

Social Change Through Critical Knowledge Work: the case of ADHD¹

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SUMMARY: This paper addresses the questions of what it is to engage in social change through knowledge work. The authors engage critically with the constitution as a 'social reality' of 'evidence-based practice' in relation to ADHD.

KEY WORDS: Evidence-based practice, ADHD, truthing, critique.

Our bigger project – of which this paper is a part – is to draw attention to the constitution as 'real' (rather than 'discovery') of, so-called, Attention Deficit Hyperactivity Disorder (ADHD); uncover, through fieldwork, the means through which ADHD is socially constituted; surface and contest the 'truthing' regimes through which claims that constitute ADHD are given the status of 'knowledge' and the discourses of evidential effectiveness through which adult social violence against children is given the status of 'evidence based treatment'. In this paper we engage critically with the constitution as a 'social reality' of 'evidence-based practice' in relation to ADHD but we hope this paper is relevant to allies engaging critically with 'evidence-based practice' in relation to other socially constituted phenomena.

Sometimes critical psychologists claim to engage in social change through knowledge work, drawing upon a reading of Foucault's work on the complex relations between power and knowledge to argue that power/knowledge work is

1. This paper first appeared in JCPCP 14(4)