

ADHD:

Attention Deficit
Hyperactivity
Disorder

WHAT YOU NEED TO KNOW

Attention Deficit Hyperactivity Disorder, or ADHD, is a neurodevelopmental difference in how the brain regulates attention, energy, and impulses. It is very common, often misunderstood and has nothing to do with intelligence.

QUICK FACTS

- One of the most common developmental differences.
- Often runs in families.
- Can present differently in girls and women.
- Is life-long and identifiable in all ages and stages.

ADHD TRAITS

- **Attention:** Attention is often interest-based and can shift based on environment or task.
- **Energy:** Many people with ADHD benefit from movement, activity, and regular breaks.
- **Impulsivity:** A tendency to respond or act quickly, often driven by fast processing and strong immediate reactions.

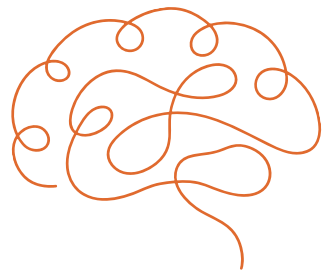
WHAT PEOPLE GET WRONG

- Not a behavior problem.
- Not just being unable to “sit still.”
- Not about effort or intelligence.
- Not uncommon.
- Not something people “grow out of.”

WHAT ACTUALLY HELPS ADHD

- Executive functioning supports.
- Individualized accommodations.
- Multi-sensory teaching practices for reading, math, and writing.
- Movement breaks and stop-the-clock breaks.
- Whole group relationship and social skills supports.
- Medication, therapy, and/or coaching





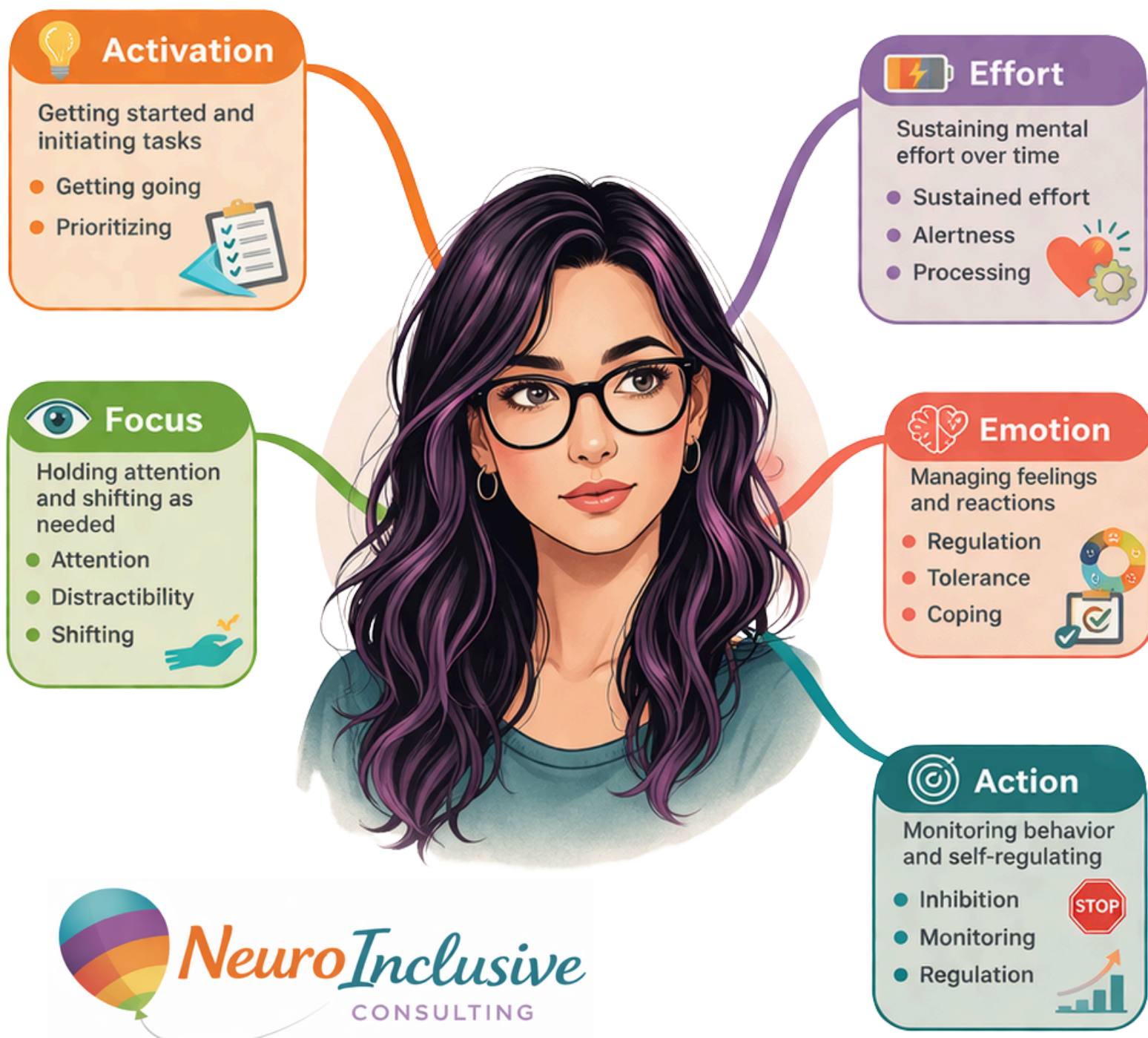
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EXECUTIVE FUNCTION DIFFERENCES

Executive Functioning is the brain's control panel, the set of skills that help us plan, start, organize, manage time, regulate emotions, and follow through on tasks.

In ADHD brains, these skills can be inconsistent and more effortful, often shaped by interest, environment, and the supports in place. The main areas of difference in Executive Functioning are Activation, Focus, Effort, Emotion, and Action.



When we understand these differences, we can help ADHD brains thrive.



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ACCOMODATIONS AND SUPPORTS FOR SCHOOL



Structure & Routine

- Establish clear rules, schedules and expectations
- Teach these throughout the year
- Never assume that they “remember”



Teach & Model Strategies

- Teach executive functioning strategies explicitly
- Model and demonstrate organization
- Body doubling for support



Reduce Distractions

- Minimize clutter and distractions
- Provide preferential seating
- Allow for work in a quiet setting or alternative room



Find Individual Strengths

- Build strong relationships
- Identify strengths
- Design individualized projects based on interests



Emotional Support

- Connect & Redirect
- Explicitly teach and model SEL
- Support social relationships
- Allow for “re-do’s” and “re-starts”



Positive Feedback & Encouragement

- Model positive self-talk
- Specific praise often
- Highlight the good and coach through hardship



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