



# Attention Deficit and Hyperactivity Disorder Symptoms and Early Maladaptive Schemas in Children Diagnosed with Attention Deficit and Hyperactivity Disorder

Lara ALPAY<sup>1</sup>, Saliha KILINÇ<sup>2</sup>

<sup>1</sup>Bezmialem Vakıf University, Faculty of Medicine, Istanbul, Turkey

<sup>2</sup>Bezmialem Vakıf University, Faculty of Medicine, Department of Child and Adolescent Psychiatry,  
Istanbul, Turkey

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## INTRODUCTION

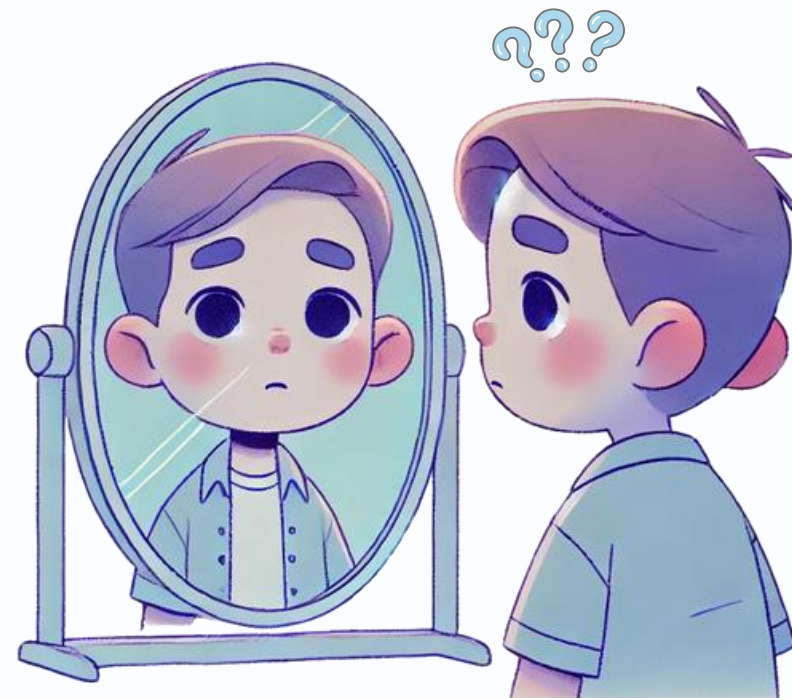
# Uncovering the Hidden Struggles of ADHD: Early Maladaptive Schemas and Self-Perception



## INTRODUCTION: Why Does This Matter?

**What if a child's self-perception shaped their future more than their ADHD symptoms?**

**Children with ADHD not only struggle with focus but may also develop negative self-beliefs (EMS), affecting their emotions and relationships.**



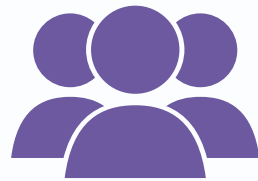
## PURPOSE: What We Set Out to Explore?

### Objectives:

- Investigate whether children with ADHD have significantly higher EMS scores compared to non-ADHD peers
- Identify which EMS types are most affected in ADHD



## METHODS: How We Conducted the Study?



### SAMPLE

**107** Children

- **n=62 Case** Group
- **n=45 Control** Group



### TOOLS

- Sociodemographic Data Form
- Conners Parent Rating Scale
- Conners Teacher Rating Scale
- Strengths and Difficulties Questionnaire (SDQ)
- Dusseldorf Schema Questionnaire



### ANALYSIS

- Mann–Whitney U test
- Spearman's correlation

## METHODS: How We Conducted the Study?



### SAMPLE

**107** Children

- **n=62 Case** Group
- **n=45 Controls** Group
- Children aged 8-14,  
volunteer to participate

### Exclusion Criteria

- Those with a known psychiatric illness
- Those with a known chronic disease
- Those who do not speak Turkish

## METHODS

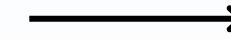
### How We Measured ADHD

- ADHD Symptoms:  
Conners Parent & Teacher Rating Scales
- ADHD Related Behaviors:  
Strengths and Difficulties Questionnaire  
(SDQ)



