the ADHDe project

THE ADHDE PROJECT

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University of Windsor

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PROJECT INTRODUCTION

The ADHDe Project is a student-led initiative that promotes inclusion and respect for university students who identify as neurodiverse.

Project Objectives:

This project was created to destigmatize ADHD and neurodiversity on campus, provide students with resources and support, and promote a welcoming environment at the University of Windsor.

Funded by the Government of Ontario, and in partnership with the Learning Disability Association of Windsor Essex (LDAWE), The ADHDe Project will host a series of social media campaigns, workshops, and seminars along with a permanent digital resource for people who identify as neurodiverse.

PROMOTIONAL MATERIAL

1.

POSTERS

The following posters were developed for the first iteration of the ADHDe workshops and sessions. You can find the downloadable PDF versions at the bottom of this page.

THE ADHDe PROJECT
CTL WORKSHOP

WHEN
October 21st, 2022

WHERE
Microsoft Teams
Link will be provided upon registration

◊ Learn about Attention Deficit– Hyperactivity Disorder

◊ Discover new ways to create accessible environments

◊ Get tips for teaching students with ADHD

◊ Discuss ways to support your students with ADHD

◊ Participate in a Q&A.

◊ Enhance your understanding of accessibility, inclusivity, and neurodiversity at the University of Windsor!

CONTACT US
ADHDEPROJECT@UWINDSOR.CA
WWW.THEADHDEPROJECT.CA

INTERACTIVE AND COLLABORATIVE WORKSHOP FOR UNIVERSITY OF WINDSOR FACULTY

If you are interested in learning more about ADHD, neurodiversity and accessibility, this session is for you!

REGISTER HERE

HOSTED BY
The ADHDe Project

The Center for Teaching and Learning

The University of Windsor

Made possible by the Government of Ontario

THE ADHDe PROJECT
PROFESSIONAL DEVELOPMENT WORKSHOP

WHEN
October 28, 2022

WHERE
Microsoft Teams
Link will be provided upon registration

◊ Learn about Attention Deficit– Hyperactivity Disorder

◊ Discover new ways to create accessible environments

◊ Get tips for teaching students with ADHD

◊ Participate in a live Q&A.

◊ Enhance your understanding of accessibility, inclusivity, and neurodiversity at the University of Windsor!

CONTACT US
ADHDEPROJECT@UWINDSOR.CA
WWW.THEADHDEPROJECT.CA

VIRTUAL WORKSHOP FOR UNIVERSITY OF WINDSOR FACULTY AND STAFF

If you are interested in learning more about ADHD, neurodiversity and accessibility, this session is for you!

REGISTER HERE

HOSTED BY
The ADHDe Project

The University of Windsor

Made possible by the Government of Ontario

Poster for the Professional Development Workshop

THE ADHDE PROJECT

UNDERSTANDING ADHD

MINI PRESENTATION SERIES

WHEN

September 15-October 1st

WHERE

We come to you!

Speakers can come right to your classroom or office to present. Email our coordinators to view potential slots.

WE WILL COVER

◊ The basics of ADHD

◊ How you can help to create an inclusive campus

◊ And where you can access supports and resources

◊ In less then 15 minutes, you can create a more inclusive, respectful and accessible campus!

CONTACT US

EMAIL OUR COORDINATORS
VISIT OUT WEBPAGE

Presentations for University of Windsor Classrooms and offices

If you are interested in learning more about ADHD, neurodiversity and accessibility, this session is for you!

REGISTER HERE

HOSTED BY

The ADHDe Project

The University of Windsor

Made possible with funding by the Government of Ontario

Idawe • Learning Disabilities Association of Windsor-Essex County

Ontario

EDUCATION, EQUITY, EMPOWERMENT

THE ADHDe PROJECT
HIGHSCHOOL DISCUSSION PANEL

FREE VIRTUAL DISCUSSION PANEL FOR HIGH SCHOOL STUDENTS & FAMILIES.

November 15th, 6-7:30pm (Register Here)
November 25th, 6-7:30pm (Register Here)

- Insights from current University students with lived experience.

- Receive important details about Student Accessibility Services at the University.

- Information for students from the Learning Disabilities Association of Windsor-Essex.

- Get tips to help you navigate university life.

- Participate in a live Q&A.

- Become more confident and prepared for the Fall!

CONTACT US: ADHDEPROJECT@UWINDSOR.CA FOR MORE DETAILS VISIT OUR WEBSITE

If You Are A Student Who Identifies As Neurodiverse Or Has Been Diagnosed With ADHD, This Session Is For You!

HOSTED BY
The ADHDe Project

The Office of Human Rights, Equity and Accessibility

The Learning Disability Association of Windsor Essex

The University of Windsor

Made possible by the Government of Ontario

Idawe · Learning Disabilities Association of Windsor-Essex County

Ontario

Poster for High School Discussion Panel

Downloadable PDF Copies of Posters:

CTL Workshop Poster
    PD Workshop Poster
    Mini Presentation Poster
    Highschool Panel Poster

WORKSHOP DESCRIPTIONS

Understanding ADHD (Mini Presentation)

Bring The ADHDe Project into your classroom or office! In less than 15 minutes, you can create a more inclusive, respectful, and accessible campus. We will cover...

- The basics of ADHD
- How you can help to create an inclusive campus
- And where you can access supports and resources

Contact us at adhdeproject@uwindsor.ca for more details about how you can get involved!

The ADHDe Project (PD Workshop)

Are you interested in gaining a better understanding of ADHD and neurodiversity? Would you like to learn how to best support those with ADHD by enhancing your understanding of accessibility and inclusivity? If so, join The ADHDe Project on October 28, 2022, for a virtual workshop led by University of Windsor students. Gain valuable tips for supporting students with ADHD, learn more about diagnosis and resources, and participate in a live Q&A session. Our project and workshops aim to address and break down barriers for people diagnosed with ADHD.

Understanding ADHD; ADHD and Neurodiversity in the Classroom (CTL Workshop)

What is ADHD? How do we support students with ADHD? What is it like to be a university student with ADHD? All of these questions (and more!) will be answered during this workshop. Join The ADHDe Project and The Center for Teaching and Learning for an interactive session geared towards educators who want to learn more about ADHD and neurodiversity. For more information about The ADHDe Project and our goals, please visit our website.

High School Panel Event

Join The ADHDe Project and The University of Windsor for a virtual discussion panel geared toward high school students who have been diagnosed with ADHD and their families! This session will help prepare prospective University of Windsor students with the tools they need to succeed at the post-secondary level.

- Insights from current University students with lived experience.
- Receive important details about Student Accessibility Services at the University.
- Information for students from the Learning Disabilities Association of Windsor-Essex.
- Get tips and tricks to help you navigate university life.
- Participate in a live Q&A.
- Become more confident and prepared for the Fall!

Virtual Presentation Dates:

- Tuesday, November 15, 2022
- Friday, November 25, 2022
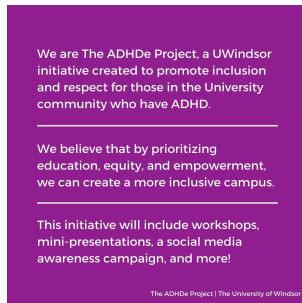
SOCIAL MEDIA CAMPAIGN

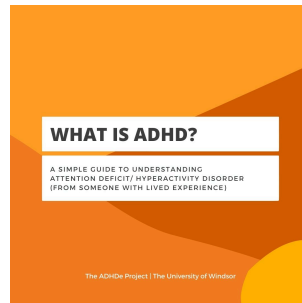# 3.

GRAPHIC CONTENT

Graphics
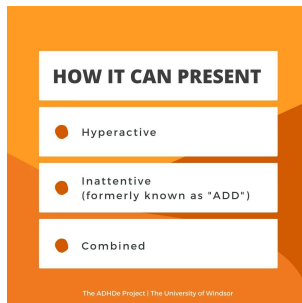

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Post 1, Slide 2

Post 2, Slide 1
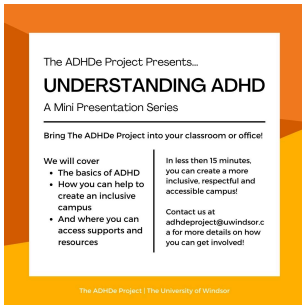

Post 2, Slide 2

Post 2, Slide 3

Post 2, Slide 4
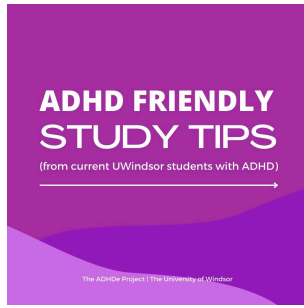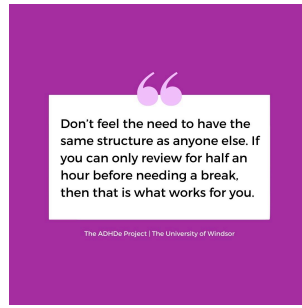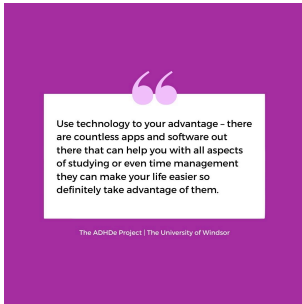

Post 2, Slide 5

Post 3

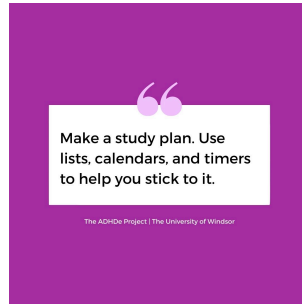Post 4

Post 5, Slide 1

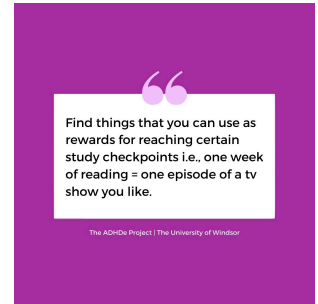Post 5, Slide 2

Post 5, Slide 3
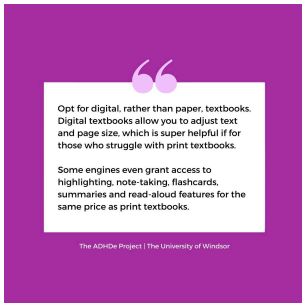

Post 5, Slide 4

Post 5, Slide 5

Post 5, Slide 6

Post 5, Slide 7

Post 5, Slide 8
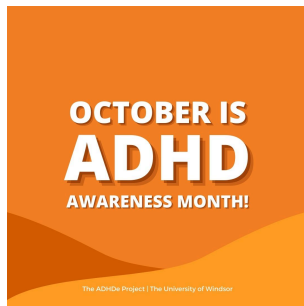
Post 6

Post 7, Slide 1

"

I wish people understood that
ADHD is not a blessing or a curse.
Our brains are just different and
that's a good thing.

