



PRESENTS

Unlearning biases about ADHD in early childhood education

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Disclaimer

This content **is not** personalized legal or financial advice for your center. The goal is to have a conversation around the topic to inspire and give you ideas that you can implement at your centers.

Each State and Province has different licensing rules and regulations. **Please consult with your own legal and financial advisors before implementing something that you are not 100% sure about at your center.**

Land Acknowledgement

HiMama acknowledges that our main headquarters is situated in Toronto, Ontario, on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples, and is now home to many diverse First Nations, Inuit and Métis peoples.



Diversity & Inclusion

HiMama is committed to fostering an inclusive and welcoming environment for our employees, customers and, community.



Housekeeping



REC

This session is recorded.



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If you require close caption you can turn those on by pressing the **CC tab**.



CERTIFICATE

Certificates will be sent out to everyone who has attended the live session, along with the slides and recording.



CONNECTION

If you're having trouble with connection please reach out to support.zoom.us

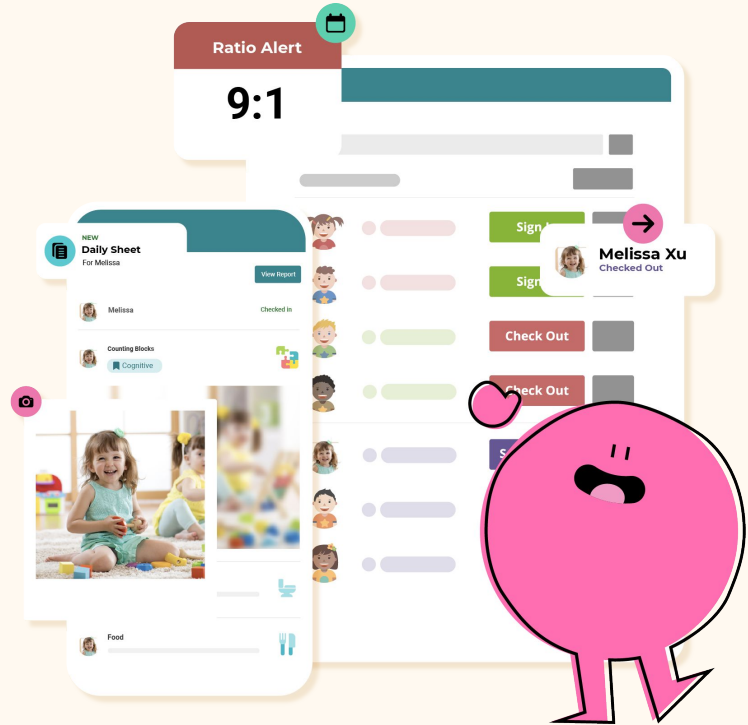
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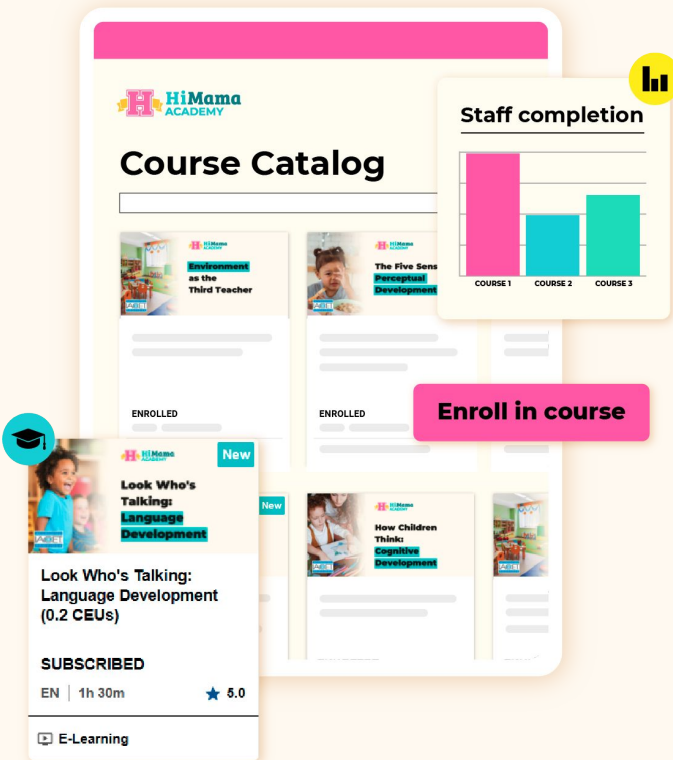
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Marketing Coordinator
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Learn more about

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That's Maddie!