### How We Measured EMS

- Dusseldorf Schema  
Questionnaire for Children



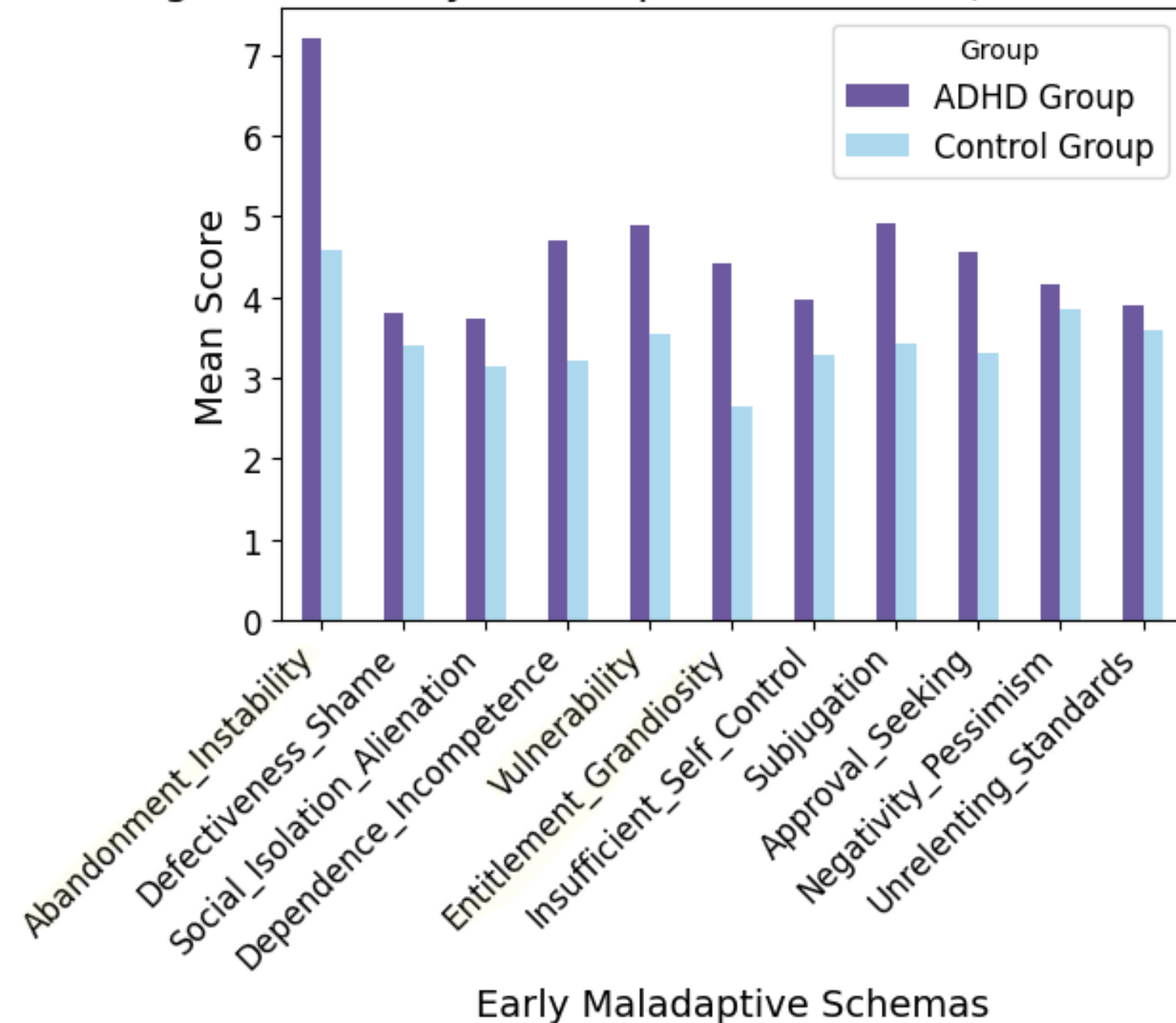
### How We Analyzed It

- Mann–Whitney U test
- Spearman's correlation



## RESULTS: EMS Scores in ADHD vs. Control

Significant Early Maladaptive Schemas (ADHD > Control)



