

# **Patient Interview Outline: Exploring Phenomenological Comorbidity Between ADHD and Autism**

The purpose of this report is to provide a detailed outline for conducting patient interviews aimed at exploring the phenomenological comorbidity between Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). This research is crucial given the increasing prevalence of both disorders and their common co-occurrence (Springer, 2019). The interview outline adheres to the American Psychological Association (APA) standards for academic research and is designed to collect qualitative data from patients with comorbid ADHD and autism.

## **Introduction**

The interview will commence with a brief explanation of the study's aims and objectives. The primary goal is to understand the shared phenomenology between ADHD and ASD, focusing on the lived experiences of individuals diagnosed with both disorders. Participants will be assured of the confidentiality and anonymity of their responses, emphasizing that their personal information will not be disclosed without their consent.

## **Informed Consent**

In line with APA ethical guidelines, participants will be provided with an informed consent form detailing the nature of the study, potential risks, benefits, and their rights as participants. They will be given ample time to read the form and ask any questions before signing. The signed informed consent forms will be collected and securely stored.

## **Research Themes and Questions**

The interview will be structured around four main themes: Time-Blindness, Social Complexity, Attention and Focus, and the Impact of Meditation. These themes are derived from the shared cognitive phenotypes and neurofunctional deficits associated with ADHD and ASD (NCBI, 2021).

### **Theme 1: Time-Blindness**

Time-blindness, or the inability to accurately perceive the passage of time, is a common symptom in individuals with ADHD. Participants will be asked to describe how time-blindness affects their daily tasks and social relationships. This will provide insights into the practical implications of this symptom in their lives.

### **Theme 2: Social Complexity**

Both ADHD and ASD are associated with social challenges. Participants will be asked to discuss specific social difficulties they attribute to their diagnoses. They will also be asked to describe how these challenges manifest in their daily social interactions. This will help to understand the social complexities associated with these disorders.

### **Theme 3: Attention and Focus**

Attention and focus are core challenges in both ADHD and ASD. Participants will be asked about their experiences with maintaining attention and focus in their daily lives. They will also be asked to reflect on whether these challenges are magnified or alleviated by the presence of ADHD, autism, or both.

### **Theme 4: Impact of Meditation**

Meditation techniques have been suggested as potential interventions for ADHD and ASD. Participants will be asked about their experiences with meditation and whether they noticed any changes in their attention or impulsivity following periods of silence and meditation.

## **Closing Remarks**

At the end of the interview, participants will be thanked for their time and contribution. They will be provided with details for follow-up and future steps in the research.

## **Documentation**

With the consent of the participants, audio and/or written responses will be collected. All data will be stored securely and anonymized for analysis, in line with APA ethical guidelines.

In conclusion, this interview outline provides a comprehensive framework for exploring the phenomenological comorbidity between ADHD and autism. By focusing on the lived experiences of individuals with these disorders, this research can contribute to a deeper understanding of their shared phenomenology and inform more effective interventions.

## **References**

- Springer. (2019). Autism spectrum disorder (ASD) and attention deficit/hyperactivity disorder (ADHD). Retrieved from <https://link.springer.com/article/10.1007/s11920-019-1020-5>
- NCBI. (2021). ADHD and ASD: Frequently co-occurring, sharing certain cognitive phenotypes. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8918663/>