

BMPF7010 Independent Study Module 6: Work-based Learning Presentation

**What adjustments do singing teachers  
make to their usual lessons  
when working with students who have  
ADHD?**

Chérie Harrap  
2133601

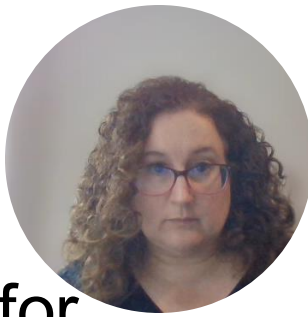


# Background



- Previous research highlighted the importance of understanding studio-based strategies that address attention, memory, and emotional regulation challenges.
- Growing recognition of ADHD increasing the need for inclusive teaching practices in music education.
- Limited research exists on how private singing teachers support students with ADHD in one-to-one vocal lessons.
- Many singing teachers adapt their practice through personal experience rather than formal ADHD-specific training, leading to varied approaches.

# Justification



- Rising ADHD prevalence (Martin *et al.*, 2025) increases demand for inclusive teaching (Hampshire-Dell, 2025).
- Singing lessons can be adapted for neurodivergent learners (Coates, 2024).
- Private teacher ADHD knowledge is often inconsistent and self-directed (Bozeman and Ragan, 2022).
- Research on ADHD in private singing tuition remains limited (Antonietti, Colombo and DeRocher, 2018).
- Effective strategies are needed to support inclusion and outcomes (Cox and Forbes, 2022; Kahveci *et al.*, 2024; Moya-Perez *et al.*, 2024).

# Aims



## Main Aim

How singing teachers adapt their lessons for ADHD learners and what adjustments are needed for the optimum studio environment.

## Subsidiary Aims

Understand the presentation of ADHD in singing lessons.

Find how ADHD affects the learning experience.

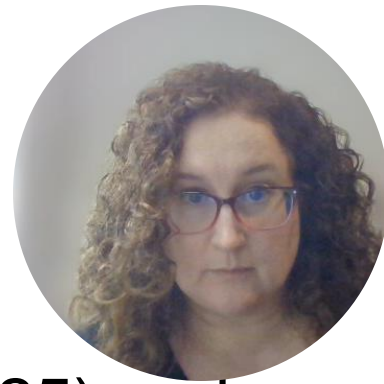
How the contents and approach of the lesson affects learning.

# Objectives



- Explore singing teachers experiences to understand how ADHD presents in one-to-one singing lessons.
- Investigate how singing teachers adapt their approaches and strategies when working with ADHD students, using questionnaires and interviews.
- Consider how the structure and pacing of lessons can affect engagement and progress for students with ADHD.
- Explore how shared discussion between teacher and student can enhance engagement and learning outcomes.
- Identify what is required of me, as a singing teacher, to create the most effective and supportive learning environment for students with ADHD.

# Literature Review Findings



## ADHD Learning Characteristics

ADHD percentage of population (Prasad and Kumminimana, 2025) and increasing diagnosis rates (McKenna *et al.*, 2025).

Challenges include:

- Inattention (Kofler, Rapport and Alderson, 2008)
- Working memory, Time blindness and Impulsivity (Lesiuk, 2015; Tetzloff, 2025)
- Emotional Dysregulation (Barkley, 2025)
- Rejection Sensitivity Dysphoria (Bedrosslan, 2021; Dodson *et al.*, 2024; Tetzloff, 2025; Kates and Lafreniere, 2025)

# Literature Review Findings



## ADHD in Music Education

i) ADHD symptoms can present challenges in music lessons (Tetzloff, 2025).

iii) Focus has been on music therapy for ADHD rather than learning (Steiner, 2024).

ii) Difficulty making music due to ADHD (Valera et al, 2010; Zelaznik *et al.*, 2012; Steiner, 2024).

iv) During music making, ADHD behaviours can lessen (Wilde and Welch, 2022), allowing academic skills, social functioning (Frantz, 2020; Martin-Moratinos *et al.*, 2023), time perception and management to improve (Carrer, 2015).

