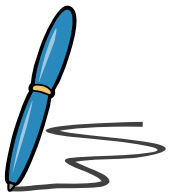
ADHD & Classroom Performance



Students with ADHD often know as much as their peers, but executive function challenges can get in the way of showing what they know. Viewing ADHD as a performance challenge (the "when/where" of doing) rather than a knowledge gap reframes how we design supports that work at the point of performance.

How might seeing ADHD as a performance disorder change your classroom expectations and responses?

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Which external scaffolds (cues, timers, checklists, routines) could you add to help students follow through more consistently?

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Where can you replace "try harder" with compensatory supports that make success more likely in real time?

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