The ADHDe Project | The University of Windsor

Post 7, Slide 2

"

What I wish everyone knew about ADHD –
Not all aspects are negative.
I personally find that I can think very
quickly and react well in times where
others may panic, I have learned to apply
this to my academic and professional life
when put on the spot I can often get out of
it due to my quick thinking.

The ADHDe Project | The University of Windsor

Post 7, Slide 3

"

I wish people understood that
people with ADHD are not
lazy, we are **understimulated.**

The ADHDe Project | The University of Windsor

Post 7, Slide 4

"

I wish people knew that everyone's
experience with ADHD is different,
we are not all the same.

The ADHDe Project | The University of Windsor

Post 7, Slide 5

"

I wish people understood that
people of all ages, races, genders,
classes, sexualities, and accessibility
needs can have ADHD.

The ADHDe Project | The University of Windsor

Post 7, Slide 6

INSTAGRAM LIVE EVENT

let's talk about

ADHD

The University of Windsor | The ADHDe Project

October 1, 2022 / 6pm-7pm

Post 8

FREE AND ACCESSIBLE
ADHD RESOURCES

The ADHDe Project | The University of Windsor

Post 9, Slide 1

How to Access the Document

1 Go to the University of Windsor homepage

2 In the search engine, search "The ADHDe
   Project"

3 Select the link to the "OHREA Initiatives"

4 Under the header "OHREA Initiatives",
   select "The ADHDe Project"

The University of Windsor | The ADHDe Project

Post 9, Slide 2

Social Media Resources

Check out these Instagram accounts:
@centreforadhd
@additudemag
@adhdawarenessmonth
@uwindsorwellness

The University of Windsor | The ADHDe Project

Post 9, Slide 3

This is not the end,
it's the beginning.

Post 10

Captions

Post 1:

Hi! We're The ADHDe Project! We know you're busy and have a lot on your plate, but if you can give us approximately 45 seconds of your time we'd like to potentially change your life.

The ADHDe Project is a new University of Windsor initiative created to break down accessibility barriers on campus for people with ADHD and those who identify as neurodiverse.

We are...

- Student led (created and developed by a current student with ADHD)
- Built on the core beliefs of education, equity, and empowerment
- Ready to make the University experience amazing for ALL students

We will be offering...

- Free workshops
- Mini presentations
- ADHD resources and more

If you're still reading it means we have gotten your attention. Here's what comes next:

- Head to our website (search "the ADHDe project on the UWindsor website)
- Email us if you have any questions (adhdeproject@uwindsor.ca)
- Enjoy the rest of your scrolling! We'll see you soon 😊

Post 2

"ADHD/ADD: a developmental disorder that is marked especially by persistent symptoms of inattention (such as distractibility, forgetfulness, or disorganization)" .... blah, blah, blah please someone tell me I'm not the only one who is tired of this "one size fits all" definition for ADHD.

So, lets switch it up a bit.

ADHD: a neurodevelopmental disorder. Symptoms can include distractibility, impulsivity, and hyper fixation. May also result in daydreaming, brilliant problem-solving skills, getting "a pleasure to have in class" written on your elementary school report card, and constantly bouncing your knee when seated.

Truth be told, ADHD isn't just a list of symptoms. It's not just a piece of paper with a diagnosis, and it's definitely not a synonym for lazy, stupid, or unmotivated.

If any of this is resonating with you, swipe through all the slides on todays post to learn more ADHD and the resources that are available for neurodiverse students on campus.

Need some support, some motivation, or just someone to talk to?

We're here (arrow down emoji)

adhdeproject@uwindsor.ca

Post 3:

Few quick questions...

- Do you ever feel overwhelmed or overstimulated, but you can't figure out why?
- Did you have trouble maintain friendships when you were little?
- When you're doing something you're invested in, does three hours feel like three minutes?

Yes? Maybe a little bit?

Believe it or not, these are all lesser-known symptoms of ADHD.

We've been taught to believe that ADHD has one face; the face of a little hyperactive kid who won't behave in school. Not only does this stereotype represent an extremely small portion of the ADHD community, but it also leads us to believe that every person with ADHD needs to fit into that mold.

I can guarantee you; it is not a "one size fits all" disability.

Folks with ADHD: Do you have any random symptoms that don't fit the traditional definition of ADHD?

Post 4:

The ADHDe Project Presents...

Understanding ADHD, A Mini Presentation Series!

Bring The ADHDe Project into your classroom or office for a short presentation on ADHD and accessibility. We will cover

- The basics of ADHD
- How you can help to create an inclusive campus
- And where you can access supports and resources

In 15 minutes or less YOU can help to create a more inclusive campus!

Contact us at adhdeproject@uwindsor.ca to schedule your mini presentation.

Post 5:

Calling all students with ADHD (or anyone who needs some extra study tips), this post is for you!

With the beginning of a new semester, the inevitable midterm panic may be setting in for some of you. First things first, take a breath and relax your shoulders. You're going to be ok; I promise. Here's how:

- Start exam prep earlier than you think you need to
- Try a multi-sensory approach to studying
- Set timers and take breaks

Need some more ideas on how to conquer your midterm stress? Swipe through all the slides for some suggestions from current UWindsor students with ADHD!

Post 6:

Welcome to ADHD awareness month!

Every October, ADHDawarenessmonth.org celebrates people with ADHD and raises awareness through themed campaigns, workshops, and events. This year the theme is "Understanding A Shared Experience".

In honour of ADHD awareness month, The ADHDe Project wants to acknowledge every person who has ADHD, regardless of diagnosis, gender, race, or religion. Although our brains may function in a similar way, we all experience our ADHD differently. Understanding how to support one another equitably while celebrating our individuality is important, and there's no better time to start then now!

For more information on ADHD awareness month, head to adhdawarenessmonth.org.

Post 7:

We asked a group of current UWindsor students with lived experience what they wish everyone knew about ADHD.

Here's what they had to say.

- I wish people understood that people with ADHD are not lazy, we are under stimulated.
- I wish people knew that everyone's experience with ADHD is different, we are not all the same.
- I wish people understood that people of all ages, races, genders, classes, sexualities, and accessibility needs can have ADHD.

Swipe for more things we wish everyone knew about ADHD!

Post 8:

We're going live! 🎉
The ADHDe Project will be hosting an open discussion on TBD, 2022, on Instagram Live.
This panel will be led by our project coordinators and will include a panel of students who will share their personal experiences with ADHD, as well as general awareness information.
Can't wait to see you there!

Post 9:

To be honest, finding legitimate ADHD resources can be a pain. There's a ton of info to search through, stuff is disorganized, and it's rarely written in plain language.
You'd think that the people publishing the resources would have a better understanding of their target audience...
To make things easier, we've compiled a list of our favorite ADHD resources, that are also ADHD friendly.
Swipe through the slides for instructions on how to access the resource list (as well as some of our favourite Instagram resources) and let us know in the comments if you have any to add!

Post 10:

This is not the end, it's the beginning.
The beginning and continuation of an important conversation.
The beginning of a more accessible campus.
The beginning of new connections and relationships that were built through this campaign.
The ADHDe Project would like to thank (insert page name here), as well as all of the other groups that have volunteered their platform over the last several weeks.
Be sure to check out our website, https://www.uwindsor.ca/ohrea/212/adhde-project, to learn more about our upcoming events!

Alt Text

Post 1:

- **Slide 1:** Simple graphic introducing a new ADHD awareness campaign. Background is purple and orange background with decorative abstract shapes. In the centre of the graphic, "the ADHDe project" is written in bold lettering. There are logo images for The ADHDe Project, The Learning Disability Association of Windsor Essex, The University of Windsor, and The Government of Ontario.
- **Slide 2:** Purple background with white text. Text reads "We are The ADHDe Project, a UWindsor initiative created to promote inclusion and respect for those in the University community who have ADHD. We believe that by prioritizing education, equity, and empowerment, we can create a more inclusive campus. This initiative will include workshops, mini presentations, a social media awareness campaign, and more!".

Post 2:

- **Slide 1:** Yellow and orange infographic about ADHD. Text reads "What is ADHD? A simple guide to understanding attention deficit/ hyperactivity disorder (from someone with lived experience)".
- **Slide 2:** What is ADHD? ADHD: A neurodevelopmental disability that affects a person's ability to use executive function skills (such as time management, organization, emotional regulation, blah blah blah). Let's paint a more accurate picture. ADHD: a neurodevelopmental disability. Symptoms can include distractibility, impulsivity, and hyper fixation. May also result in daydreaming, brilliant problem-solving skills and constantly bouncing your knee when seated.
- **Slide 3:** Common symptoms: excels at finding creative solutions, impulsivity, difficulty with time management, struggles with emotional regulation which can lead to overstimulation, outbursts, or panic attacks. Inattention, forgetfulness, highly empathetic and a strong sense of morality.
- **Slide 4:** Three types: Hyperactive, inattentive (formerly known as ADD), and combined.
- **Slide 5:** Want to learn more? Contact us at adhdeproject@uwindsor.ca. Find resources on our webpage, www.adhdeproject/OHREA. Contact sas@uwindsor.ca for academic/accessibility support.