# Literature Review Findings

## Teacher Support Strategies and Self-Directed Learning Strategies

### Teacher Support

Structure (Barkley, 2014)

Incremental steps (Tetzloff, 2025)

Highlighting Key information  
(de l'Etoile, 2005)

Reducing distractions (Tetzloff,  
2025)

Physical activities (Frantz, 2020)

### Self-Directed Learning

Behavioural inhibition (Barkley, 1997)

Self-awareness (Nordby *et al.*, 2025)

Self-monitoring (Caldarella *et al.*,  
2019; Geist, 2024)

Overestimation (Groß *et al.*, 2023)

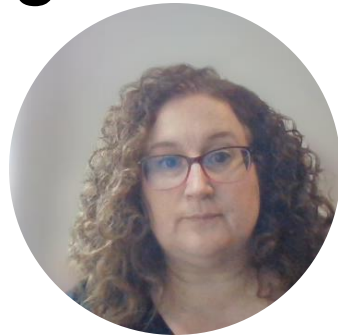


# Literature Review Findings

## Teacher Support Strategies and Self-Directed Learning Strategies

### Research Gap

- Limited adapted music pedagogy for ADHD (Steiner, 2024)
- Limited research on one-one singing tuition (Mullins, 2017)
- ADHD training important (Wilde and Welch, 2022)
- ADHD training acquisition for private singing teachers relatively unknown (Dumlavwalla and Bugaj, 2020)



# Methods

Interpretivist Paradigm

(Junjie and Yingxin, 2022; Biggam, 2025; Pervin and Mokhtar, 2022)

Knowledge

(Dudovskiy, 2026; Creswell, 2014)

Qualitative Exploratory Design

(Braun and Clarke, 2006; Biggam, 2025)

Questionnaire, Interviews  
and Reflective Journal

(Denscombe, 2014; Winter, 2020; Braun and Clarke, 2020; Google, 2026)

Thematic Analysis

(Braun and Clarke, 2006; Denscombe, 2014; Nowell *et al*, 2017)

Ethics

(UWTSD, 2022)

Insider Research

(NIHR, 2025)



# Findings and Analysis

## INTRODUCTION

Recruitment challenges resulted in data only being collected through questionnaires.

Thematic analysis (Braun and Clarke, 2006) and coding used, generating four themes.

Highly experienced participants with moderate ADHD knowledge.



# Findings and Analysis

## THEME 1: PRESENTATION OF ADHD IN LESSONS

### Learning Differences

#### Focus and Distraction

**Inattention** (Tetzloff, 2025; Kofler, Rapport and Alderson, 2008)

**Engagement** (Jonkman *et al.* 2017)

#### Hyperfocus

**Prolonged Concentration** (Guy-Evans, 2024; O'Reilly, 2025)

**Problems with task-switching and prioritisation** (Schipppers, Greven and Hoogman, 2024)

**Exceptional achievement** (Smith, 2025a)



# Findings and Analysis



## THEME 1: PRESENTATION OF ADHD IN LESSONS

### Learning Differences

#### Memory Difficulties

One participant noted memory, yet prolific in ADHD literature (Tetzloff, 2025)

Music may help with recall (Durham University, 2023)

Musicians - Stronger working memory (Rodrigues, Louriero and Caramelli, 2013)

#### Organisational Difficulties

Executive functioning challenges (Fischer, 2024)

Persists into adulthood (Bikic *et al.*, 2017)

Hard to sustain strategies (Durand, Arbone and Wharton, 2020).

Music may support organisation (Neurolaunch, 2026a; Wilde and Welch, 2022)

**Pitch** (Shayan *et al.*, 2011; Snedecor, 2017; Groß *et al.*, 2022; Tetzloff, 2025)

# Findings and Analysis



## THEME 1: PRESENTATION OF ADHD IN LESSONS

### Learning Behaviours

#### Hyperactivity

(Tetzloff, 2025)  
(Barkley, 1997)

#### Verbal Hyperactivity

(Neurolaunch, 2026b)  
(NICE, 2019)  
(RCPsych, 2023)

#### Fatigue

(Neurolaunch,  
2026c)

#### Low Self-Esteem

(Newark *et al.*,  
2016)  
(Athulya, Sudhir  
and Philip, 2016)

# Findings and Analysis



## THEME 1: PRESENTATION OF ADHD IN LESSONS

### Positive Learning Behaviours

Positive characteristics  
of students:

enthusiastic  
charismatic  
creative  
hyperfocus  
hyperactivity

(Wilde and Welch, 2022).

In research, positive ADHD traits include:

creativity  
resilience  
empathy  
divergent thinking

(Sedgwick, Merwood and Asherson, 2019;  
Neurolaunch, 2026d).