**-Abandonment/Instability** (ADHD mean: 7.21 vs. Control mean: 4.58,  $p < 0.001$ ).

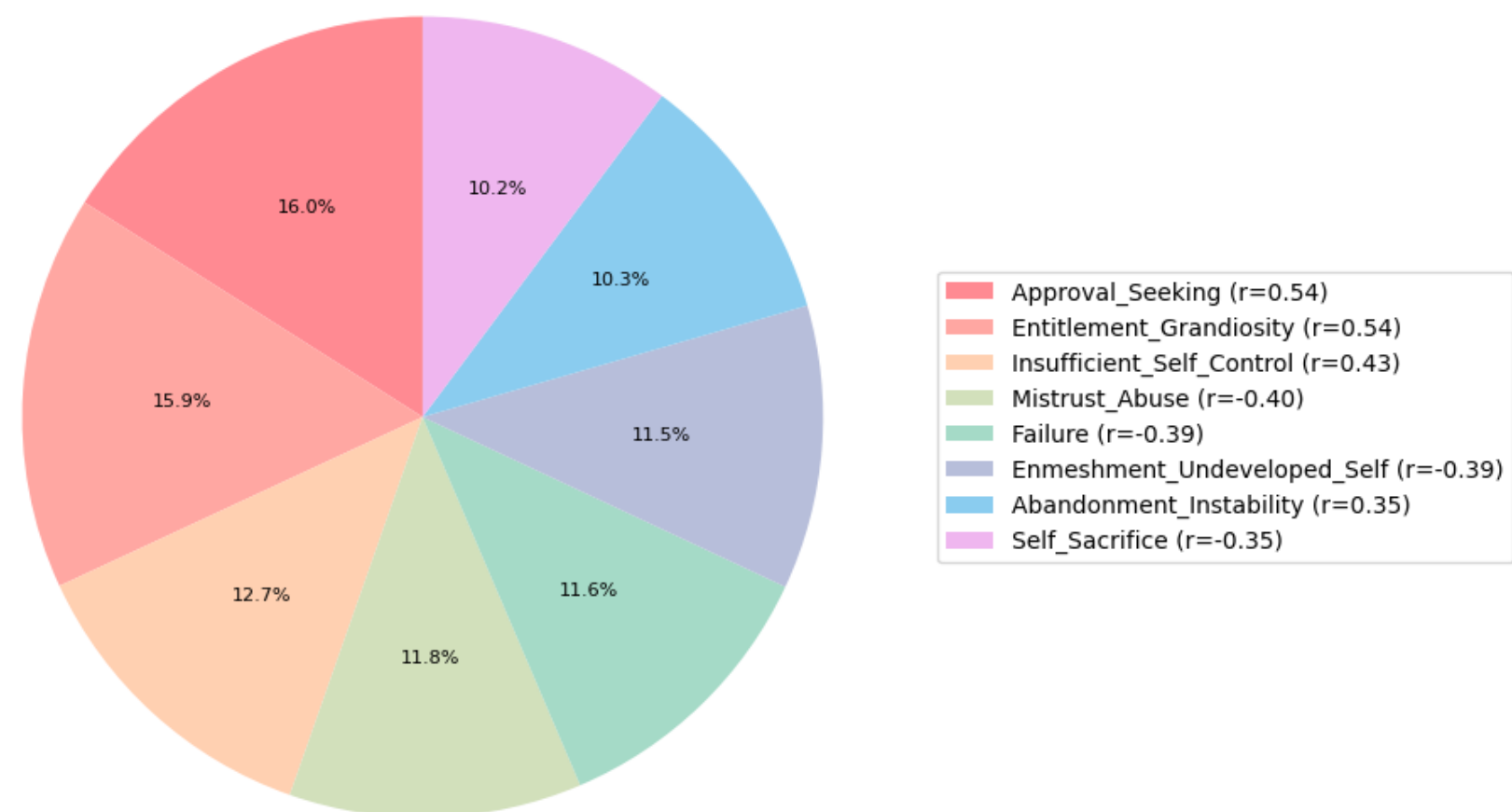
**-Vulnerability** (ADHD mean: 4.89 vs. Control mean: 3.53,  $p < 0.001$ ).