Post 3:

- Purple graphic with decorative abstract shapes. White text reads "ADHD is not a one size fits all kind of thing".

Post 4:

- Orange and yellow promotional graphic for mini-presentation series about ADHD and neurodiversity. Bolded text reads "Want to learn more about ADHD & Neurodiversity? Bring The ADHDe Project into your classroom or office for a mini presentation! We will cover the basics of ADHD, resources that are available, and how you can help to create an inclusive campus. Contact us at adhdeproject@uwindsor.ca for more details on how you can get involved!

Post 5:

- **Slide 1:** Purple infographic with ADHD friendly study tips written by current UWindsor students with ADHD.
- **Slide 2:** Don't feel the need to have the same structure as anyone else. If you can only review for half an hour before needing a break, then that is what works for you.
- **Slide 3:** Avoid studying in your bedroom or your "chill space" as this can hinder your focus and cause you to give up on studying in favour of a nap. Change locations often!
- **Slide 4:** Use technology to your advantage – there are countless apps and software's out there that can help you with all aspects of studying or even time management they can make your life easier so definitely take advantage of them.
- **Slide 5:** Have everything you need within arms reach. Water, snacks, chargers, books, etc.
- **Slide 6:** Make a study plan. Use lists, calendars, and timers to help you stick to it.
- **Slide 7:** Find things that you can use as rewards for reaching certain study checkpoints i.e., one week of reading = one episode of a tv show you like.
- **Slide 8:** Opt for digital, rather than paper, textbooks. Digital textbooks allow you to adjust text and page size, which is super helpful if for those who struggle with print textbooks. Some engines even grant access to highlighting, note-taking, flashcards, summaries and read-aloud features for the same price as print textbooks.

Post 6:

- Vibrant yellow and orange announcement post for ADHD awareness month. Bolded text reads "Welcome to ADHD Awareness Month!".

Post 7:

- **Slide 1:** Simple purple graphic with a bold title. Text reads "5 things I wish everyone knew about

ADHD".

- **Slide 2:** I wish people understood that ADHD is not a blessing or a curse. Our brains are just different and that's a good thing.
- **Slide 3:** What I wish everyone knew about ADHD – Not all aspects are negative. I personally find that I can think very quickly and react well in times where others may panic, I have learned to apply this to my academic and professional life when put on the spot I can often get out of it due to my quick thinking.
- **Slide 4:** I wish people understood that people with ADHD are not lazy, we're under stimulated.
- **Slide 5:** I wish people knew that everyone's experience with ADHD is different, we're not all the same.
- **Slide 6:** I wish people understood that people of all ages, races, genders, classes, sexualities, and accessibility needs can have ADHD.

Post 8:

- Orange and white promotional post for an Instagram Live event, "lets actually talk about ADHD". Collaboration between The University of Windsor and The ADHDe Project. Will take place on Instagram, date TBD.

Post 9:

- **Slide 1:** Title page for an ADHD resource guide. Text reads "Free and accessible ADHD resources".
- **Slide 2:** How to access the document. Go to the University of Windsor homepage. In the search engine, search "The ADHDe Project". Select the link to the "OHREA Initiatives". Under the header "OHREA Initiatives", select "The ADHDe Project".
- **Slide 3:** Social media ADHD resources. @centreforadhd, @additudemag, @adhdawarenessmonth, @uwindsorwellness

Post 10:

- Wrap up post for The ADHDe Project social media campaign. A simple purple background with purple and orange abstract shapes. White text in the center of the graphic reads "This is not the end, it's the beginning". There are logo images for The ADHDe Project, The Learning Disability Association of Windsor Essex, The University of Windsor, and The Government of Ontario.

Downloadable PDF Copies of Captions and Alt Text:

Social Media Campaign Alt Text

Social Media Campaign Captions

WORKSHOP SERIES

4.

MINI PRESENTATION

Presentation:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/adhde/?p=46

Notes About This Guide:

This guide was created to act as a map for this presentation. Please note that all of the script is suggested. We encourage you to add your own personal touch! You may download a copy of the PowerPoint file below, or download a copy of the above H5P presentation by clicking "Reuse" at the bottom of the presentation.

Module 1: The ADHDe Project

Key Learning Objectives Include:

- Participants will learn about the project and its goals.
- Introduce the EnAbling Change program
- Introduce the AODA

Slide 2 Script: Who We Are

The ADHDe Project is a student-led initiative that promotes inclusion and respect for students (especially those at the post-secondary level) who have been diagnosed with ADHD or identify as neurodiverse. This project was created to destigmatize ADHD and neurodiversity on campus, provide students with resources

and support, and promote a welcoming environment at the University of Windsor. We recognize how difficult navigating university life can be for anyone, and sometimes more so for students who identify as neurodiverse or have ADHD. The ADHDe Project was produced by The University of Windsor and The Learning Disabilities Association of Windsor Essex with support from the Government of Ontario.

Slide 3 Script: The EnAbling Change Program

The ADHDe Project was made possible by a grant from The EnAbling Change Program. The goals of the EnAbling Change Program are to encourage education about accessibility and encourage awareness about its benefits.

The EnAbling Change Program is a grant program run by the Ministry for Seniors and Accessibility. Thanks to the support from the EnAbling Change Program, The ADHDe Project was able to become a university wide accessibility initiative.

Slide 4 Script: Accessibility Regulations

When discussing accessibility and inclusion in Ontario, it is important to discuss the OHR and the AODA. Educational institutions in Ontario have an obligation to adhere to two sets of regulations, the Ontario Human Rights code (OHR) and the Accessibility for Ontarians with Disabilities Act (AODA).

- The OHRC: Maintaining accessible, inclusive, discrimination and harassment-free education environments that respect human rights.
- The AODA: The AODA established the Integrated Accessibility Standard Regulations (IASR), a grouping of legal requirements that institutions must follow to help identify, remove, and prevent barriers faced by persons with disabilities. These requirements are divided in two categories: General Requirements and Accessibility Standards. The Act was put into place in 2005, with the intention of creating a fully accessible Ontario by 2025.

Module 2: What Is ADHD?

Key Learning Objectives:

- Participants will learn about the basics of ADHD
- Explanation of common symptoms

Slide 5 Script: What Is ADHD?

Attention Deficit/ Hyperactivity Disorder (ADHD) is often defined as a neurodevelopmental disorder. Common symptoms include:

- Hyperactivity
- Inattentiveness
- Impulsivity.

Many people with ADHD excel at creative problem solving, are exceptionally empathetic, and often have a strong sense of fairness. There are three ways ADHD can present.

- Inattentive type (formerly referred to as "ADD")
- Hyperactive type
- Combined type.

Slide 6 Script: Common Symptoms

Here are some examples of the most common Inattentive Type and Hyperactive Type symptoms.

- Common Inattentive Type Symptoms:
- Day dreaming
- Hyper focusing
- Easily distracted by small stimuli
- Struggles with paying attention
- Struggles with organization and time management
- Excels at creative problem solving
- Emotionally sensitive and struggles with rejection

Common Hyperactive Type Symptoms:

- Fidgeting, constant movement
- Impatient
- Struggles to control their volume
- Very creative
- Lots of physical and mental energy
- Experiences intense crashes after exerting energy

- May interrupt others

Module 3: Barriers and Accessibility

Key Learning Objectives:

- Participants will learn about the barriers that people with ADHD may experience
- Unpack the ableism surrounding ADHD
- Discuss the importance of accessibility
- Share how participants can create accessible spaces

Slide 7 Script: Barriers

As with many people with disabilities, people with ADHD may experience an increase of barriers in their day-to-day life. Here are some examples of these barriers:

- May experience discrimination due to stereotypes about people ADHD (that they are lazy, unruly, or incompetent).
- May struggle to receive accommodations because of their "invisible disability".
- May experience difficulty attaining a diagnosis due to social, financial, racial, or gender-based factors.

Slide 8 Script: Why Does This Matter?

You may be thinking to yourself, why does this matter? This doesn't affect me or any of my friends or family, so what's the big deal?

ADHD may be more relevant to your life then you think. According to the Center for ADHD Awareness, Canada, at least 5% of people worldwide have ADHD. Likely, that number is much higher.

Even if it may not affect you personally, we hope that everyone at the University believes that people with ADHD deserve to have the opportunity to experience an accessible and respectful campus.

And although you may not see it right away, accessible spaces and practices benefit everyone! Wouldn't it be nice to have access to meeting notes or lecture slides ahead of time so that you could easily prepare for your session? Or how about having the opportunity to learn in a non-traditional style without being judged?

Slide 9 Script: Accessibility

Accessibility is a word that gets used a lot these days. But what does it actually mean? And how do we use accessible practices in our day-to-day lives?

Creating accessible spaces for people with ADHD can be challenging because ADHD is what we commonly refer to as an "invisible disability". This means that when you first meet someone you may not be able to tell that they have ADHD.

Because of that, people with ADHD may have a difficult time working, learning, and socializing in places designed for people without ADHD. Here are some suggestions to help create a more accessible and respectful place for all people.

Slide 10 Script: Accessibility

- When possible, provide meeting notes, lecture notes, or other content ahead of time.
- Encourage alternative working or learning styles.
- Use inclusive and respectful language.
- When in doubt, ask! Always refer to the person with ADHD when implementing accommodations or supports.

Module 4: Close

Key Learning Objectives:

- Provide reassurance for students with ADHD
- Share University of Windsor Resources
- Share National Resources

Slide 11 Script: You Aren't Alone

If you are a student at the University of Windsor who has been diagnosed with ADHD, you are entitled to certain accessibility accommodations. You don't have to do this alone!

University can be really challenging, and you deserve the proper supports and resources that will help you to do your best.

