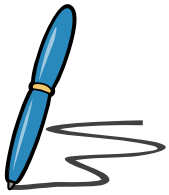
Supporting All Learners In the Classroom



ADHD affects individuals of all ages, backgrounds, and lived experiences. Educators play a vital role in creating inclusive learning environments that recognize diverse needs, promote equity, and build strong partnerships with families. Cultural, community, and family perspectives can shape how ADHD is experienced and understood, influencing communication, trust, and support.

How have cultural or family perspectives influenced how ADHD is described, identified, or supported in your school setting?

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What strategies could you use to build trust and stronger communication with families from different backgrounds?

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How might adapting classroom supports with cultural responsiveness in mind improve student outcomes?

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