**Entitlement/Grandiosity** (ADHD mean: 4.42 vs. Control mean: 2.64,  $p < 0.001$ ).

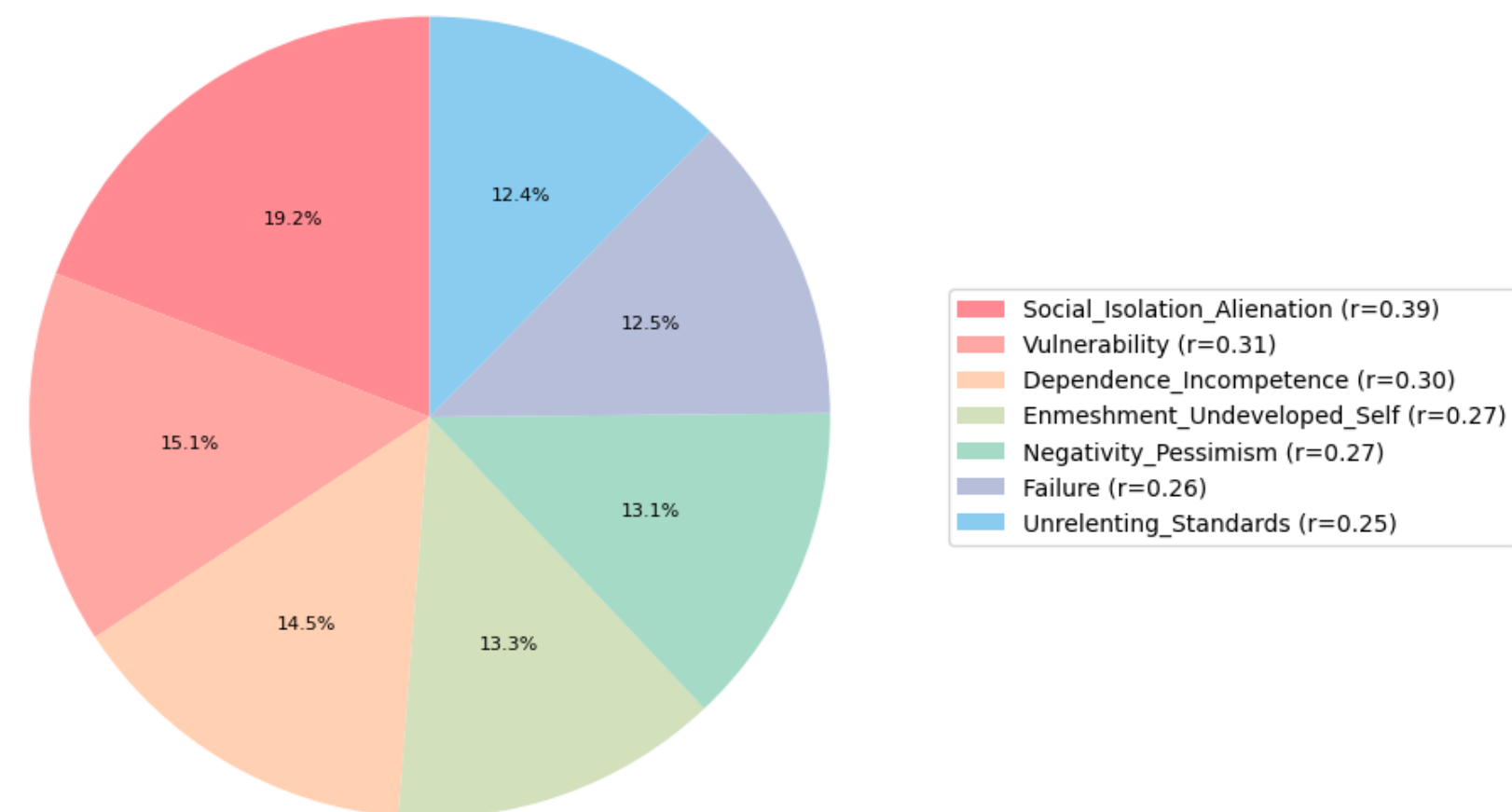
**(All  $p < 0.001$ , confirming our hypothesis)**

## RESULTS: Correlation Between EMS and ADHD Symptoms

Significant Correlations with Parents Hyperactivity (ADHD)