You can connect with Student Accessibility Services to learn more about the supports that are available, we will have their contact information posted on the last slide.

Slide 12 Script: Resources

If you are interested in learning more about ADHD, we recommend checking out the Center for ADHD Awareness, Canada, and the Canadian ADHD Resource Alliance. They both have some wonderful resources that can help further your understanding of ADHD and neurodiversity. If you're interested in learning more about The ADHDe Project, please visit our website or feel free to send us an email at adhdeproject@uwindsor.ca.

Slide 13 Script: Thank You

We appreciate your time, and we hope that everyone has a lovely day!

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5.

PROFESSIONAL DEVELOPMENT WORKSHOP

Presentation

📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/adhde/?p=48*

Notes About This Guide

This guide was created act as a map for this presentation. Please note that all of the script is suggested. We encourage you to add your own personal touch!

Module 1: Rules of Engagement and Overview

Key Learning Objectives Include:

- Learning
- Listening
- Participating

Slide 2 Script: Rules of Engagement

Before we begin our workshop today, we would likely to briefly discuss the rules of engagement for this session. Fostering a supportive learning environment is a shared responsibility.

- We acknowledge the subject may be difficult for participants to discuss
- Confidentiality; share learnings, not personal stories/identities/experiences of others.
- Centre the importance of lived experience
- Work together to create space for folks to engage authentically and honestly
- Share the air; be mindful of how you take up space today
- Guilt and shame: we know folks are in different places/spaces with learning and that some may be managing these emotions as they reflect, consider next steps, and move forward in concrete ways
- Discriminatory comments will not be tolerated

(Make amendments as needed)

Slide 3 Script: What We Will Cover Today

Before we jump in, here is a brief overview of what we will be covering today!

- Who We Are
- The AODA
- An Introduction to ADHD
- ADHD and Intersectionality
- Diagnosis
- Accessibility Barriers
- How to be Supportive

Module 2: The ADHDe Project

Key Learning Objectives:

- Participants will learn about the project and its goals.
- Present resources to participants.
- Introduce the EnAbling Change program

Slide 4-5 Script: Who We Are

The ADHDe Project is a student-led initiative that promotes inclusion and respect for students (especially those at the post-secondary level) who have been diagnosed with ADHD or identify as neurodiverse. This

project was created to destigmatize ADHD and neurodiversity on campus, provide students with resources and support, and promote a welcoming environment at the University of Windsor. We recognize how difficult navigating university life can be for anyone, and sometimes more so for students who identify as neurodiverse or have ADHD.

The ADHDe Project was produced by The University of Windsor and The Learning Disabilities Association of Windsor Essex with support from the Government of Ontario.

Slide 6 Script: What's With the "e"?

The name The ADHDe Project represents the three "e's" of our mission, *Education, Equity* and *Empowerment.* We believe that by amplifying the voices of people with ADHD we will be able to create a more inclusive and accessible campus.

Slide 7 Script: The EnAbling Change Program

The ADHDe Project was made possible by a grant from The EnAbling Change Program, a grant program run by the Ministry for Seniors and Accessibility. Thanks to the support from the EnAbling Change Program, The ADHDe Project was able to become a university-wide accessibility initiative.

Module 3: AODA

Key Learning Objectives:

- Identify and explain the AODA
- Discuss the five standards of the AODA

Slide 8 Script: AODA

When discussing accessibility and inclusion in Ontario, it is important to mention the AODA.

Slide 9 Script: AODA

The AODA (The Accessibility for Ontarians with Disabilities Act) is an Ontario law which mandates that

organizations must follow certain accessibility standards. The Act was put into place in 2005, with the intention of creating a fully accessible Ontario by 2025. There are currently five standards in place:

- The Information and Communications Standards
- The Employment Standards
- The Transportation Standards
- The Design of Public Spaces Standards
- The Customer Service Standards

The goal of the AODA is to help organizations provide an accessible experience for all Ontarians. Please note that there are two additional standards in the progress of development: the Health Care Standards and the Educational Standards.

Module 4: What is ADHD?

Key Learning Objectives:

- Participants will gain a better understanding of what ADHD is.
- Provide participants with a comprehensive list of terms and definitions relevant to the presentation.
- Discuss the different ways ADHD presents
- Identify and discuss of the common symptoms associated with ADHD

Slide 10 Script: Understanding ADHD

To help everyone feel comfortable and informed about the topics we'll be covering today we will start by discussing some of the concepts and terms that are key to this project. We hope that these carefully defined concepts and terms will give you a better understanding of the barriers, circumstances, and realities that students with ADHD experience.

Slide 11-12 Script: Key Concepts and Terms

Now, we will discuss some of the terminology associated with ADHD and neurodiversity.

- ADHD: Stands for Attention Deficit/ Hyperactivity Disorder. ADHD as a neurodevelopmental disorder. The three core symptoms of ADHD are: inattention, impulsivity, and hyperactivity. There are

three types of ADHD: inattentive type, hyperactive type, and combined type, which we will be covering later in the presentation.

- Neurodiverse: Refers to a group of people who are neurologically diverse. This can include people with ADHD and people without ADHD. For example: "They are a neurodiverse family. There are two children and a parent who have ADHD, and one child and one parent who do not have ADHD".
- Disability: Personal experience of barriers to participation in all aspects of society.
- Invisible Disability: A disability that you might not be able to perceive when you first meet someone.
- Executive function: set of skills that we use to navigate everyday life. Includes time management, self-control, flexible thinking, emotional regulation, etc.
- Overstimulation: feeling extremely overwhelmed by a surplus of stimulating sensations such as loud music, certain textures, certain tastes, bright lights, etc. This can cause an emotional response.
- Accessibility Barrier: An accessibility barrier is an obstacle or hurdle that prevents a person with a disability from participating in all aspects of society. There are five types of accessibility barriers: physical/architectural, informational/communicational, technological, attitudinal, and organizational.

Slide 13 Script: What is ADHD?

There has been a shift in ADHD terminology and labelling. Sometimes controversial. As a team we worked together to present an equitable and inclusive understanding of ADHD.

- Attention Deficit/Hyperactivity Disorder, ADHD, is often defined as a neurodevelopmental disorder. Common symptoms include hyperactivity, inattentiveness, and impulsivity.
- Many people with ADHD excel at creative problem solving, are exceptionally empathetic and often have a strong sense of fairness.
- Many children and adults with ADHD have other co-associated conditions, like Learning Disabilities, ODD, Anxiety, or Depression.
- There are effective psychological, educational, and medical supports available for people with ADHD. Some of the supports available are therapies, medication, support groups, educational programs, accommodations.

Slide 14 Script: Hyperactive, Inattentive, and Combined

- ADHD presents in different ways, depending on the individual. There are three main classifications of how ADHD can present.
- Hyperactive type, inattentive type, and combined type. Inattentive type was traditionally referred to as ADD (attention deficit disorder). Cisgender men are more likely to be diagnosed with Hyperactive type

ADHD when compared to cisgendered women.

- Cis women are less likely to receive a diagnosis as a child and are more likely to be diagnosed with Inattentive type ADHD.
- **ADHD is NOT a gender-specific disorder.**

Slide 15 Script: Common Symptoms

Now that we've gone over the different ways that ADHD presents itself, let's go over some examples of the most common symptoms.

Common Inattentive Type Symptoms:

- Day dreaming
- Hyper focusing
- Easily distracted by small stimuli
- Struggles with paying attention
- Struggles with organization and time management
- Excels at creative problem solving
- Emotionally sensitive and struggles with rejection

Common Hyperactive Type Symptoms:

- Fidgeting, constant movement
- Impatient
- Struggles to control their volume
- Very creative
- Lots of physical and mental energy
- Experiences intense crashes after exerting energy
- May interrupt others

Module 5: Intersectionality

Key Learning Objectives:

- Participants will learn about the importance of considering identity when discussing ADHD and neurodiversity.
- Present the understanding of intersecting identities like race, age, gender, sexual orientation, sex, etc.

Slides 16 Script: Intersectionality

When discussing ADHD, it is important that we think about intersectionality.

Slide 17-18 Script: Intersectionality

Intersectionality is a concept made known by Kimberlé Crenshaw.

It acknowledges that everyone has their own unique experiences, and their identities play a role in how they experience the world.

Because of that, it's important to take into consideration how a person's identities may intersect with one another.

Some examples of intersecting identities may include:

- Race
- Gender
- Sexuality
- Ability

For example, women with ADHD are less likely to be diagnosed with ADHD than their male peers. Women are often diagnosed later in life and often struggle to receive accessibility accommodations and support.

Module 6: Diagnosis

Key Learning Objectives:

- Present the pros and cons of obtaining a diagnosis
- Discuss barriers associated with diagnosis

Slide 19 Script: Diagnosis

Before we look at the benefits and challenges of an ADHD diagnosis, are there any questions?

Slide 20 Script: Why is a Diagnosis so Important?

A big part of understanding ADHD and how to support people with ADHD is learning about the diagnosis

process. Obtaining a diagnosis can help individuals with ADHD better understand their circumstances. The absence of diagnosis may leave people wondering why they:

- Have difficulty creating and maintaining healthy relationships.
- Struggles with addiction and substance abuse.
- Difficulty with executive functioning leading to issues at home, work, social life, and wealth management.
- An increase in stress and anxiety

After receiving a diagnosis, the individual is then able to reap the benefits. Diagnosis also helps to obtain qualification for resources and supports. This includes access to supports such as mental health supports, academic accommodations, medications, and familial support.

Slide 21 Script: What are the Potential Barriers to a Diagnosis?

It is important to understand that there are many potential barriers to getting an ADHD diagnosis. These are barriers in place that make it difficult to receive a diagnosis and may discourage people from pursuing support.

- A lack of funding for diagnostic tools (testing may be up to $2500)
- Due to the stigma surrounding ADHD, many professionals also don't truly understand ADHD or the affect it has on day-to-day life. As a result, ADHD is often undiagnosed or misdiagnosed.
- ADHD can be difficult to diagnose because it is considered an "invisible disability". Because it can't be seen at first glance it is more challenging to diagnose then an obvious physical issue, such as broken arm.