# Supporting Learning Differences

- Relaxation and mindfulness techniques (Stride, 2023; DfE, 2025)
- Chunking Information (Tulsiani, 2024; Oxford Learning, 2025)
- Lesson Pace      Individualised approach (Ramachandran and George, 2024; Smith, 2025a)
- Memory            Repetition, Rehearsal and Retrieval (Bell, 2018; Braaten, 2025)  
Explain their understanding (BNS Institute, 2025)
- Organisation     Individualised goal setting (Walsh, 2024; Kim *et al.*, 2025)  
Co-regulation (Patterson, 2024)

# Findings and Analysis



## THEME 2: TEACHING STRATEGIES Supporting Behavioural Challenges

### **Hyperactivity –**

**Movement-based learning**

(Music Educators Online, 2026; Heywood, 2025; Olivardia, 2026)

### **Verbal Hyperactivity, Fatigue and Low self-esteem –**

**Mindfulness, Cognitive behavioural approaches, regular breaks, praise**

(Frye, 2020; Rowe, 2025; Kruger, 2025)

### **Praise and Student-Centred Teaching –**

**Acknowledge effort** (Hallowell, 2025)

**Learner-centred approach** (Bremner, Sakata and Cameron, 2022; Music Educators Online, 2026)

# Findings and Analysis



## THEME 2: TEACHING STRATEGIES

### Supporting Behavioural Challenges

#### Teaching Space Adaptations

ADHD friendly environments reduce sensory overload  
(Bijlenga *et al.*, 2017; Le, 2025).

# Findings and Analysis

## THEME 3: ADHD TEACHING TOOLS AND RESOURCES

Used widely by Participants:

Visual aids   Videos  
Spotify   Spectrograms  
Music Apps

Few Participants use:

ADHD specific resources i.e.  
visual schedules and timers

Tools improve engagement, but subject improvement evidence mixed  
(Walsh, 2024; Pothuraju and Jones, 2025a)

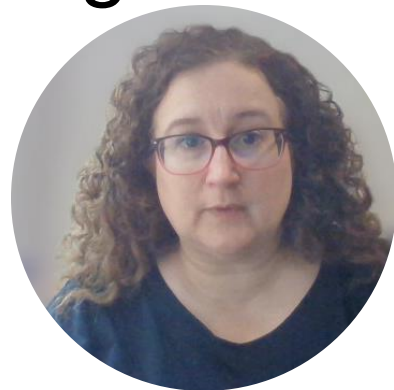
Visual resources (Ramachandran and George, 2024)



# Findings and Analysis

## THEME 4: TRAINING ON ADHD

- Lack of formal ADHD training (McKenna *et al.*, 2025a)
- Many adults undiagnosed as ADHD not recognised in previous generations (Du, Zhao and Ganti, 2025)
- Great need for ADHD Training within singing teaching profession



# Conclusions



- **ADHD presents in varied ways** (Groß *et al.*, 2022)
- **Participants identified challenges and strengths related to ADHD** (Kofler, Rapport and Alderson, 2008; Barkley, 2014; Tetzloff, 2025)
- **Interest enhances engagement and performance** (Sedgwick, Merwood and Asherson, 2019)
- **Suggested strategies:**
  - Relaxation activities, chunking information, repetition** (Bell, 2018; Stride, 2023; Tulsiani, 2024; O'Regan, 2024; Oxford Learning, 2025)
  - Environmental adjustments, flexible pacing and goal setting** (Ramachandran and George, 2024; Walsh, 2024; Braaten, 2025; Le, 2025; Smith, 2025b; Kim *et al.*, 2025)
- **Successful support – practical adaptations and strong relationships** (Bremner, Sakata and Cameron, 2022)

# Limitations and Recommendations

- **Methodological triangulation incomplete due to recruitment limitations** (Braun and Clarke; 2021).
  - **Interviews and Journals would have provided richer insights** (Winter, 2020).
  - **Student voice not heard**
- 
- Increase ADHD Training Opportunities for singing teachers
  - Networks to share inclusive practice
  - Incorporate students' views into future research
  - Employing interviews, lesson observations and practice-as-research methodologies (Oram, 2024)



# Personal Reflection



- **Greater understanding of ADHD presentation**
- **Individualised lesson importance**
- **Strengthened research and teaching skills**
- **Valuable research-based strategies gained**
- **Essential to have strong teacher-student relationships, flexibility and be responsive**
- **Training is recommended and reflection on practice** (Schon, 1983; De l'Etoile, 2005; McKenna *et al.*, 2025)

# References

Antonietti, A., Colombo, B. and DeRocher, A. (2018) *Music Interventions for Neurodevelopmental Disorders*. Palgrave Macmillan

Athulya, J., Sudhir, P.M. and Philip, M. (2016) 'Procrastination, Perfectionism, Coping and Their Relation to Distress and Self-esteem in College Students', *Journal of the Indian Academy of Applied Psychology*, 42(1), p.82.

Barkley, R.A. (1997) 'Behavioural Inhibition, Sustained Attention, and Executive Functions', *Psychological Bulletin*, 121(1), pp. 65-94.

Barkley R.A. (2014) *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment*. 4th edn. Guilford Press.