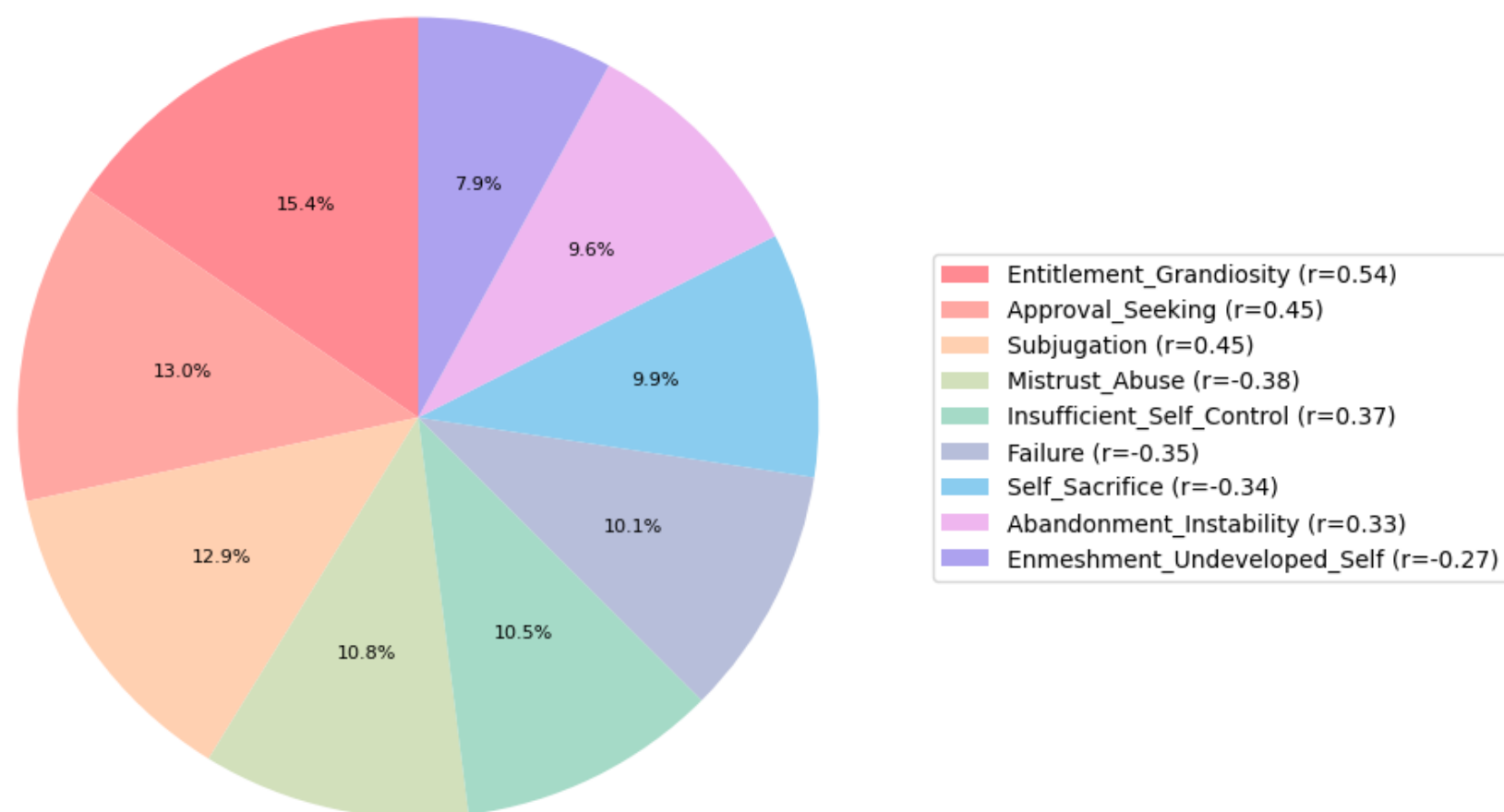


Significant Correlations with Parents Learning Disability (ADHD)