Module 7: Barriers

Key Learning Objectives:

- Discuss academic and societal barriers.
- Participants will learn how to be supportive allies
- Present information on inclusivity and accessibility

Slide 22 Script: Barriers

Unfortunately, the barriers experienced during the diagnosis process is only the tip of the iceberg. After being diagnosed with ADHD there are many potential challenges that a person may face because of their diagnosis.

Slides 23 Script: Stigma and Barriers

One of these barriers is stigma, which is a negative stereotype about a person or group of people. The stigmatization of ADHD is relevant in every aspect of society. ADHD stigma can create challenges in education, work, and social settings. It's also important to note that social stigma can lead to self-stigma which can be limiting as it promotes negative self-views and associations with their diagnosis. The severity of stigma can be placed on a continuum depending on the individual's intersecting identifying factors (gender, race, ethnicity, religion, age, etc.).

Slide 24 Script: Stigma and Barriers

- Once potential employers, colleagues or friends discover you have ADHD they may make assumptions based on what they've seen in the media. They may assume you are going to be unreliable, lazy, less intelligent, a distraction or uncommitted.
- Lack of Support and Misunderstanding of ADHD and Neurodiversity: a lack of understanding lends itself to a lack of support for people who have ADHD and/or identify as neurodiverse.
- These misunderstandings and lack of support creates additional barriers to achieving academic, professional, and social goals.
- Medication, therapy and receiving a diagnosis can all be expensive and difficult to access.

Module 8: Inclusivity and Accessibility

Key Learning Objectives:

- Discuss the importance of accessibility
- Give strategies that could help to create more accessible spaces
- Encourage open mindedness among participants about accessible and inclusive practices

Slide 25 Script: Being Supportive

So, what comes next? Now that we know the struggles that individuals with ADHD may face, how do we support them?

Slide 26 Script: The Importance of Inclusivity and Accessibility

Considering the external and internal struggles that people with ADHD can face, it's no surprise that many experience depression, anxiety, and self-doubt. By age 10, it's estimated that children with ADHD have received 20,000 more negative messages than positive ones. (Source: attitude magazine). That is why inclusive and accessible spaces are so important. People with ADHD deserve to feel as supported and valued as everyone else, and it's up to all of us to help foster those spaces. Creating an inclusive space is key for helping people with ADHD thrive. This also encourages everyone to be more aware of how their actions may impact others and creates an environment that models' inclusivity.

Slide 27 Script: Accessibility

ADHD is commonly referred to as an "invisible disability". This means that when you first meet someone you may not be able to tell that they have ADHD. Because of that, people with ADHD may have a difficult time working, learning, and socializing in places designed for people without ADHD. Here are some suggestions to help create a more accessible and respectful place for all people.

- When possible, provide meeting notes, lecture notes, or other content ahead of time.
- Encourage alternative working or learning styles.
- Use inclusive and respectful language.
- When in doubt, ask! Always refer to the person with ADHD when implementing accommodations or supports.

Slide 28 Script: Inclusivity

Promoting and creating an inclusive space helps to ease potential anxieties and worries that students may have. Inclusivity should be approached with a wide lens, with the goal of encouraging all identities to thrive and feel comfortable doing so. Here are some tips on how you can create a more inclusive environment for people with ADHD:

- Offer constructive criticism. Be aware of your tone and body language. Many people with ADHD interpret neutral body language as being negative and so positive reinforcement is key.
- Be conscious that the student you're working with may struggle with one or more serious mental illness and may not be well equipped for emotional regulation.
- Overstimulation can cause a lot of emotional, mental, and physical stress.
- Remember that ADHD is not inherently bad or good, is simply one neurotype.

Module 9: Close

Key Learning Objectives:

- Provide brief overview of what was covered during the session
- Give participants simple strategies for implementing accessible practices
- Encourage participants to take the Post-Session Survey
- Wrap up and thank you

Slide 29 Script: Looking Back and Going Forward

We would like to thank everyone for their attendance and participation in this workshop thus far! Before we finish up for today, we'd like to take a moment to review some of the information we discussed today, as well as look ahead at some of the ADHD friendly practices that can be implemented right away.

Slide 30 Script: What We Covered

In a nutshell, here is what we covered today.

- ADHD is a neurodevelopmental disorder. There are three presentations, inattentive, hyperactive, and combined type.
- Common ADHD symptoms may include hyperactivity, inattention, and impulsivity
- Intersecting identities may impact a person's experience with ADHD. These identities can affect a person's ability to receive a diagnosis, access accommodations, navigate their social life and be accepted as who they are.
- Receiving a diagnosis can be challenging. There are upsides and downsides to a diagnosis.
- People with ADHD may need additional supports or accommodations, and that's ok! Having accessibility accommodations does not diminish a person's achievement.

- When in doubt, try to refer to the person with lived experience. Often, the person who is needing the accommodation will have a good idea of what will work best for them.

Slide 31 Script: Going Forward

Going forward, here are some of the things you can do to help make your office, department, and social environment more accessible and respectful for people with ADHD. Firstly, approach ADHD with curiosity. If ADHD is a new topic for you, that's ok! Creating inclusive spaces is not about knowing every little detail, it's about being open to learning new things, and treating people with respect. Secondly, try not to make assumptions. The people in your lives with ADHD will rarely look like the stereotypes you see in the media. Thirdly, even if they haven't disclosed it, you likely know people with ADHD. When discussing ADHD and neurodiversity, be conscious that the words you use matter. You never know what the person you're speaking to may be experiencing, so always keep it respectful.

Slide 32 Script: Thank You

We would like the thank The OHREA for their support with this workshop and initiative, as well as The Learning Disabilities Association of Windsor-Essex, The University of Windsor, and the Government of Ontario. Most importantly, we would like to thank all of our attendees for being here today. Please feel free to contact us via email at any time or visit our website for more project updates and announcements.

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6.

TEACHING AND LEARNING WORKSHOP

Presentation:

> 📑 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/adhde/?p=50*

Notes About This Guide

This guide was created act as a map for this presentation. Please note that all of the script is suggested. We encourage you to add your own personal touch!

Module 1: Rules of Engagement

Key Learning Objectives Include:

- Learning
- Listening
- Participating

Slide 2 Script: Rules of Engagement

Before we begin our workshop today, we would likely to briefly discuss the rules of engagement for this session. We believe that fostering a supportive learning environment is a shared responsibility, and here are some ways we can all contribute to the creation of this space.

- We acknowledge the subject may be difficult for participants to discuss

- Confidentiality; share learnings, not personal stories/identities/experiences of others.
- Centre the importance of lived experience
- Work together to create space for folks to engage authentically and honestly
- Share the air; be mindful of how you take up space today
- Guilt and shame: we know folks are in different places/spaces with learning and that some may be managing these emotions as they reflect, consider next steps, and move forward in concrete ways
- Discriminatory comments will not be tolerated

(Make amendments as needed)

Module 2: Introduction

Key Learning Objectives:

- Participants will gain a better understanding of what it *could* be like to have ADHD. The Minion talk represents the different sensory processes and learning styles.
- Build rapport with participants.

(Minion Simulation Activity) **Play video without introduction.**

Slide 3 Script: ADHD Introduction Video

Hello and welcome to the session. Thank you for taking the time out of your days to be here today. Before I explain what you just experienced, I'll start with an introduction: My name is _____ and my pronouns are _____ **(amend script to accommodate number of facilitators).**

By a show of hands, how many people understood what was happening in that video? **(Pause to view raised hands)**.

Perfect, thank you. Raise your hand if you feel uncomfortable or awkward in this room? **(Pause to view raised hands?**).

Ok, thank you. Now, imagine this. Imagine you've been sitting in this room for three, four, five, plus hours. You're feeling confused and embarrassed because you don't understand what you're looking at, you're distracted by the relentless buzzing sounds, and you don't know why everyone else seems to know what they're doing **(pause).**

If you were in this environment, do you think you'd be able to achieve academic excellence? For many students, this is what everyday classroom life may feel like. Except for students with ADHD, it isn't a simulation. They don't always have the luxury of turning off the distracting background noises or being able

to attend a lecture that is presented in a way that makes sense to them. Now that we've set ourselves in this mindset, let's see what we can do to make this workshop more accessible. We can start by turning off the background noise! **(Pause and turn off background noise**).

Next let's all adjust our physical space and turn our chairs forward. Finally, lets acknowledge the elephant in the room... unless anyone is fluent in minion speak, we need to change our way of communication to a more accessible format.

We started with this "ADHD simulation" activity to demonstrate the potential challenges that students may face and to help illustrate some of the accessibility accommodations that can make classroom learning more inclusive.

Slide 4 Script: Food for Thought

Take a moment to consider the following questions:

1. When did you first hear about ADHD?
2. Has ADHD ever been discussed in your classroom?
3. Have you or anyone you know had accessibility training specific to ADHD and/or neurodiversity?
4. How many of people do you know that have ADHD/identify as neurodiverse?

Please take 30 seconds to think about these questions. **(Pause for 30 seconds).** We invite you to share with the person or people you're seated next to, to share your thoughts. We will rejoin as a group in 2 minutes**. (Pause for two minutes)**. Thank you everyone. Is there anyone who would like to briefly share what they discussed in their group? **(Allow 3-4 minutes for sharing).**

Thank you for sharing! We encourage you to keep these questions in mind as we continue with our session today.

Slide 5 Script: What We Will Cover Today

Before we jump in, here is a brief overview of what we will be covering today!