Barkley R.A. (2025) 'DESR. Why Deficient Emotional Self-Regulation is Central to ADHD (and Largely Overlooked)'. ADDitude Magazine, 3 November. Available at: <https://www.additudemag.com/desr-adhd-emotional-regulation/> (Accessed: 5 September 2026).

# References

- Bedrossian, L. (2021) 'Understand and Address Complexities of Rejection Sensitive Dysphoria in Students with ADHD', *Disability Compliance for Higher Education*, 26(10), pp.4-4.
- BNS Institute (2025) Understanding the Memory Process: Encoding, Storage, and Retrieval, 29 July. Available at: <https://bns.institute/behavioural-sciences/understanding-memory-process-encoding-storage-retrieval/#moving-from-short-term-to-long-term-memory> (Accessed 26 April 2026).
- Bell, M. (2018) *Step 5: Repetition*. Evidence Based Teachers Network. Available at: <https://ebtn.org.uk/repetition/> (Accessed: 26 April 2026).
- Biggam, J. (2025) *Succeeding With Your Master's Dissertation: a Step-by-Step Handbook*. 6<sup>th</sup> edn. Open University Press. Available at: <https://ezproxy.uwtsd.ac.uk/login?url=https://www.vlebooks.com/product/openreader?id=TrinityStD&...> (Accessed: 16 January 2026).
- Bijlenga, D., Tjon-Ka-Jie, J.Y.M., Schuijers, F. and Kooij, J.J.S. (2017) 'Atypical sensory profiles as core features of adult ADHD, irrespective of autistic symptoms', *European Psychiatry*, 43, pp.51-57.
- Bikic, A., Reichow, B., McCauley, S.A., Ibrahim, K. and Sukhodolsky, D.G. (2017) 'Meta-Analysis of Organisational Skills Interventions for Children and Adolescents with Attention-Deficit/Hyperactivity Disorder', *Clinical Psychology Review*, 52, pp.108–123.

# References

- Bozeman, K. and Ragan, K. (2022) 'Evidence-Based Voice Pedagogy (EBVP), Part 2: Voice Teacher Expertise and Experience', *Journal of Singing*, 78(3), pp.389-393.
- Braaten, E. (2025) 'Tips to Help Kids with ADHD Focus in School', *Mass General Brigham*, 10 January. Available at: <https://www.massgeneralbrigham.org/en/about/newsroom/articles/kids-adhd-school> (Accessed: 12 March 2026)
- Braun, V. and Clarke, V. (2006) 'Using Thematic Analysis in Psychology', *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Braun, V. and Clarke, V. (2021) 'One Size Fits All? What Counts as Quality Practice in (Reflexive) Thematic Analysis?', *Qualitative Research in Psychology*, 18(3), pp. 328-352.
- Bremner, N., Sakata, N. and Cameron, L. (2022) 'The Outcomes of Learner-Centred Pedagogy: A Systematic Review', *International Journal of Educational Development*, 94, pp.102649.
- Caldarella, P., Larsen, R., Williams, L., Wills, H. and Wehby, J. (2019) 'Teacher Praise-to Reprimand Ratios: Behavioral Response of Students at Risk for EBD Compared with Typically Developing Peers', *Education and Treatment of Children*, pp. 447-468.
- Carrer, L. (2015) 'Music and Sound in Time Processing of Children with ADHD', *Frontiers in Psychiatry*, 6(3), p. 127.

# References

Coates, S. (2024) 3 Things You Can Do to Make Your Studio and Teaching More Inclusive. Available at: <https://drshannoncoates.com/neurodiversity/> (Accessed: 3 November 2025).

Cox, D. and Forbes, M. (2022) 'Introducing Multi-Sited Focused Ethnography for Researching One-To-One (Singing Voice) Pedagogy in Higher Education', *Music Education Research*, 24(5), pp.625-637.

Creswell, J.W. (2014) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4<sup>th</sup> edn. Sage.

De L'Etoile, S. K. D. (2005) 'Teaching Music to Special Learners: Children with Disruptive Behaviour Disorders', *Music Educators Journal*, 91(5), pp. 37-43.

Denscombe, M. (2014) *The Good Research Guide*. 5th edn. Open University Press.

Department for Education (2025) *Pupil Perspectives on Approaches to School Wellbeing Promotion. Experiences of Mindfulness-Based Exercises and Relaxation Techniques*. Available at: [https://assets.publishing.service.gov.uk/media/680f5389b0d43971b07f5be6/Pupil\\_perspectives\\_on\\_approaches\\_to\\_school\\_wellbeing\\_promotion.pdf](https://assets.publishing.service.gov.uk/media/680f5389b0d43971b07f5be6/Pupil_perspectives_on_approaches_to_school_wellbeing_promotion.pdf) (Accessed: 15 April 2026).