And that's Nora!

Our Special Guest

Monica Maddison (She/Her)
Director & Founder, Bloom Behaviour



Takeaways for today

1. Neurodiversity is an expected, natural variation in human brains
2. Our understanding of ADHD has shifted radically from the 80s & 90s, educators need to “unlearn” the past stigma and beliefs.
3. ADHD learners are accommodated in our classrooms easily - and we all benefit from their presence!



A woman with glasses and a beige sweater is sitting on a grey shaggy rug in a living room, looking down at a project. A young child is also sitting on the rug, working with colorful letter strips. The room has a grey sofa, a potted plant, and a window with blinds. A text box is overlaid on the image.

ADHD: from unlearning stigma to intentional support

to be neurodiverse. to be neurotypical

Neurodiversity is not another term for "autistic"

When we say a learner is neurodiverse, we mean to say that their brain diverges from a "neurotypical brain."

Neurotypical brains do not have a diagnostic label, and neurodiverse brains do. There are many wonderful ways to be neurodiverse (ASD, ADHD, etc)

A neurodiverse brain is part of the expected, and natural, variation of human life.



The palm & The pine

The environment

The difference between success or struggle, between an ease of growth and a need for accommodation, is the **environment** that surrounds us.

Societal needs / expectations

Our society has created an environment that really serves the neurotypical needs of: social interaction, communication, sensory processing, routine, etc. Which leaves neurodiverse brains to struggle, or in need of accommodation.



Basic Understanding & Perspectives of ADHD



DISPARITIES

Males are reported to be diagnosed with ADHD 3x more than females



PRESENTATION FOR GIRLS

However, boys are not more likely to *have or experience symptoms of* ADHD.



DSM CRITERIA

Based on a now outdated understanding of ADHD.

