are so furious. I just need the opportunity to explain my actions. It may
17 just be a game to you, but to me it is everything in my uncertain world. Please, I’ll do
18 anything. The referee marches over and in no uncertain terms tells me to leave the field of
19 play.

20 As I solemnly shuffle from the pitch the opposition manager shakes his head and calls
21 me a disgrace. The ever-present self-doubts flood into my mind. This isn’t fair. He’s not my
22 coach and has no right to criticise me. He should tell his player off for provoking me. Just
23 remove the hecklers from the game and the shackles from my feet; I need to be free. Can’t
24 you see each tear that slides across my face represents a day of pain? These thoughts now
25 stop and I begin to detach myself from life that surrounds me. Everything is black and caving

1 in rapidly. I feel trapped inside my own head. Feeling a mixture of emotions, too many to
2 contemplate, I turn and run to escape. A few hundred yards later and I am in the woods, I feel
3 safe, but my mind jolts back into life like an electric shock. Help me! Leave me alone!
4 Kicking through the still brush and screaming hysterically, I try to resist but the anger boils
5 and overflows inside me. I am drowning head first within my own mind. Like a boat without
6 a mast, I cry out for a light house but all I receive is the open ocean. Save me, save me from
7 myself! After a few moments the steam begins to clear. I lift my face to feel the rain and
8 abruptly, I stop. The voice of reason, missing for the past few minutes starts to protrude
9 through the mist of anger. I am being stupid, very stupid.

10 I hear the leaves rustle at the edge of the woods. I turn to see my pale faced coach
11 panting and frantically looking for me. I expect anger, but all I see is concern. Tentatively we
12 move towards one another. "I'm sorry". The coach stretches out an arm, places it on my
13 shoulder and tells me it's ok. It's not, I think, but I appreciate the sentiment. I am now calm
14 and just want to play. I had been looking forward to this all week. My coach pleads the case
15 for my return but the referee, without looking, gestures him away. The game progresses
16 without me as I am ushered out of the woods and towards an open car door. Bewildered and
17 mid-movement I turn towards my team. The game seems so joyous. Safely imprisoned in my
18 dad's three door saloon, I look longingly towards the referee one last time. My eyes, puffy
19 red and watery from the previous events, look over in hope, but I'm ignored. The referee has
20 already made his choice; my game is over before it ever really began.

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22 **Losing it- academic voice.**

23 While research has begun investigating ADHD experiences and proposed benefits of
24 competitive sport for ADHD symptomology (e.g. Conant-Norville 2012, Lee et al. 2014),
25 with sole reliance on secondary forms of enquiry, the vignette looked to showcase the

1 realities of the condition from the individuals perspective. However, despite evident identity
2 discrepancies aside from the social norm (Gajaria et al. 2011), two key themes ran true
3 through this reflective account. First is the reasoning as to why ADHD is misunderstood as a
4 disorder of both anger and aggression (Singh 2011). Perroud et al. (2016) offer an
5 explanation for this aggression, stating that individuals with ADHD anticipate fewer negative
6 consequences, which through a lack of self-directedness may lead to a greater likelihood of
7 unrecognised risky behaviour. However in the vignette, causality can be inferred by the
8 opposition's targeted provocation. Whereby, to achieve emotional regulation this often is
9 followed by excessive outbursts of anger, which in this instance resulted in the ill-timed
10 tackle (Harty et al. 2008, White et al., 2013). Subsequently, children with ADHD develop
11 increased stress due to social pressures to conform and adjudged victimisation (Webb 2004,
12 Whalen et al. 2009). Within the aforementioned vignette, through forcefully removing me
13 from the football pitch, it can be argued that the referee legitimises and reinforces the need to
14 warehouse the disordered individual (i.e., me; Whalen et al. 2009). This results in the short-
15 lived outburst of emotion and lack of self-control. Although the whole event only lasts
16 minutes, the situation subjectively demonstrates how a hostile team sport environment,
17 combined with the form of low frustration tolerance associated with ADHD can result in a
18 player's exclusion. As Beyer et al. (2008) and Rizzo et al. (1997) suggest, when dealing with
19 athletes experiencing ADHD symptomology, those in positions of authority (i.e., coaches,
20 referees, parents) should attempt to provide adequate support and involvement opportunities.
21 Although a positive step, as expressed within the vignette, this message does not seem to
22 have trickled down to all aspects of competition.