- The AODA
- An Introduction to ADHD
- ADHD and Intersectionality
- Diagnosis
- Accessibility Barriers
- How to be Supportive

Module 3: The ADHDe Project

Key Learning Objectives:

- Participants will learn about the project and its goals.
- Present resources to participants.
- Introduce the EnAbling Change program

Slide 6 Script: Who We Are

The ADHDe Project is a student-led initiative that promotes inclusion and respect for students (especially those at the post-secondary level) who have been diagnosed with ADHD or identify as neurodiverse. This project was created to destigmatize ADHD and neurodiversity on campus, provide students with resources and support, and promote a welcoming environment at the University of Windsor. We recognize how difficult navigating university life can be for anyone, and sometimes more so for students who identify as neurodiverse or have ADHD.

The ADHDe Project was produced by The University of Windsor and The Learning Disabilities Association of Windsor Essex with support from the Government of Ontario.

Slide 7 Script: What's With the "e"?

The name The ADHDe Project represents the three "e's" of our mission, *Education, Equity* and *Empowerment.* We believe that by amplifying the voices of people with ADHD we will be able to create a more inclusive and accessible campus.

Slide 8 Script: The EnAbling Change Program

The ADHDe Project was made possible by a grant from The EnAbling Change Program, which is a grant program run by the Ministry for Seniors and Accessibility. The goals of the EnAbling Change Program are to encourage education about accessibility and encourage awareness about its benefits. Thanks to the support from the EnAbling Change Program, The ADHDe Project was able to become a university-wide accessibility initiative.

Module 4: Accessibility Regulations

Key Learning Objectives:

- Identify and explain the AODA
- Discuss the five standards of the AODA

Slide 9 Script: Accessibility Regulations

When discussing accessibility and inclusion in Ontario, it is important to mention the AODA.

Slide 10 Script: Accessibility Regulations

Educational institutions in Ontario have an obligation to adhere to two sets of regulations, the Ontario Human Rights Code (OHRC) and The Accessibility for Ontarians with Disabilities Act (AODA). The OHRC: Mandating accessible, inclusive, discrimination and harassment-free education environments that support human rights.

AODA: The AODA established the Integrated Accessibility Standard Regulations (IASR), a grouping of legal requirements that institutions must follow to help identity, remove, and prevent barriers faced by persons with disabilities. These requirements are divided into two categories: General Requirements and Accessibility Standards. The Act was put into place in 2005, with the intention of creating a fully accessible Ontario by 2025.

Module 5: What is ADHD to you?

Key Learning Objectives:

- Participants will gain a better understanding of what ADHD is.
- Provide participants with a comprehensive list of terms and definitions relevant to the presentation.
- Discuss the different ways ADHD presents
- Identify and discuss of the common symptoms associated with ADHD

Slide 11 Script: What is ADHD to you?

Brainstorming activity: What are some key words that come to mind when you think about ADHD?

Slide 12 Script: Understanding ADHD

To help everyone feel comfortable and informed about the topics we'll be covering today we will start by discussing some of the concepts and terms that are key to this project. We hope that these carefully defined concepts and terms will give you a better understanding of the barriers, circumstances, and realities that students with ADHD experience.

Slide 13-15 Script: Key Concepts and Terms

Now, we will discuss some of the terminology associated with ADHD and neurodiversity.

- ADHD: Stands for Attention Deficit/ Hyperactivity Disorder. ADHD as a neurodevelopmental disorder. The three core symptoms of ADHD are: inattention, impulsivity, and hyperactivity. There are three types of ADHD: inattentive type, hyperactive type, and combined type, which we will be covering later in the presentation.
- Neurodiverse: Refers to a group of people who are neurologically diverse. This can include people with ADHD and people without ADHD. For example: "They are a neurodiverse family. There are two children and a parent who have ADHD, and one child and one parent who do not have ADHD".
- Disability: Personal experience of barriers to participation in all aspects of society.
- Invisible Disability: A disability that you might not be able to perceive when you first meet someone.
- Executive function: set of skills that we use to navigate everyday life. Includes time management, self-control, flexible thinking, emotional regulation, etc.
- Overstimulation: feeling extremely overwhelmed by a surplus of stimulating sensations such as loud music, certain textures, certain tastes, bright lights, etc. This can cause an emotional response.
- Accessibility Barrier: An accessibility barrier is an obstacle or hurdle that prevents a person with a disability from participating in all aspects of society. There are five types of accessibility barriers: physical/architectural, informational/communicational, technological, attitudinal, and organizational.

Slide 16 Script: What is ADHD?

There has been a shift in ADHD terminology and labelling. Sometimes controversial. As a team we worked together to present an equitable and inclusive understanding of ADHD.

- Attention Deficit/Hyperactivity Disorder, ADHD, is often defined as a neurodevelopmental disorder. Common symptoms include hyperactivity, inattentiveness, and impulsivity.
- Many people with ADHD excel at creative problem solving, are exceptionally empathetic and often have a strong sense of fairness.
- Many children and adults with ADHD have other co-associated conditions, like Learning Disabilities, ODD, Anxiety, or Depression.
- There are effective psychological, educational, and medical supports available for people with ADHD. Some of the supports available are therapies, medication, support groups, educational programs, accommodations.

Slide 17 Script: Hyperactive, Inattentive, and Combined

- ADHD presents in different ways, depending on the individual. There are three main classifications of how ADHD can present.
- Hyperactive type, inattentive type, and combined type. Inattentive type was traditionally referred to as ADD (attention deficit disorder). Cisgender men are more likely to be diagnosed with Hyperactive type ADHD when compared to cisgendered women.
- Cis women are less likely to receive a diagnosis as a child and are more likely to be diagnosed with Inattentive type ADHD.
- **ADHD is NOT a gender-specific disorder.**

Slide 18 Script: Common Symptoms

Now that we've gone over the different ways that ADHD presents itself, let's go over some examples of the most common symptoms.

Common Inattentive Type Symptoms:

- Day dreaming
- Hyper focusing
- Easily distracted by small stimuli
- Struggles with paying attention
- Struggles with organization and time management
- Excels at creative problem solving
- Emotionally sensitive and struggles with rejection

Common Hyperactive Type Symptoms:

- Fidgeting, constant movement
- Impatient
- Struggles to control their volume
- Very creative
- Lots of physical and mental energy
- Experiences intense crashes after exerting energy
- May interrupt others

Module 6: Intersectionality

Key Learning Objectives:

- Participants will learn about the importance of considering identity when discussing ADHD and neurodiversity.
- Present the understanding of intersecting identities like race, age, gender, sexual orientation, sex, etc.

Slide 19 Script: Intersectionality

When discussing ADHD, it is important that we think about intersectionality.

Slide 20-21 Script: Intersectionality

Intersectionality is a concept made known by Kimberlé Crenshaw.

It acknowledges that everyone has their own unique experiences, and their identities play a role in how they experience the world.

Because of that, it's important to take into consideration how a person's identities may intersect with one another.

Some examples of intersecting identities may include:

- Race
- Gender
- Sexuality
- Ability

For example, women with ADHD are less likely to be diagnosed with ADHD than their male peers. Women are often diagnosed later in life and often struggle to receive accessibility accommodations and support.

Module 7: Diagnosis

Key Learning Objectives:

- Present the pros and cons of obtaining a diagnosis
- Discuss barriers associated with diagnosis

Slide 22 Script: Diagnosis

Before we look at the benefits and challenges of an ADHD diagnosis, are there any questions?

Slide 23 Script: Why is a Diagnosis so Important?

A big part of understanding ADHD and how to support people with ADHD is learning about the diagnosis process. Obtaining a diagnosis can help individuals with ADHD better understand their circumstances. The absence of diagnosis may leave people wondering why they:

- Have difficulty creating and maintaining healthy relationships.
- Struggles with addiction and substance abuse.
- Difficulty with executive functioning leading to issues at home, work, social life, and wealth management.
- An increase in stress and anxiety

After receiving a diagnosis, the individual is then able to reap the benefits. Diagnosis also helps to obtain qualification for resources and supports. This includes access to supports such as mental health supports, academic accommodations, medications, and familial support.

Slide 24 Script: What are the Potential Barriers to a Diagnosis?

It is important to understand that there are many potential barriers to getting an ADHD diagnosis. These are barriers in place that make it difficult to receive a diagnosis and may discourage people from pursuing support.

- A lack of funding for diagnostic tools (testing may be up to $2500)
- Due to the stigma surrounding ADHD, many professionals also don't truly understand ADHD or the affect it has on day-to-day life. As a result, ADHD is often undiagnosed or misdiagnosed.
- ADHD can be difficult to diagnose because it is considered an "invisible disability". Because it can't be seen at first glance it is more challenging to diagnose then an obvious physical issue, such as broken arm.

Module 8: Barriers

Key Learning Objectives:

- Discuss academic and societal barriers.
- Participants will learn how to be supportive allies
- Present information on inclusivity and accessibility

Slide 25 Script: Barriers

Unfortunately, the barriers experienced during the diagnosis process is only the tip of the iceberg. After being diagnosed with ADHD there are many potential challenges that a person may face because of their diagnosis.

Slides 26-27 Script: Academic and Societal Barriers

One of these barriers is stigma, which is a negative stereotype about a person or group of people. The stigmatization of ADHD is relevant in every aspect of society.

ADHD stigma can create challenges in education, work, and social settings. It's also important to note that social stigma can lead to self-stigma which can be limiting as it promotes negative self-views and associations with their diagnosis.

The severity of stigma can be placed on a continuum depending on the individual's intersecting identifying factors (gender, race, ethnicity, religion, age, etc.).

Once potential employers, colleagues or friends discover you have ADHD they may make assumptions based on what they've seen in the media. They may assume you are going to be unreliable, lazy, less intelligent, a distraction or uncommitted.

Lack of Support and Misunderstanding of ADHD and Neurodiversity: a lack of understanding lends itself to a lack of support for people who have ADHD and/or identify as neurodiverse.

These misunderstandings and lack of support creates additional barriers to achieving academic, professional, and social goals.

Medication, therapy and receiving a diagnosis can all be expensive and difficult to access.

Slide 28 Script: What Can ADHD Look Like in the Classroom?