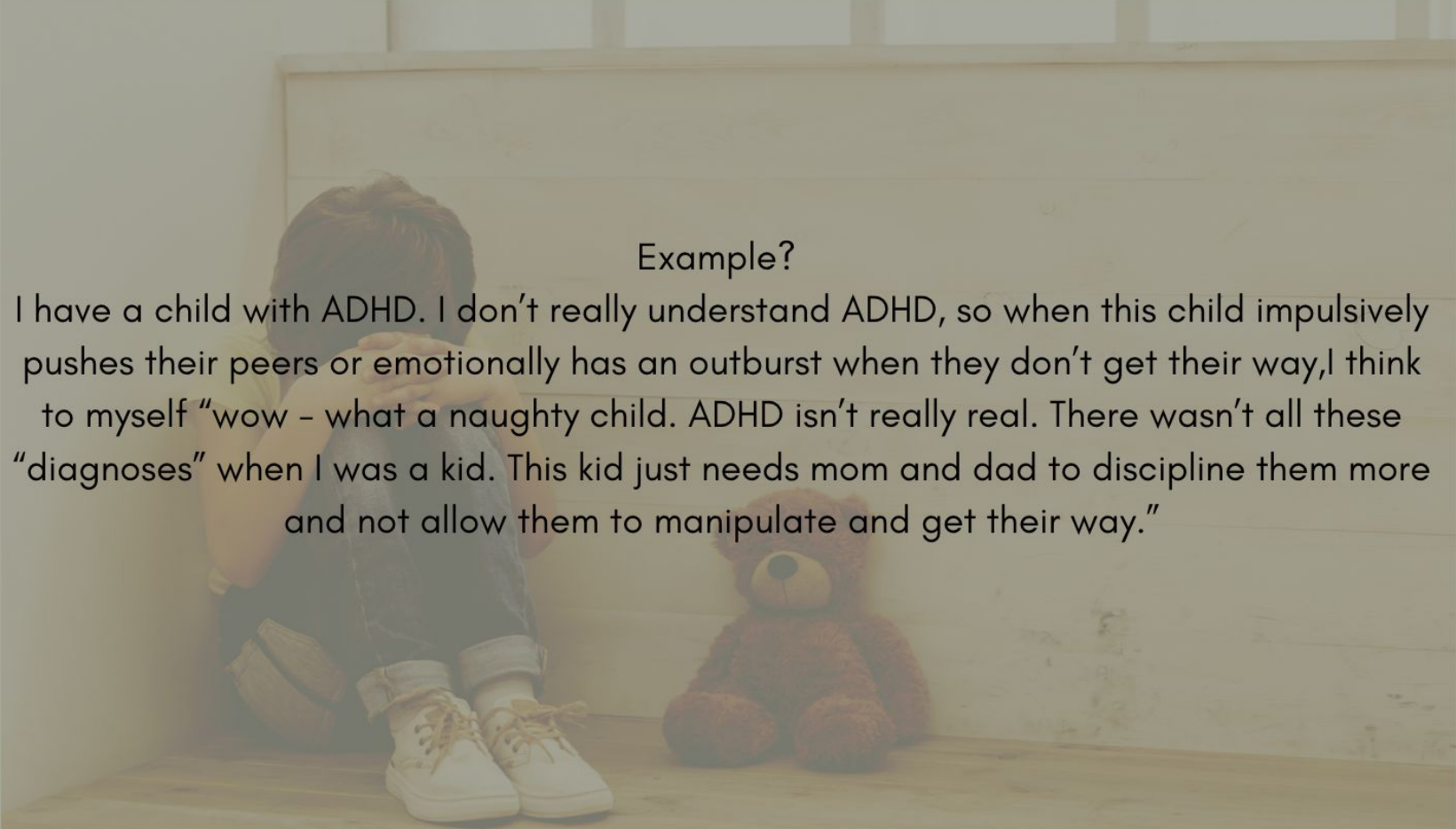
Consequences of shallow understanding

- Shifts the struggle or undesirable behaviours of a person's neurodiversity from being rooted in their disorder, to instead being rooted in their being.
- As a result, people with ADHD were thought to be intentionally disruptive, undisciplined.
- A precursor for lack of support, and an emphasis on punishment and consequence.



It is difficult for us to shape our own understanding of these neurodiversities, and how we should be caring for/supporting for/and including it in our classrooms.. if we cannot first understand and reflect on the lack of care, support, and inclusion that has occurred in the past.



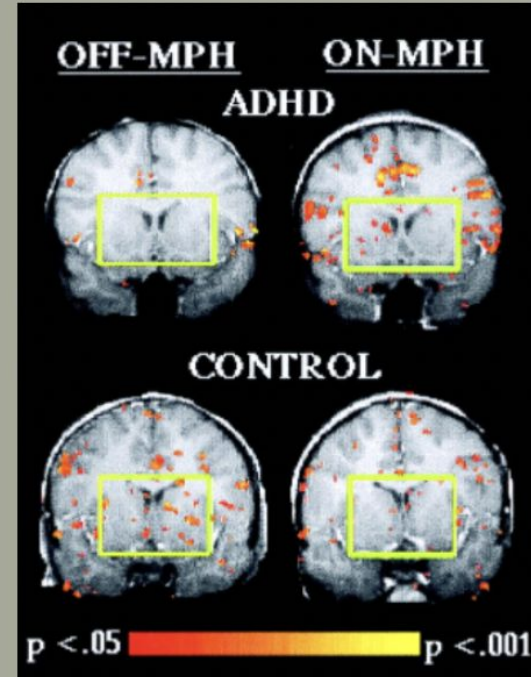
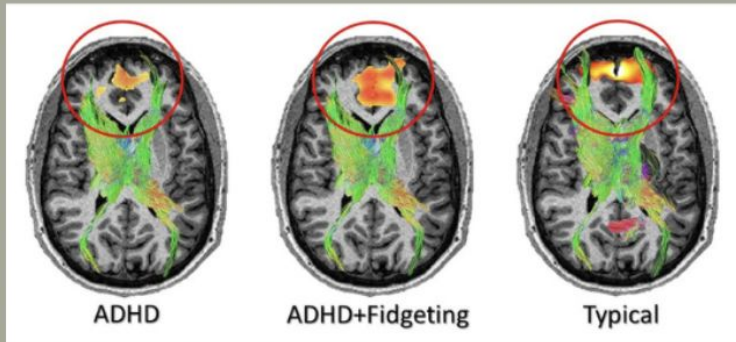
A child with dark hair is sitting on a wooden bench, hunched over with their head buried in their arms. They are wearing blue jeans and white sneakers. To their right sits a large, brown, plush teddy bear. The background is a light-colored wooden wall. The entire image has a semi-transparent dark overlay.