23 The second theme refers to the role the coach in meeting the athlete's needs. Within
24 the vignette, I initially felt competent within the team. This, may be directly attributed to the
25 success of the coach in dealing with my disruptive behaviour to positively influence my team

1 mate's social perceptions (Sherman et al. 2008). However, as the story continued to progress
2 and I began contact with my opponents; I encountered confusion and an overarching self-
3 doubt that influenced my perceptions of others. As Wiener and Daniels (2015) suggest that
4 within group settings, destructive ADHD behaviours may be lessened when the individual
5 feels socially accepted and supported by peers. With this in mind, the vignette highlights the
6 need for coaches to: (i) show patience and understand their athlete's needs, (ii) gain extra
7 training and experience in supporting those with mental health disorders, and (iii) attempt to
8 develop an inclusive culture within their clubs, which aims to challenge the stigma associated
9 with having ADHD (Bell et al. 2010).

10 **It's not just me: Personal voice**

11 As I step out of the car my ears are filled by the sound of police sirens ringing vividly
12 in the distance. Razor wire tops the graffiti covered walls of the club house and shattered
13 glass covers the floor next to an old phone booth. A bench covered by three walls of cracked
14 Plexiglas and what seems to be an infestation of spider's webs sits by the side of pitch. Every
15 so often, I can feel the sun's warmth, but its rays are marred by a block of flats, which cast a
16 shadow over the pitch. As I hide my belongings under the bench, flecks of white paint fall to
17 the floor. Confident in the knowledge that my personal belongings are safe, I take a moment
18 to sit quietly and consider where my coaching journey has taken me. I hear the air leave my
19 body in one almighty exasperated breath; this place looks like hell on earth.
20 I check the time by prising out my phone from the not so hidden compartment of my tracksuit
21 bottoms. It's 10:06am. Six minutes later than planned, but I am still here before the players.
22 As the Head Coach appears from the changing room and begins to approach me, I wonder
23 whether arriving earlier would have made a better impression, but accept it doesn't matter
24 now. I'm late. I track his movements in the corner of my eye, while trying to keep calm.
25 However, beads of sweat belie my obvious insecurities. Communication is key for any

1 aspiring coach; I have to look confident and introduce myself. I place my hand on the side of
2 my face, but the words are fixed between my teeth and impossible to force out. The Head
3 Coach doesn't notice and I regain my composure and complete the introduction. Reaching
4 into the depths of my pocket I retrieve a note with my plans for the session scribbled on it. As
5 the coach unfolds the outer edges of the paper, he seems happy as I try to explain my ideas.
6 Within a minute he sends me on my way to scatter torn cones and lay out dirty bibs. I have
7 passed the first obstacle in getting this far, but my mind begins to wander. It is one thing to
8 get my ideas across to a coach, but doing the same with a new group of kids may not be so
9 easy. Hopefully today works out.

10 As the players arrive I make final adjustments to the cones I had just laid out. A smirk
11 appears across my face as I look back at the meandering line I had just created. I'd better fix
12 that. As I finish the line, an invisible force attracts me to the slightly deflated ball beside me.
13 More players are trickling in so I concentrate on the ball. I enjoy the feel of the leather on my
14 boot as I attempt to keep the ball in the air. As the ball hits the floor I turn around to see that
15 all eyes are now on me now. I am the object of curiosity, the new coach. I attempt to
16 stimulate an upbeat mood to hide my insecurities. I remind myself that they are just 10-year
17 olds. As I introduce myself I see faces switch off and shoulders shrink. I can feel the respect
18 and authority draining out of my body. My lungs expand with every short breath I take, I
19 need to stay composed. I force myself to demonstrate the drill and swiftly the session gets
20 under way. Everyone seems happy to get playing.

21 After twenty minutes or so the skills component of the session ends and we finish
22 with a game. You can tell this is what the kids have been waiting for as a course of nervous
23 energy runs through the field. The players eventually take their sides and the game begins.
24 Like a murmuration of starlings, the players dart right, then left, swarming around the ball.
25 Like an addict looking for a fix, each of them is obsessed with the ball and desperate for a

1 touch. After a while, squabbling ensues between two players. Suddenly, anger burns in the
2 eyes of a player while liquid streams from his eyes. It's not physical pain or tears, but rather
3 anguish and frustration that boils over. In a fit of rage, he grabs the other boy, wrapping his
4 arm around the child's neck and squeezing. As the victim's face begins to turn red I shout to
5 let go, but he won't. As I move towards them the victim breaks free and rushes into the arms
6 of his distraught father. Both boys are clearly upset and while caring for his son, the father of
7 the boy recently released from a headlock scowls in my direction with a look that demands I
8 act.