Along with the social and academic barriers that people with ADHD may experience, they may also experience the following:

- Remembering or following instructions with multiple steps
- Social anxiety and social interactions
- Personal time management
- Asking for help or clarifying instructions
- Organization and cleanliness
- Stress management and mental health
- Forming and maintaining healthy relationships

This can make it very difficult for a person with ADHD to thrive (or even survive). Understanding how challenging the day-to-day life of someone with ADHD can be is hugely important to creating accessible and respectful environments.

Slide 29 Script: My Lived Experience

Nadia's lived experience

Slide 30 Script: Being Supportive

So, what comes next? Now that we have a better idea of what students with ADHD may face, how do we support them?

Slide 31 Script: Brainstorm Session

Depending on your previous experience, you may or may not have had the opportunity to work with a student who has ADHD. Our goal today is to provide you with the tools you'll need to support your students as best as you can. One of those tools is knowing how to take an inaccessible situation and make it accessible. Let's do a quick brainstorm together to see if we can think of some ways to support students with ADHD.

Question 1: What are some general accessibility recommendations for the classroom? Question 2: What are some inaccessible things you may see in the classroom? **(Allow 3-5 minutes for group brainstorm session).** Thank you, everyone for your participation!

Slide 32 Script: Principals of Universal Design

As we begin to discuss the ways that educators can implement accessible practices into their teaching, let's look at the principals of universal design. We're sure this is a concept that many of you have encountered before, so we will just do a brief overview. Essentially, the principals of universal design were put forth in 1997 to help guide the design process in an accessible way. Many of these principals can be taken into consideration when in a classroom setting, especially when working with students who have ADHD or identify as neurodiverse. These principals are:

- Principle 1: Equitable Use
- Principle 2: Flexibility in Use
- Principle 3: Simple and Intuitive Use
- Principle 4: Perceptible Information
- Principle 5: Tolerance for Error
- Principle 6: Low Physical Effort
- Principle 7: Size and Space for Approach and Use

Slide 33 Script: The Importance of Inclusivity and Accessibility

Considering the external and internal conflicts that people with ADHD can face, it's no surprise that many experience depression, anxiety, and self-doubt.

By age 10, it's estimated that children with ADHD have received 20,000 more negative messages than positive ones. (Source: attitude magazine). That is why inclusive and accessible spaces are so important.

People with ADHD deserve to feel as supported and valued as everyone else, and it's up to all of us to help foster those spaces.

Creating an inclusive space is key for helping people with ADHD thrive. This also encourages other students to be more aware of how their actions impact their peers and creates an environment that models' inclusivity.

Slide 34 Script: You Can Make a difference!

We understand that this may all seem a little bleak, but it's important to remember that you can make a difference! As an educator, you are crucial to a student's learning experience. By implementing simple practices, you can make the world of difference for a student with ADHD.

When it comes to supporting someone with a disability a little truly can go a long way, and it all boils down to education and awareness. When you know better, you do better.

Slide 35 Script: Accessibility

ADHD is commonly referred to as an "invisible disability". This means that when you first meet someone you may not be able to tell that they have ADHD. Because of that, people with ADHD may have a difficult time working, learning, and socializing in places designed for people without ADHD. Here are some suggestions to help create a more accessible and respectful place for all people.

- When possible, provide meeting notes, lecture notes, or other content ahead of time.
- Encourage alternative working or learning styles.
- Use inclusive and respectful language.
- When in doubt, ask! Always refer to the person with ADHD when implementing accommodations or supports.

Slide 36 Script: Inclusivity

Promoting and creating an inclusive space helps to ease potential anxieties and worries that students may have. Inclusivity should be approached with a wide lens, with the goal of encouraging all identities to thrive and feel comfortable doing so.

Here are some tips on how you can create a more inclusive environment for people with ADHD:

- Offer constructive criticism.
- Be aware of your tone and body language.
- Many people with ADHD interpret neutral body language as being negative and so positive reinforcement is key.
- Be conscious that the student you're working with may experience one or more serious mental illness and may not be well equipped for emotional regulation.
- Overstimulation can cause a lot of emotional, mental, and physical stress.
- Remember that ADHD is not inherently bad or good, is simply one neurotype.

Slide 37-38 Script: In the Classroom

Education is the backbone of a developing and progressive society. It is important for educators to recognize that students' educational needs are diverse.

It is important that accessible learning materials are developed in a way that supports the diverse needs of students.

Creating an inclusive space gives all students a voice, a purpose, and a better sense of contribution to the learning environment.

Here are some tips on how to create a supportive learning environment for students with ADHD:

- Offer short and sweet explanations when possible.
- Explore different teaching methods that incorporate visual, auditory, and kinesthetic learning styles.
- Important reminders, dates, deadlines, key concepts, and facts are often best absorbed when written down to engage visual learning prompts. It is also important to recognize the intersecting needs that some may need to hear prompts, incorporate touch, and feel.
- Having course notes and slides available ahead of time can be very beneficial to the absorption of material.

Module 9: Close

Key Learning Objectives:

- Summarize the session
- Wrap up the presentation session

Slide 39 Script: Looking Back & Going Forward

We would like to thank everyone for their attendance and participation in this workshop thus far! Before we finish up for today, we'd like to take a moment to review some of the information we discussed today, as well as look ahead at some of the ADHD friendly practices that can be implemented right away.

Slide 40 Script: What We Covered Today

In a nutshell, here is what we covered today.

- ADHD is a neurodevelopmental disorder. There are three presentations, inattentive, hyperactive, and combined type.
- Common ADHD symptoms may include hyperactivity, inattention, and impulsivity
- Intersecting identities may impact a person's experience with ADHD. These identities can affect a person's ability to receive a diagnosis, access accommodations, navigate their social life and be accepted as who they are.
- Receiving a diagnosis can be challenging. There are upsides and downsides to a diagnosis.
- Students with ADHD may need additional supports or accommodations, and that's ok! Having accessibility accommodations does not diminish a person's achievement.
- When in doubt, try to refer to the person with lived experience. Often, the person who is needing the accommodation will have a good idea of what will work best for them.

Slide 41 Script: Going Forward

Going forward, here are some of the things you can implement in your classroom to make it a more accessible and inclusive space for your students.

- Firstly, try to implement multi-sensory practices into your teaching. For example, you could offer visual prompts alongside your lecture, or assign a podcast instead of a reading assignment.
- Secondly, work with your students, not against them. It is possible that some of your students with ADHD may have had past negative experiences when trying to access accessibility accommodations. As a result, they may be tentative to express their true needs or may come off as being uncooperative. It's important to remember that your students are not trying to create problems. They just need a bit of support, a bit of patience, and they'll be able to achieve incredible things!
- Finally, where you are able, try to offer accessibility accommodations to all your students. As we've discussed today, receiving an official ADHD diagnosis can be very challenging and there are a lot of potential barriers that a student may face. By encouraging accessible practices in your teaching (regardless of a student's official diagnosis) you may make a huge difference to their academic success!

Slide 42 Script: Post Session Survey

Thank you for your participation!

Slide 43 Script: Thank You

We would like the thank The Center for Teaching and Learning for their support with this workshop and

initiative, as well as The Learning Disabilities Association of Windsor-Essex, The University of Windsor, and the Government of Ontario. Most importantly, we would like to thank all our attendees for being here today. Please feel free to contact us via email at any time or visit our website for more project updates and announcements.

Copy for Download:

ADHDe CTL Workshop Presenters Guide
    ADHDe CTL Workshop Presentation

7.

HIGH SCHOOL PANEL

Presentation

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/adhde/?p=52

Module 1: The ADHDe Project

Key Learning Objectives Include:

- Participants will learn about the project and its goals.
- Introduce the EnAbling Change program
- Introduce the AODA

Slide 4 Script: Who We Are

The ADHDe Project is a student-led initiative that promotes inclusion and respect for students (especially those at the post-secondary level) who have been diagnosed with ADHD or identify as neurodiverse. This project was created to destigmatize ADHD and neurodiversity on campus, provide students with resources and support, and promote a welcoming environment at the University of Windsor. We recognize how difficult navigating university life can be for anyone, and sometimes more so for students who identify as neurodiverse or have ADHD. The ADHDe Project was produced by The University of Windsor and The Learning Disabilities Association of Windsor Essex with support from the Government of Ontario.

Slide 5 Script: What's With The E?

The name The ADHDe Project represents the three "e's" of our mission; education, equity and empowerment. We believe that by amplifying the voices of people with ADHD we will be able to create a more inclusive and accessible campus.

Slide 6 Script: The EnAbling Change Program

The ADHDe Project was made possible by a grant from The EnAbling Change Program. The goals of the EnAbling Change Program are to encourage education about accessibility and encourage awareness about its benefits.

The EnAbling Change Program is a grant program run by the Ministry for Seniors and Accessibility. Thanks to the support from the EnAbling Change Program, The ADHDe Project was able to become a University wide accessibility initiative.

Slide 7 Script: Accessibility Regulations

Every post secondary institution in Ontario is required to adhere to certain accessibility standards. Knowing that these regulations exist is important because it will help you to understand the rights you have as students. There are two different accessibility regulations that we'll be covering today, the OHRC and the AODA.

Slide 8 Script: Accessibility Regulations

Educational institutions in Ontario have an obligation to adhere to two sets of regulations, the Ontario Human Rights code (OHR) and the Accessibility for Ontarians with Disabilities Act (AODA).

The goals of the OHRC is to help maintain accessible, inclusive, discrimination and harassment-free education environments that respect human rights.

The AODA: The AODA established the Integrated Accessibility Standard Regulations (IASR), a grouping of legal requirements that institutions must follow to help identify, remove, and prevent barriers faced by persons with disabilities. These requirements are divided in two categories: General Requirements and Accessibility Standards. The Act was put into place in 2005, with the intention of creating a fully accessible Ontario by 2025.

