

Hello, the definition, symptoms, diagnosis and inclusive practices ADHD will be the main topics of the poster. The lack of awareness, challenges of upholding friendships and the importance of routine will also be included.



According to Coghill *et al.*, (2023) and Salari *et al.*, (2023), the neurodevelopmental condition known as Attention deficit/Hyperactivity disorder (ADHD) is characterised by persistent, adverse and developmentally inappropriate hyperactive/impulsive and /or inattentive/disorganised behaviours. Braithwaite *et al.*, (2025) and Gonzalez (2020) explain the neuro part of neurodiversity relates to the fact that it is brain-based, and the developmental component indicates that it begins at a very young age. Cleveland Health (2025) NHS (2025) and National Institute of Mental Health (NIH) (2024) all state that the brain function and effects of the how brain develops differently affect children who have ADHD. Hasan (2022) and Seattle Children (2021) state that variations in brain activity and development in children with ADHD impact self-control, attention and the capacity to remain stationary (Brown, no date).

According to Athanasiou *et al.*, (2019) and Chang *et al.*, (2020) ADHD symptoms include motor delay and language delay. Furthermore, CDC (2024) also add that some signs of ADHD may include frequently daydreaming, losing or forgetting possessions, fidgeting, continuous talking, thoughtless errors or taking needless chances and finding it difficult to avoid temptation. Visser *et al.*, (2016) continues to add verbal and visual memory, coordination of gross and fine motor functions, emotional dysregulation and speech and language deficiencies are also signs of ADHD (Lu *et al.*, 2022). NHS (2016), CDC (2024) and Mezzanotte (2020) claim that even though ADHD is present from birth, it is sometimes not observed until a child starts school due to expectations in behaviour. Activities in the classroom require more concentration, patience and self-control, all of which children with ADHD find difficult (Healthy Children, 2024).

Mezzanotte (2020) says that between the ages of 6 and 12 is when most children receive an ADHD diagnosis. Due to the irregularities in the developing process of young children, identifying ADHD can be extremely challenging. Since children investigate their environment, impulsivity and inattention are thought of as natural behaviours (Adler *et al*, 2015 and Mechler *et al.*, 2022). Hall *et al.*, (2016) state that ADHD is usually determined by subjective informant reports and clinical observation since there is no one test that can be used to identify ADHD. Moghaddari *et al.*, (2020) and Adler *et al.*, (2015) say that one of the obstructions to regulating and managing ADHD is an early diagnosis. However, there is currently no proven expert technique for early detection of ADHD (McKenna *et al*, 2023). Furthermore, to diagnose a child with ADHD, a medical professional needs to collect information from parents, teachers, and the child along with observations at home and school. A thorough assessment of the child and family background is the first step in diagnosing ADHD. Peterson *et al* (2024) say that the diagnostic process and criteria have not changed. However, clinical diagnoses have gradually increased over time.

Carr-Fanning (2023) states that inclusion is about education for all, including those with ADHD. Children with ADHD have a right to learn alongside their peers. Inclusion focuses on altering the social and environmental settings that are limiting and embrace a more progressive approach for those with ADHD. For children with ADHD and their families as well as teachers, inclusion is a continuous process of learning, reflective learning and compromise. Families and teachers can provide useful information on this process. Continually evolving and adjusting for inclusion processes form a priority in an educator's work. Knowledge and understanding of ADHD is essential. However, Carr-Fanning (2023) claims that due to the teachers' inadequate understanding, children can be significantly impacted by the teachers' preconceptions. According to Moore *et al*, (2017), before implementing techniques in the classroom, it is important to carefully analyse attitudes and relationships between teachers and children with ADHD. The introduction of evidence-based school techniques for ADHD inclusion needs more work.

According to Lussier-Desrochers *et al.*, (2023) and Golos *et al.*, (2024) the growth of children is influenced by routines. Routines are closely linked to a higher quality of life. However, children with ADHD struggle with managing their time which makes it difficult for them to develop, establish and follow new routines. Lussier-Desrochers *et al.*, (2023) affirm that mornings, mealtimes, homework, and bedtimes were especially challenging and needing a lot of parental supervision, regular reinforcement, and consistency which can be stressful for the parents. Creating routines for children with ADHD can cause parents to feel overburdened, worn out and anxious.

According to Kennedy-Moore (2015) and Mikami and Normand (2015) over 50% of children experiencing ADHD are widely excluded by their classmates. Soucisse and Normand (2015) refer to research from the past 35 years that indicates children with ADHD are four times more likely to experience peer rejection. Furthermore, 56% of children with ADHD do not have friendships that are reciprocated. Meanwhile when children with ADHD form friendships, they are typically less permanent and of lesser quality, since the friendships can be impacted by ADHD symptoms (Kennedy-Moore, 2015, Normand *et al.*, 2019, Neprily *et al.*, 2025). Spender *et al.*, (2023), Vallejo (2023) and Gill and Hasker (2021) describe how friendships can be difficult for individuals with ADHD since they may struggle to listen, share, take turn and pick up on social cues. When engaging with others, children with ADHD may struggle to control their emotions, have the tendency to take over the conversation or become sidetracked. Additionally, children with ADHD may get easily overwhelmed, anxious, or frustrated as they form friendships. However, learning to collaborate, compromise, and solve problems are all benefits of maintaining friendships, and are all intended to foster healthy connections. can also offer a feeling of acceptance, purpose, belonging, and caring. Nonetheless, it can be very challenging for children with ADHD (Spencer *et al.*, 2023).

French *et al.*, (2019) indicates that a number of interrelated factors influence medical professionals' detection of ADHD with a recurrent theme being the urgent need for more education on the disorder. Li *et al.*, (2022) claims that ADHD symptoms are recognised differently by teachers and parents. According to Flanigan and Climie (2018) and Safaan *et al.*, (2017) children with ADHD require support in the classroom from their teachers but due to the lack of understanding of the disorder teachers find it hard to support those children. Al-Omari *et al.*, (2015) conducted research on the knowledge of ADHD on the results showed that teachers understanding of the disorder was lacking. Many misunderstandings regarding the origins and treatment of ADHD have come to light and the teachers' attitudes towards children with ADHD were also less than anticipated. Li *et al.*, (2022) claim that more should be done to educate parents and teachers about ADHD.

In conclusion, ADHD is a neurodevelopmental condition that usually becomes apparent in children at school age. Although it can be challenging to diagnose ADHD, early symptom detection and accurate information from parents and educators about their child can aid in the diagnosis process. In order for students with ADHD to feel supported and included, it is crucial that teachers create an inclusive environment. Teachers must first understand ADHD in order to support children who have this disorder. Maintaining friendships is crucial for children with ADHD to enjoy school, despite the fact that they confront numerous obstacles in life. Although children with ADHD struggle to follow a pattern, once they have established one, it can help them manage their emotions, which is another reason why routine is so important for them. Furthermore, parents' and teachers' lack of knowledge of ADHD can have a significant effect on children's life.