Dodson, W.W., Modestino, E.J., Ceritoğlu, H.T. and Zayed, B. (2024) 'Rejection Sensitivity Dysphoria in Attention-Deficit/Hyperactivity Disorder: A Case Series', *Neurology*, 7, pp. 23-30.

# References

- Du, C., Zhao, D.Z. and Ganti, L. (2025) 'Prevalence of Undiagnosed Attention Deficit Hyperactivity Disorder', *Health Psychology Research*, 13, p.128096.
- Dudovskiy, J. (2016) *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*. Research-Methodology.
- Dumlavwalla, D. and Bugaj, K. (2020) 'The Inclusive Studio: Teaching Students with Disabilities in the Private Piano and String Lesson Settings'. *MTNA e Journal*, pp. 2-16.
- Durham University (2023) *The Science of Why You Can Remember Song Lyrics from Years Ago*. Available at: <https://www.durham.ac.uk/research/current/thought-leadership/2023/08/the-science-of-why-you-can-remember-song-lyrics-from-years-ago/> (Accessed: 25 March 2026).
- Durand, G., Arbone, I.S. and Wharton, M. (2020) 'Reduced Organisational Skills in Adults with ADHD are Due to Deficits in Persistence, Not in Strategies', *Peer Journal*, 8, p.e9844.
- Fischer, B. (2024) 'The Power of Routine – Creating Habits that Stick for ADHD Adults', *BRAINZ.*, 31 July. Available: <https://www.brainzmagazine.com/post/the-power-of-routine-creating-habits-that-stick-for-adhd-adults> (Accessed: 28 March 2026).
- Frantz, M. (2020) *Identifying Music Interventions to Support Students with ADHD in the Classroom*. Masters Dissertation. University of Mary Washington.
- Frye, D. (2020) 'Children with ADHD Avoid Failure and Punishment More Than Others, Study Says'.

# References

Geist, R. (2024). *Addressing Time-Related Deficits in Adult ADHD; Effect of a Web-Based Self-Monitoring Intervention to Improve Time Management in Adults with Attention Deficit Hyperactivity Disorder*. Masters thesis. Purdue University Global. Available at: <https://purdueglobal.dspacedirect.org/items/7bb8ecad-dc7f-478d-b14f-13a9c4e621c1> (Accessed: 27 July 2026).

Groß, C., Serrallach, B.L., Möhler, E., Pousson, J.E., Schneider, P., Christiner, M. and Bernhofs, V. (2022) 'Musical Performance in Adolescents With ADHD, ADD And Dyslexia—Behavioural And Neurophysiological Aspects', *Brain Sciences*, 12(2), pp.127.

Groß, C., Bernhofs, V., Möhler, E. and Christiner, M. (2023) 'Misjudgement of One's Own Performance? Exploring Attention Deficit (Hyperactivity) Disorder (ADHD) and Individual Difference in Complex Music and Foreign Language Perception', *International Journal of Environmental Research and Public Health*, 20(19), p. 6841.

Guy-Evans, O. (2024) 'ADHD Hyperfocus: The Phenomenon of Intense Fixation', *Simply Psychology*, 26 January. Available at: <https://www.simplypsychology.org/hyperfocus-in-adhd.html> (Accessed: 27 March 2026).

Hallowell, E. (2025) 'Why Praise is So Important for Children with ADHD', *Additude Magazine*, 8 May. Available at: <https://www.additudemag.com/praise-encouragement-parenting-adhd-child/> (Accessed: 5 April 2026).

# References

- Hampshire-Dell, T (2025) *An NQT's Guide to Supporting Students with SEND*. Available at: <https://www.tes.com/magazine/sponsored/neu/nqts-guide-supporting-students-send#:~:text=Your%20NQT%20year%20is%20an,students%20is%20of%20paramount%20importance> (Accessed: 17 November 2025).
- Heywood, A. (2025) 'Why Music Lessons Might be Good for People with ADHD', *healthline*, 3 April. Available at: <https://www.healthline.com/health/adhd/adhd-and-music-lessons> (Accessed: 29 March 2026).
- Jonkman, L. M., Markus, C. R., Franklin, M. S., and Van Dalfsen, J. H. (2017) 'Mind Wandering During Attention Performance: Effects of ADHD-Inattention Symptomatology, Negative Mood, Ruminative Response Style and Working Memory Capacity', *PLoS ONE*, 12(7), e0181213.
- Junjie, M. and Yingxin, M. (2022) 'The Discussions of Positivism and Interpretivism', *Online Submission*, 4(1), pp.10-14.
- Kahveci, G., Bozok, N.M. and Özüorçun, F. (2024) 'Supporting Neurodiverse Students in the EFL Classroom: The Integration of Music into the Practices for Educating Students with Special Needs', *International Journal of New Trends in Arts, Sports and Science Education*, 13(2), pp.143-152.
- Kates, M.S. and LaFreniere, L.S. (2025). 'School-based interventions for attention-deficit/hyperactivity disorder (ADHD) in middle schools: A review of the literature'. *Education Sciences*, 15(9), p.1225.