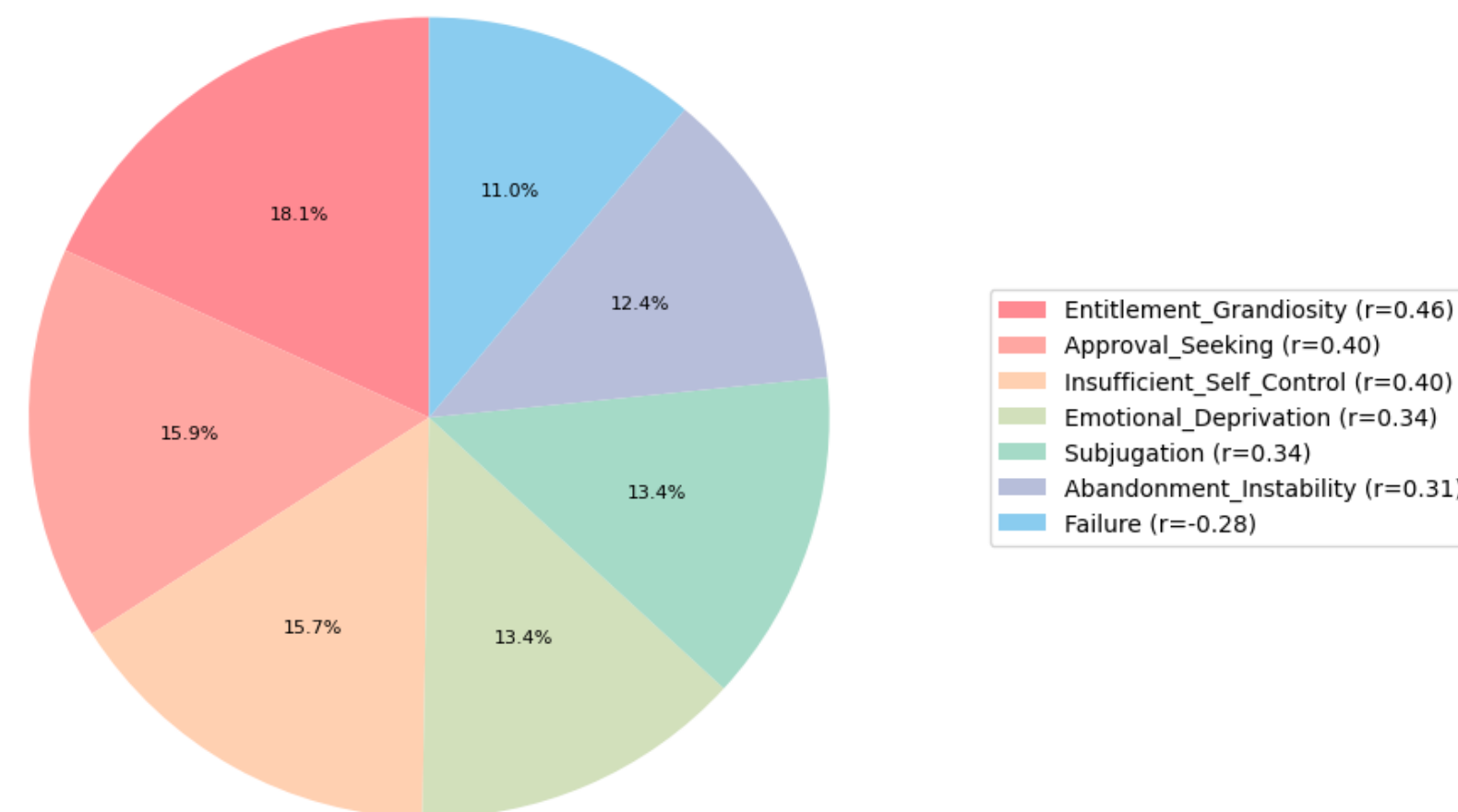


## RESULTS: Correlation Between EMS and ADHD Symptoms

Significant Correlations with Teachers Total (ADHD)