Example?

I have a child with ADHD. I don't really understand ADHD, so when this child impulsively pushes their peers or emotionally has an outburst when they don't get their way, I think to myself "wow - what a naughty child. ADHD isn't really real. There wasn't all these "diagnoses" when I was a kid. This kid just needs mom and dad to discipline them more and not allow them to manipulate and get their way."

ADHD:

- A neurodevelopmental disorder
- Mapped and significant differences in the chemistry of brains (dopamine and norepinephrine)
- Three types : hyperactive, combined, and inattentive.
- ADHD affects both males and females
- Support through novelty, movement, and environmental supports to remove distractions
- ADHD is managed affectively with medications



Strategies for Support

Multiple methods of engagement:

- aligns with both novelty and understanding.
- when we provide opportunities for multiple methods of engagement, we make room for not only children with ADHD to continue their motivation with having novel ways of engaging with learning, new materials, etc, but we also make room for appreciating that these brains naturally process and respond to information differently.
- Universal Design of Learning: All learners benefit
- Focus on the objective, the "why," the pedagogical intention.





Thank you!

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Email: bloombehaviour@gmail.com

Website: www.monicamaddison.com

The background is a light cream color, decorated with various abstract elements. There are several thick, diagonal brushstrokes in bright colors: a teal stroke in the upper left, a yellow stroke in the upper right, a yellow stroke in the lower left, a blue stroke in the lower right, and a pink stroke in the bottom center. Scattered throughout are numerous dots and circles of different sizes and colors, including black, pink, blue, and teal. Some of these shapes have a soft, watercolor-like edge, while others are solid and sharp.

**We want to hear from
YOU!**



Special Guest Q&A

Our Special Guest

Monica Maddison

Monica Maddison is a Director of Specialized Education and Inclusion, former college instructor, and a professional speaker. She brings her twelve years of experience and extensive education background to educate educators on best practices for supporting and caring for neurodiverse learners. When she isn't advocating for her students in the classroom, providing one-to-one therapy for home based clients, or public speaking across Canada, she's a mother to three children herself. Monica uses attainable explanations with actionable strategies within each session to guide educators through self reflection and greater understanding of all children. Her company, Bloom Behaviour, is creating a movement of inclusion driven practices for intentional educators.. because as we already know; we're better when we're together.



Monica Maddison
Director, Bloom Behaviour

What's Next?

1. **Show Notes & Recording** - You will receive an email linking to resources and this recording early next week!
2. Our next session will be ***Childcare safety trends you need to know for 2023*** happening next week at the same place and same time - ***Thursday, Dec 15th, 2022.***

Register Here!



Childcare safety trends you need to know for 2023

ANDY ROSZAK, EXECUTIVE DIRECTOR, AND RON ROSZAK, SENIOR SAFETY ADVISOR AT INSTITUTE FOR CHILDHOOD PREPAREDNESS

THURS, DEC 15TH | 2PM ET



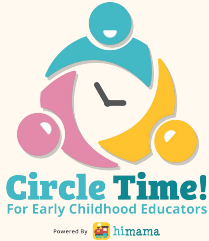
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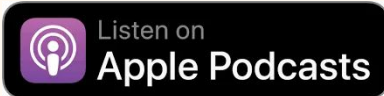
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We're all in this together, stay healthy and stay safe!