# References

- Kim, Y.E., Beymer, P.N., Allen, E.C. and Rosenzweig, E.Q. (2025) 'Dynamic Interplay of Motivational Regulation Strategies and Achievement: Insights from Intensive Longitudinal Data', *Contemporary Educational Psychology*, p.102438.
- Kofler, M.J., Sarver, D.E., Harmon, S.L., Moltisanti, A., Aduen, P.A., Soto, E.F. and Ferretti, N. (2018) 'Working Memory and Organizational Skills Problems In ADHD', *Journal of Child Psychology and Psychiatry*, 59(1), pp. 57-67.
- Kruger, S. (2025) 'Your Child's Self-Esteem Matters: 8 Confidence Builders for Kids with ADHD', *ADDITUDE*, 8 September. Available at: <https://www.additudemag.com/boost-confidence-adhd-children-self-esteem/> (Accessed: 18 May 2026).
- Le, A. (2025) 'ADHD and Distractions: 9 Things That Disrupt Your Focus', *Buoy*, 14 October. Available at: <https://www.buoyhealth.com/learn/adhd-distractions> (Accessed: 12 March 2026).
- Lesiuk, T. (2015) 'Music Perception Ability of Children with Executive Function Deficits', *Psychology of Music*, 43(4), pp. 530-544.
- Martin, A.F., Rubin, G.J., Rogers, M.B., Wessely, S., Greenberg, N., Hall, C.E., Pitt, A., Logan, P.E., Lucas, R. and Brooks, S.K. (2025) 'The Changing Prevalence of ADHD? A Systematic Review', *Journal of affective disorders*, pp.119427.

# References

- Martin-Moratinos, M., Bella-Fernández, M. and Blasco-Fontecilla, H. (2023) 'Effects of Music on Attention-Deficit/Hyperactivity Disorder (ADHD) and Potential Application in Serious Video Games: Systematic Review', *Journal of Medical Internet Research*, 25, e37742.
- McKenna, K., Wanni Arachchige Dona, S., Gold, L., Silk, T.J. and Le, H.N. (2025) 'Effectiveness and Cost-Effectiveness of Interventions to Increase Knowledge and Awareness of Attention Deficit Hyperactivity Disorder: A Systematic Review', *European Child and Adolescent Psychiatry*, 34(6), pp.1769-1794.
- Moya-Pérez, M., Hernández-Flórez, N. and Posada-Lara, E. (2024) 'Neurodiversity and Inclusive Education - A Therapeutic and Pedagogical Approach from Music Therapy in Early Childhood Education: A Systematic Review', *Ciencia y Tecnología*, 4(4), pp.1371-1378.
- Mullins, W.D. (2017). *A survey of piano teachers whose students have ADHD: Their training, experiences, and best practices* (Doctoral dissertation, The Ohio State University).
- Music Educators Online (2026) *Music and ADHD: The Power of Rhythm and Melody in Focus and Learning*. Available at: <https://musiceducatorsonline.co.uk/music-and-adhd-the-power-of-rhythm-and-melody-in-focus-and-learning/> (Accessed: 12 March 2026).

# References

National Institute for Health and Care Excellence (2019) 'Attention Deficit Hyperactivity Disorder: Diagnosis and Management (NG87)', *NICE Guideline*, 13 September. Available at: <https://www.nice.org.uk/guidance/ng87> (Accessed: 17 November 2025).

National Institute for Health and Care Research (2025) 'Preventing Harm in Research: Safeguarding Guidance', *NIHR*, September. Available at: <https://www.nihr.ac.uk/about-us/who-we-are/policies-and-guidelines/safeguarding-guidance> (Accessed: 31 March 2026).

Neurolaunch (2026a) 'INCUP: The Ultimate Guide to Motivating ADHD Brains', *Neurolaunch*, 3 July. Available at: <https://neurolaunch.com/incup-adhd/> (Accessed: 8 July 2026).

Neurolaunch (2026b) 'ADHD and Excessive Talking: Understanding and Managing Verbal Hyperactivity'. *Neurolaunch*, 4 July. Available at: <https://neurolaunch.com/adhd-talking-too-much/> (Accessed: 8 July 2026).

