Test anxiety varies by individual, and studies have shown that it is associated with a reduction in performance. Past findings suggest that individuals with ADHD and dyslexia overall report higher levels of test anxiety scores than peers. In this study we investigated how test anxiety varies across different groups (those with ADHD/Dyslexia compared to those who have no learning disability).

We hypothesized that when asked to complete a TAI (Test Anxiety Inventory), participants in the ADHD group and participants in the dyslexia group will overall have higher self-reported anxiety scores compared to our control group with no learning disability.

When it comes to actual performance on the test, these scores may not resemble the expected correlation that higher anxiety scores will be related to lower performance on the test. Lewandowski et al. (2012) suggest that individuals with ADHD only report higher anxiety, and their performance is not impaired by that anxiety. Carroll & Iesu (2009) mention higher anxiety in students with dyslexia but do not mention anything about performance. Therefore, it was plausible that students with ADHD and dyslexia would score higher with self-reported test anxiety than the control group, but their performance may not follow the expected negative correlation between test anxiety and performance.

Another finding is that both ADHD and dyslexia have very high rates of comorbidity (Peterson & Pennington, 2012). In my study, this was considered and a questionnaire given to participants asked if they have multiple diagnoses. Individuals with comorbid disorders were tested, but we asked what other diagnoses they have received so this could be accounted for. The only people who were not included in this study were individuals with both ADHD and dyslexia.

Participants were recruited primarily through an online college research participation system. This consisted of only currently enrolled college students. We intended to recruit a sample of approximately 90 students (30 students with dyslexia, 30 students with ADHD, 30 students with no learning disability). To determine if individuals had a diagnosis of ADHD or dyslexia, a survey was given to participants that asked if they had ever been given a diagnosis of a mental health condition. They were asked what their diagnosis is and then with ADHD were to be grouped, those with dyslexia were to be grouped with the learning disability being to be grouped. Due to the high comorbidity rates of dyslexia and ADHD, any persons with both were not considered in the study.

The participants were recruited online from Ramapo College. The online participation system contained a link to Qualtrics survey where they then chose a consent form. This project was approved by IRB and participants received an informed consent and were debriefed after participation.

A subset of participants for the ADHD/dyslexia groups were recruited from office of special education services at Ramapo College, with IRB approval. An email was sent to full students registered with the office of special education services at Ramapo College.

The sample consisted of 97 college aged adults average age (19.35), range (18-29), 54 female and 43 males (87% of sample). 24 participants were left handed, 12 participants identified as Asian, 7 identified as Black/African American, 54 identified as White, and 4 preferred not to answer.

All had at least a high school diploma, 1 participant had an Associate’s degree and 1 had a Bachelor’s degree.

**Introduction**

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**Methods**

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