The goal of the AODA is to help organizations provide an accessible experience for all Ontarians. Please note that there are two additional standards in the progress of development: the Health Care Standards and the Educational Standards.

Module 2: ADHD and Post Secondary

Key Speaking Points:

- Discuss with your panel about how they navigated post secondary as students with ADHD.
- Discuss how post secondary is/can be different from high school.
- Encourage students to ask questions

Module 3: Support

Key Speaking Points

- Inform participants about student accessibility services. Include information such as how to access services, what services are available and who is eligible.
- Share resources pertaining to university funding support for students with disabilities.
- If relevant, provide overview of student health services available on campus.
- If relevant, provide overview of peer support services available on campus.

Module 4: Your Rights and Resources

Key Speaking Points

- Explain the rights that students with disabilities have at the post secondary level.
- Encourage students to self advocate.
- If applicable, share local resources pertaining to the rights of people with disabilities.

Slide 21 Script: Resources

- The ADHDe Project webpage
- Center for ADHD Awareness, Canada (CADDAC)
- Canadian ADHD Resource Alliance (CADDRA)
- The Student Accessibility Service Department
- Learning Disabilities Association of Windsor Essex

Slide 22 Script:

Thank You Thank you for participating! We will now be opening the floor up for questions. Please feel free to type your questions in the chat, or you can raise your hand.

Downloadable Copy of High School Panel Guide

High School Panel Presenters Guide

 High School Panel PowerPoint Final

DIGITAL RESOURCE

The ADHDe Project Resource Guide

Please note that this guide will be updated regularly with new resources. If you have the link to a new resource that is not currently in the guide, please feel free to send it to us via email at adhdeproject@uwindsor.ca. For more information about The ADHDe Project, please visit our website.

General Information about ADHD:

Resource/ organization	Website	Description
Center for ADHD Awareness, Canada	https://caddac.ca/	Canadian charity providing resources and support for people with ADHD.
Canadian ADHD Resource Alliance	https://www.caddra.ca/	Not for profit organization for medical, research, and healthcare professionals with an interest in ADHD.
ADDitude	https://www.additudemag.com/	Magazine that publishes articles about ADHD.
ADHD Awareness Month Organization	https://www.adhdawarenessmonth.org/	Official organizers of ADHD Awareness Month
General ADHD Resource List	https://www.coulditbeadhd.ca/adhd-resources	"Could it be ADHD" general resource list.
Talking About ADHD guide	https://www.caddra.ca/wp-content/uploads/ Copy-of-ADHD-Language-Guide-Infographic_DEC2021_CADDRA.pdf	CADDRA infographic. Provides info on how to discuss ADHD.

For Students:

Resource/ organization	How to access	Description
EduMed	https://www.edumed.org/resources/ college-students-with-adhd/	Resources for college students with ADHD
The Best Schools Article	https://thebestschools.org/resources/ 10-study-tips-add-adhd-students/	10 study tips for student with ADHD
University of Manitoba Student Wellness Blog Post	Intersectionality: My Thoughts As A Female Student Recently Diagnosed With ADHD (healthyuofm.com)	Female post-secondary student with ADHD reflects on her recent diagnosis.

University of Windsor Resources:

Resource/ organization	How to access	Description
The ADHDe Project	https://www.uwindsor.ca/ohrea/212/ adhde-project	University of Windsor initiative created to destigmatize ADHD on campus.
Office of Human Rights, Equity, and Accessibility	https://www.uwindsor.ca/ohrea/15/ about-ohrea	UWindsor service
Student Accessibility Services	https://www.uwindsor.ca/ studentaccessibility/	UWindsor student service
Student Counselling Center	https://www.uwindsor.ca/wellness/304/ counselling	UWindsor student service
Student Health Services	https://www.uwindsor.ca/wellness/327/ health-services	UWindsor student service
Executive Functioning Group	https://www.uwindsor.ca/wellness/311/ groups	Campus group that supports students with ADHD
ADHD Coach	https://www.uwindsor.ca/ studentaccessibility/297/ student-information	Campus ADHD coach

Mental Health Resources:

Resource/ organization	How to access	Description
Canadian Mental Health Association, Ontario	https://ontario.cmha.ca/ provincial-mental-health-supports/	Canadian help lines, mental health resources, and Covid-19 related resources.
Bounce Back Ontario	https://bouncebackontario.ca/	Free, self-guided skill building program for those age 15+.

Tips for managing ADHD:

Resource/ organization	How to access	Description
Time Management Fact Sheet	https://chadd.org/wp-content/uploads/2018/ 05/ Time-Management-ADHD-Day-Planners.pdf	Information sheet with tips on how to use a daily planner. Created by CHADD.
Attention Deficit Disorder Alliance Resource Page	https://add.org/start/adda-resources/	Tips, free courses, articles etc. on ADHD management for adults

Resources for Queer individuals, BI-POC, and Women with ADHD:

Resource/ organization	How to access	Description
Kaleidoscope Society	https://www.kaleidoscopesociety.com/	Online community that supports and empowers women with ADHD. Website has articles, resources, interviews, etc.
Adulting With ADHD	https://adultingwithadhd.com/adhd-in-women/	Podcast about ADHD and women
Kaiser Health News Article	https://khn.org/news/article/black-women-adhd-attention-deficit-hyperactivity-disorder-underdiagnosed/amp/	Article about Black women with ADHD
The Children Left Behind, ADDitude Article	Race and ADHD: How People of Color Get Left Behind (additudemag.com)	Article about children with ADHD going undiagnosed due to their race or ethnicity.
Culturally Competent Approaches to ADHD, Psychiatric Times article	Culturally Competent Approaches to ADHD: Issues in African-American Populations (psychiatrictimes.com)	Medical article about the intersection of ADHD and African American identity.

Telemedical Resources:

Resource/ organization	How to access	Description
CADDRA	https://www.caddra.ca/telemedicine-resources/	National and International Telemedicine resource list

Video Resources:

Resource/ organization	How to access	Description
ADHD Support Talk YouTube Chanel	(103) ADHD Support Talk – YouTube	YouTube videos dedicated to supporting and educating people with ADHD.
How To ADHD YouTube Chanel	(103) How to ADHD – YouTube	YouTube Videos for people with ADHD. "Tips, tricks and insights into the ADHD brain".
The ADHDiaries YouTube Chanel	(103) Rachel Grit – The ADHDiaries – YouTube	Business owner vlog style videos about living with ADHD.
Recognizing ADHD in Adults Ted Talk	(103) Recognizing ADHD in Adults | Heather Brannon | TEDxHeritageGreen – YouTube	Ted Talk about understanding and identifying ADHD in adults

Downloadable version of the ADHDe Resource Guide:

ADHD Resource Guide-done

CONCLUSION

8.

ACKNOWLEDGMENTS

The ADHDe Project would like to give thanks to the following communities, organizations, and people for making this project possible:

- The EnAbling Change Program
- Student Accessibility Services
- The Office of Human Rights, Equity, and Accessibility (OHREA)
- The Centre for Teaching and Learning
- The Learning Disabilities Association of Windsor-Essex
- The ADHDe Project Advisory Committee
- The Government of Ontario.

We would also like to extend a special thank you to the following individuals who have contributed their valuable time, energy, and expertise to this initiative:

- Cherie Gagnon
- Erin Plumb
- Anthony Gomez
- Dr. Erika Kustra
- Ashlyne O'Neil

9.

FURTHER RESOURCES

- The ADHDe Project
- ADHD Resource Guide
- The University of Windsor OHREA
- The Center for ADHD Awareness, Canada

KEY TERMS AND DEFINITIONS

The ADHDe Project Key Definition Sheet

To help the team throughout the development process of The ADHDe Project, this Key Definition Sheet was prepared by Nadia Gill, Rame Marie, and Erin Plumb, and was approved by members of the 2022 Advisory Committee. This resource includes important terminology and outlines key definitions that have been dictated to reflect the views of The ADHDe Project.

ADHD: Stands for Attention Deficit/ Hyperactivity Disorder. ADHD is a neurodevelopmental disorder. The three core symptoms of ADHD are: inattention, impulsivity, and hyperactivity. ADHD presents in three different ways: inattentive type, hyperactive type, and combined type.

ADHD Awareness: ADHD Awareness is a concept that embodies the movement for respect of people with ADHD. ADHD Awareness is the action of educating society about ADHD and dispelling the stigma/ stereotypes associated with it.

Accessibility: The reduction or removal of barriers.

Accessibility Barrier: An accessibility barrier is an obstacle or hurdle that prevents a person with a disability from participating in all aspects of society. There are five types of accessibility barriers: physical/ architectural, informational/communicational, technological, attitudinal, and organizational.

Accommodations: Resources, supports, tools and practices put into place to address or remove accessibility barriers.

Attitudinal Barrier: A type of accessibility barrier. It addresses how society feels about people with disabilities.

Disability: Personal experience of barriers to participation in all aspects of society.

Education: Promoting individual creativity, encouraging independence, and fostering collective and independent learning to expand our knowledge base.

Empowerment: Providing people with ADHD the support they need to self advocate. Encouraging people with disabilities to be in control of their lives as much as they can.

Equity: Everyone receives what they need in order to succeed. This includes accommodations, support, patience, and care.

Inclusive Environment: A place where everyone receives what they need in order to be successful.

Neurodiversity: This refers to a group filled with diverse members. The implication is that there is no normal except diversity.

Neurodiverse: Refers to a group of people who are neurologically diverse. This can include people with

ADHD and people without ADHD. Example: "They are a neurodiverse family. There are two children and a parent who have ADHD, and one child and one parent who do not have ADHD".

Person first language: Person first language puts the individual before their disability. Example: Person with a disability, rather than disabled person.

Person with Lived Experience: A person with lived experience refers to a person who is either currently living with a disability or has lived with a disability in the past.

Post-Secondary Community: All those who are involved in or benefit from University of Windsor services and resources.

Self advocacy: The ability to speak up for yourself and to advocate for your rights.