Neurolaunch (2026c) 'ADHD and Chronic Fatigue: Understanding the Link Between ADHD and Extreme Tiredness'. *Neurolaunch*, 20 April. Available at: <https://neurolaunch.com/adhd-tired-all-the-time/> (Accessed: 8 July 2026).

Neurolaunch (2026d) 'ADHD and Musical Talent: Exploring the Unexpected Connection'. *Neurolaunch*, 29 April. Available at: <https://neurolaunch.com/adhd-and-musical-talent/> (Accessed: 8 July 2026).

# References

- Newark, P. E., Elsässer, M. and Stieglitz, R. D. (2016) 'Self-Esteem, Self-Efficacy, and Resources in Adults with ADHD', *Journal of Attention Disorders*, 20(3), pp. 279–290.
- Nordby, E.S., Schønning, V., Barnes, A., Denyer, H., Kuntsi, J., Lundervold, A.J. and Guribye, F. (2025) 'Experiences of Change Following a Blended Intervention for Adults with ADHD and Emotion Dysregulation: a Qualitative Interview Study', *BMC Psychiatry*, 25(1), p. 56.
- Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J. (2017) 'Thematic analysis: Striving to Meet the Trustworthiness Criteria', *International Journal of Qualitative Methods*, 16(1), pp. 1-13.
- Olivardia, R. (2026) 'The ADHD Playlist Prescription', *Additude*, 16 June. Available at: <https://www.additudemag.com/adhd-music-playlist-executive-function/#footnote4> (Accessed: 25 March 2026).
- Oram, D. (2024) 'Research and Practice in Voice Studies: Searching for a Methodology', *Practitioner Research in Voice Studies*, pp.11-23.
- O'Regan, F. (2024) *Teaching Managing Students with ADHD: Systems, Strategies, Solutions*. Available at: <https://adhdandyou.co.uk/sites/default/files/2025-01/teaching-managing-students-with-adhd-systems-strategies-solutions.pdf> (Accessed: 16 March 2026).

# References

O'Reilly, D. (2025) 'Why can I Focus on Video Games but Not Homework? Hyperfocus Explained', *AUDHD Psychiatry*, 30 April. Available at: <https://www.audhdpsychiatry.co.uk/insights/adhd-and-hyperfocus/> (Accessed: 27 March 2026).

Oxford Learning (2025) 'The Power of Microlearning', *Oxford Learning*, 28 March. Available at: <https://oxfordlearning.com/the-power-of-microlearning/> (Accessed: 12 March 2026).

Patterson, K. (2024) 'Supporting Regulation Using Neurodiversity Affirmative Approach', *Autism ONTARIO*, 18 April. Available at: [https://www.autismontario.com/sites/default/files/2024-04/Slides\\_Supporting%20Regulation\\_ENG.pdf](https://www.autismontario.com/sites/default/files/2024-04/Slides_Supporting%20Regulation_ENG.pdf) (Accessed: 11 April 2026).

Pervin, N. and Mokhtar, M. (2022) 'The Interpretivist Research Paradigm: a Subjective Notion of a Social Context', *International Journal of Academic Research in Progressive Education and Development*, 11(2), pp. 419-428.

Pothuraju, S and Jones, R (2025a) 'Classroom Strategies for Managing Attention-Deficit Hyperactivity Disorder: An Empirical Analysis', *International Journal of Original Recent Advanced Research*, 2(2) pp. 3048-5479.

Prasad, S. and Kumminimana, R. (2025) 'Attention-Deficit/Hyperactivity Disorder: Insights, Advances and Challenges in Research and Practice', *Advances in Psychiatry and Neurology*. 34(3), pp.196-206.

# References

Ramachandran, A. and George, A. (2024) 'Empowering ADHD Learners: A Comprehensive Blend of Strategies for Success', *Educational Extracts*, p. 77.

Rodrigues, A.C., Loureiro, M.A. and Caramelli, P. (2013) 'Long-Term Musical Training May Improve Different Forms of Visual Attention Ability', *Brain Cognition*, 82(3), pp. 229-235.

Rowe, V. (2025) 'Why Do ADHD People Sometimes Overshare When Interrupting?' *My Patient Advice*, 5 November. Available at: <https://mypatientadvice.co.uk/knowledge-base/adhd/living-with-adhd/relationships-social-interaction/talking-over-others-impulsive-speech/why-do-adhd-people-sometimes-overshare-when-interrupting/> (Accessed: 31 March 2026).

Royal College of Psychiatrists (2023) *ADHD in Adults*. Available at: <https://www.rcpsych.ac.uk/mental-health/mental-illnesses-and-mental-health-problems/adhd-in-adults> (Accessed: 31 March 2026).