9 I tap the perpetrator on the shoulder and ask the boy what had happened? He looks at
10 me in a way that I am familiar with, but can't put my finger on. I continue, but he's in his
11 own world looking straight ahead and ignoring my questions. I crouch in front of his face, I
12 ask him again. The light returns to his eyes and awakens from his daze, but the only answer I
13 can tease from his downturned lips is "I don't know". I press him a third time, but this time
14 he resists eye contact and shuffles petulantly trying to free himself from the interrogation. I
15 don't know what to do. The head coach then appears by my side and tells the child to
16 continue playing. No questions, no apology, no explanation for his action, simply "off you
17 go". I'm confused: The Head Coach now proceeds to tell me that he has known the boy for
18 "donkey's years" and that it is only recent that his behavioural issues have come to light.
19 Captivated, I lean in as the Head Coach quietly mouths "he does this a lot, but what can we
20 do?".

21 As the session draws to an end the perpetrator's father heads in my direction. A
22 seemingly passionate and supportive man, the dad speaks of how his "little shit" struggles to
23 socialise and is often bullied. Looking at the ground, he then proceeds to tell me that this is
24 why the boy experiences these explosions of rage – all the while assuring me that he is a
25 "good kid". For a split second all I see is white as the neurons fire in my brain. I lean my

1 chest back slightly and take a moment to reflect. The boy's father reaches out his hand to
2 shake mine and I am brought back to reality. As the boy trails behind his father kicking
3 clouds of dry dirt into the air, I smile. The Head Coach now congratulates me on my first
4 session, before quietly whispering in my ear not to worry about the incident, before
5 explaining that it is because the boy has ADHD.

6 **It's not just me. Academic voice.**

7 In naturally developing the opening episode, I acknowledged the importance of
8 reshaping the environment to add a further vignette in a bid to facilitate the conditions
9 'representation' (Nöth 2003). Now in the role of football coach, I was keen on instilling
10 confidence to adjust to the behaviour required to be a successful coach (e.g. Mills 2015), yet
11 I am also ignorant of the need to gain trust and develop a coach-athlete relationship (Glutting
12 et al. 2002, Gilbourne and Richardson, 2006). Instead, I am distracted by my own inattention
13 and hyperactivity. The vignette then highlights the difficulty in identifying important aspects
14 of ADHD symptomology within an unfamiliar group environment. Given my intimate
15 knowledge of the disorder, this may, in part, explain why ADHD is such a poorly understood
16 condition in sport. That said, despite the lack of recognisable cues when originally placed
17 with the group, towards the latter sections of the vignette, I began to recognise and
18 understand the player's displayed impaired interpersonal skills (Beyer et al. 2008, Tarver et
19 al. 2014). Whereby, without naturally having the ability to determine the starting point of the
20 incident, I was able to acknowledge the athlete's display of anger before and sadness
21 following is 'typical' with ADHD behaviour (Braaten and Rosén, 2000). That said, without
22 gaining the aforementioned trust, by approaching and interrogating the player in public, his
23 unresponsiveness was likely the outcome of the expected 'singling out' of his actions (Nazeer
24 et al. 2014, Conant-Norville 2012). Nonetheless, despite a long and difficult process in
25 working with the athlete, the Head Coach's response to the quarrel represents visible

1 disparity from the situational norm. The discrepancy expressed through not openly
2 condemning the actions of the athlete, perhaps expressed as a way of removing the Head
3 Coach from responsibility. However, research suggests that individuals with ADHD are more
4 sensitive to immediate punishment (Poon and Ho 2016) and acquire increased guilt and
5 reduced empathy (Braaten and Rosén 2000). Therefore, by re-directing communication
6 towards the athlete's parent, the Head Coach was able to effectively take the athlete away
7 from the centre of negative scrutiny to search for solutions to the ADHD outburst (e.g.
8 Vargas-Tonsing, 2007).