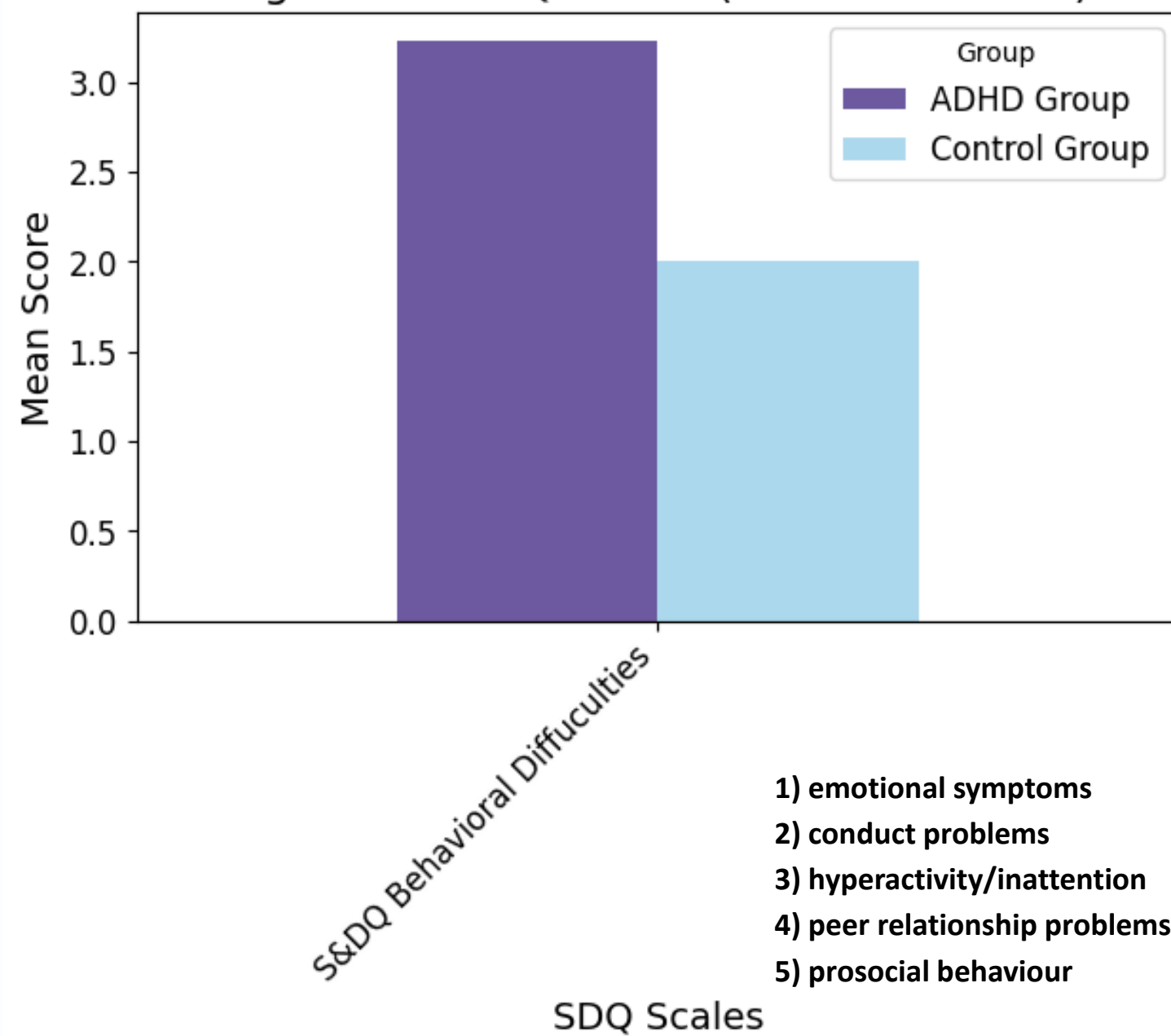


Significant Correlations with Parents Total (ADHD)