Schippers, L.M., Greven, C.U. and Hoogman, M. (2024) 'Associations between ADHD traits and self-reported strengths in the general population', *Comprehensive Psychiatry*, 130, p.152461.

Schon, D. A. (1983) *The Reflective Practitioner – How Professionals Think in Action*. Basic Books.

Sedgwick, J.A., Merwood, A. and Asherson, P. (2019) 'The Positive Aspects of Attention Deficit Hyperactivity Disorder: A Qualitative Investigation of Successful Adults with ADHD', *ADHD Attention Deficit and Hyperactivity Disorders*, 11(3), pp. 241-253.

# References

Shayan, N., AhmadiGatab, T., Jeloudar, J.G. and Ahangar, K.S. (2011) 'The Effect of Playing Music on the Confidence Level', *Procedia-Social and Behavioural Sciences*, 30, pp. 2061–2063.

Smith, H. (2025a) 'Do Clinicians Consider Hyperfocus When Diagnosing ADHD?', *My Patient Advice*, 18 October. Available at: <https://mypatientadvice.co.uk/knowledge-base/adhd/recognising-symptoms/inattention-focus/getting-bored-easily-or-hyperfocusing/do-clinicians-consider-hyperfocus-when-diagnosing-adhd/> (Accessed: 26 March 2026).

Smith, H. (2025b) 'Should Classes be Shortened for ADHD Learners?' *My Patient Advice*, 29 September. Available at: <https://mypatientadvice.co.uk/knowledge-base/adhd/living-with-adhd/life-impact-and-functioning/academic-performance/should-classes-be-shortened-for-adhd-learners/> (Accessed: 26 March 2026).

Snedecor, P. (2017) *Got 2 Minutes? Volume 8: The 4-Step Method*. Available at: <https://youtu.be/G-QB5zrChRo?si=Ju3yodFFRbg9wU4V> (Accessed: 10 April 2026).

Steiner, E.L. (2024) *Neurodivergences in the Voice Studio: A Teachers Guide to Best Practices Concerning Dyslexia, Attention Deficit Hyperactivity-Impulsivity Disorder, and Autism Spectrum Condition*. Dissertation. Texas Tech University. Available at: <https://ttu-ir.tdl.org/server/api/core/bitstreams/c58e45a0-cf4d-4d89-a386-4d4c64be9096/content> (Accessed: 16 March 2026).

# References

Stride, B. (2023) *Mindfulness and Relaxation*. Available at: <https://thinkadhd.co.uk/treatments/mindfulness-and-relaxation/#resource-hub> (Accessed: 15 April 2026).

Tetzloff, S. M. (2025) *Minimize Barriers, Maximize Success: Optimizing the Private Trumpet Lesson Experience for Students with ADHD*. Doctor of Musical Arts Dissertation. James Madison University. Available at: <https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1204&context=diss202029> (Accessed: 15 January 2026).

Tulsiani, R. (2024) 'Mastering Content Breakdown: Enhancing Learning Through Chunking', *eLearning Industry*, 14 May. Available at: <https://elearningindustry.com/mastering-content-breakdown-enhancing-learning-through-chunking> (Accessed: 12 March 2026).

UWTSD (2025) *Research Ethics and Integrity Policy*. University of Wales Trinity St David.

Valera, E.M., Brown, A., Biederman, J., Faraone, S.V., Makris, N., Monuteaux, M.C., Whitfield-Gabrieli, S., Vitulano, M., Schiller, M. and Seidman, L.J. (2010) 'Sex Differences in the Functional Neuroanatomy of Working Memory in Adults With ADHD', *American Journal of Psychiatry*, 167(1), pp. 86-94.

Walsh, R.K. (2024) *Using Goal Setting with Self-Monitoring Technology to Increase On-Task Performance in Students with Attention Difficulties*. Doctoral Dissertation. George Mason University. Available at: <https://www.proquest.com/dissertations-theses/using-goal-setting-with-self-monitoring/docview/3090136595/se-2?accountid=130472> (Accessed: 14 May 2026).

Wilde, E.M. and Welch, G.F. (2022) 'Attention Deficit Hyperactivity Disorder (ADHD) and Musical Behaviour: The Significance of Context', *Psychology of Music*, 50(6), pp.1942-1960.

# References

Winter, D. (2020) 'Voicing a Practitioner Research Methodology: Further Framing the Conversation', *Voice and Speech Review*, 15(1).

Zelaznik, H.N., Vaughn, A.J., Green, J.T., Smith, A.L., Hoza, B. and Linnea, K. (2012) 'Motor Timing Deficits in Children with Attention-Deficit/Hyperactivity Disorder', *Human Movement Science*, 31(1), pp. 255-265.