9 **Discussion**

10 First, the vignettes provide evidence of many issues faced by having ADHD in sport
11 and show preliminary evidence of triggering factors related to aggressive outbursts. In
12 addition to justifying the importance of increased social competency for youth athletes with
13 ADHD, the present study highlights many key factors which potentially advocate why
14 children with the condition are associated with a shorter length of involvement in team sports
15 (Kang et al. 2011, Johnson and Rosén 2000). The aforementioned scholars reported in such
16 domains increased aggression and emotional inhibition were the prime causes of the dropouts
17 (Johnson and Rosén 2000). However, arguably this may be mediated by complex rule
18 structures, inter and intragroup dynamics, and trust in the coach. Second, the vignettes
19 highlight sport specific examples of what having ADHD means for allied identity
20 disturbances, which affect relationships with others through being shy, lonely, and unsure in
21 social situations (Gentile and Atiq 2006, Nazeer et al. 2014).

22 Next, the vignettes both highlight the confusion that can occur when identifying
23 disordered behaviours. By taking the position of coach, I showcase how difficult it is to
24 detect ADHD symptomology within sporting contexts. Therefore, while sensitivity and
25 understanding are required, both vignettes exemplify the importance of strong coach-athlete

1 communication and understanding. The first vignette also gives meaningful evidence to the
2 idea that those in contact with ADHD (i.e. referees/ coaches) are usually not trained to work
3 with the disorder (see Murphy et al. 2010). Further, it is advisable for coaches to remain
4 patient and develop the trust and respect required to make athletes feel competent and
5 supported (Sherman et al. 2008, Lee et al. 2014). Subsequently, coaches may then wish to
6 experiment with self-regulatory techniques (i.e. goal setting or positive self-talk), which may
7 help to motivate athletes and improve on task behaviour (Braun and Braun 2014).

8 Finally, by adopting a narrative approach, we attempted to create a dialogue
9 representing an individual with ADHD (Denison and Markula, 2003). Although such an
10 approach may have its detractors (see Buzard 2003, Anderson 2006, Wall 2008), importantly,
11 it rejects assumptions made by scientific objectivity (Ellis 2004). Therefore, in light of the
12 previously mentioned misunderstandings of ADHD (e.g. Michielsen et al. 2015), the method
13 can “reach people who are looking for alternatives” (Ellis and Bochner 1996 p. 16). Further,
14 it may offer a more holistic view of “the author’s world” to interested parties (Denison and
15 Markula 2003). Where, it emerges as a legitimate and respectful means for the interested
16 public to acquire and formulate knowledge (Houston 2007). However, as we look to facilitate
17 public understanding, the narratives are also imperative for dealing with the discussed
18 stigmatisation negatively impacting upon individuals with ADHD (e.g. Bell et al. 2010). As a
19 result, we hope it encourages others to use comparable approaches to share ‘collective
20 stories’ (Denzin 2000), which could perhaps allow scholars to target investigative research at
21 distinctive features of the condition moving forward (e.g. the coach- ADHD relationship).

22

23 Like earlier autoethnographies, which fail to deliver a happy ending (Smith 1999,
24 Mills 2015), the second vignette’s ironic epilogue is intentionally provocative. My story will
25 continue and so will many others with the same condition. Rather than providing an ending, it

1 is our hope that the vignettes described here begin a discussion around how best to support
2 those diagnosed with ADHD in sport.

3 As Wall (2006) so aptly states:

4 ‘Auto-ethnography create a space for the sharing of unique, subjective and evocative stories
5 of experience that contribute to our understanding of the social world and allow us to reflect
6 on what could be different because of what we have learned.’

7 **Conclusion**

8 In sum, the reflective accounts aimed to illustrate a range of outcomes associated with
9 experiencing ADHD in sport (Short et al. 2013). To achieve this, the current study looked to
10 redirect ADHD enquiry away from what is centred on the ‘other’ (e.g. Beyer et al. 2009),
11 towards a method that can offer a unique insight by focus on the ‘self’ (Ellis 2004). As this
12 very process has led many to announce the efficacy of narrative approaches when navigating
13 misconceived phenomena (e.g. Lang and Pinder 2017), it is hoped by creating ADHD
14 associated vignettes, the study provides a deeper understanding of this often misunderstood
15 condition. While also directly highlights how symptomology may present itself in sport and
16 assists coaches whom athletes may have ADHD. That said, by adopting a moderate
17 autoethnographic approach, it is hoped the themes are accessible and engaging for both
18 specialist and non-specialist readers alike. Therefore, we hope that the stories presented here
19 encourage others with ADHD to reflect upon their experiences in sport, so that we may shine
20 a light on this often ‘invisible’ disorder and better equip coaches to meet the needs of their
21 athletes (Beyer et al. 2008, Tarver et al. 2014).

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