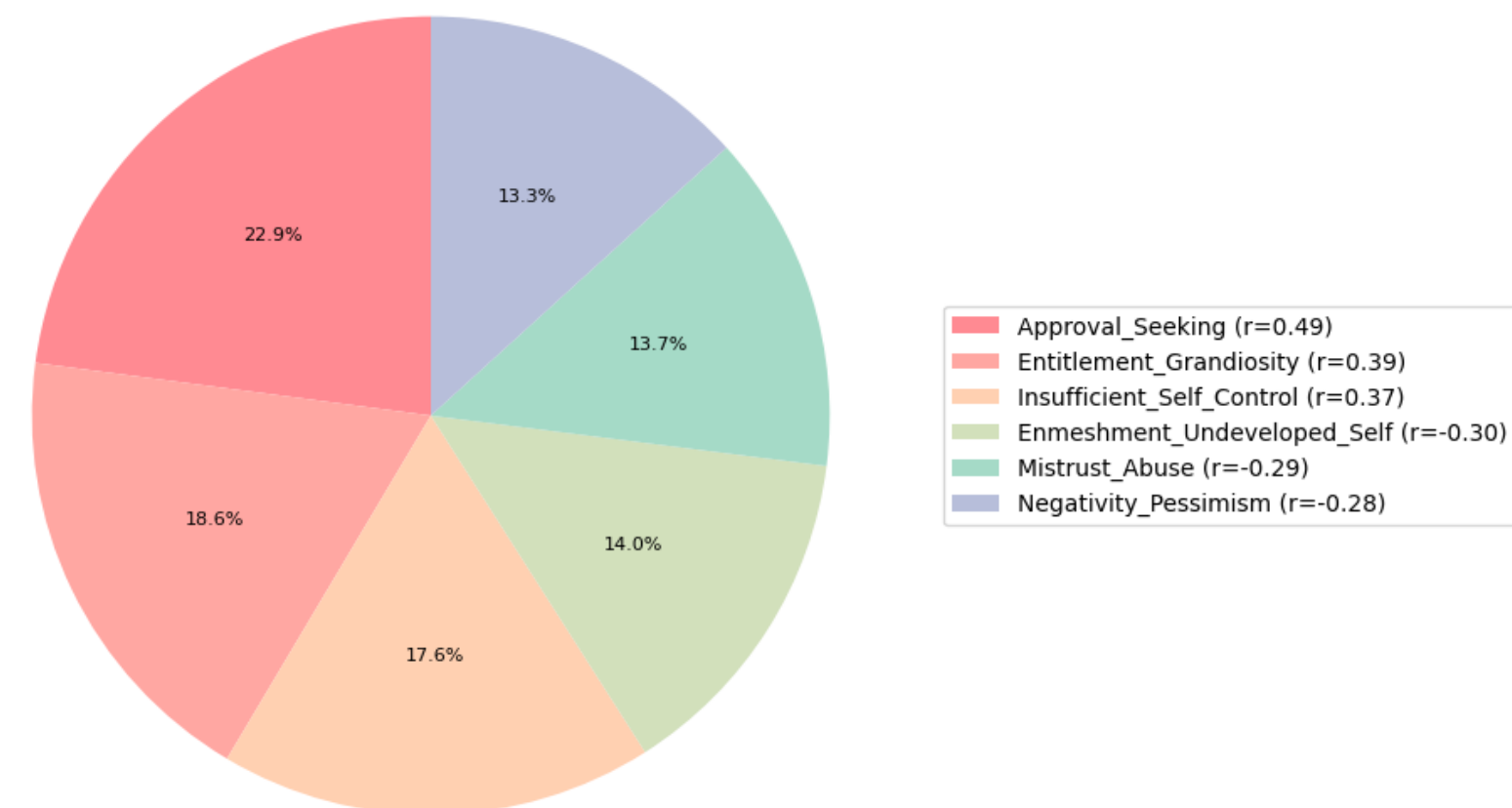


## RESULTS: Correlation Between SDQ and ADHD Symptoms

Significant SDQ Scales (ADHD > Control)

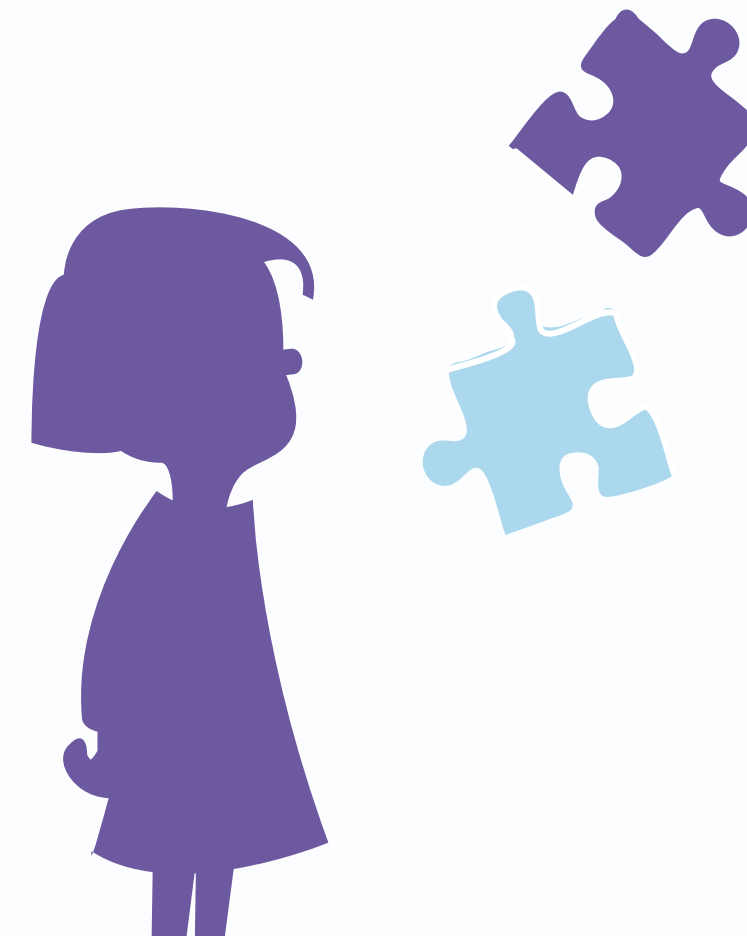


Significant Correlations with S&DQ Hyperactivity (ADHD)



## CONCLUSION

- **What do these findings mean?**
- **What does this mean for ADHD treatment?**
- **Schema- Based Therapeutic Interventions: Future studies should explore this intervention approach.**
- **By identifying EMS early we may prevent long term struggles.**



## STRENGTHS and LIMITATIONS

### LIMITATIONS



- Schema Therapy Intervention
- Cross-sectional design
- Self-report questionnaires
- Sample size

### STRENGTHS



- Multi-Informant Approach
- Comprehensive Analysis
- Using the Dusseldorf Schema Questionnaire

## Final Takeaway and Q&A

**If we want to improve long-term outcomes, we must not only treat symptoms but also reshape negative self-beliefs.**

**Are we doing enough to help children with ADHD build a positive self-image?**



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**THANK YOU FOR YOUR ATTENTION**