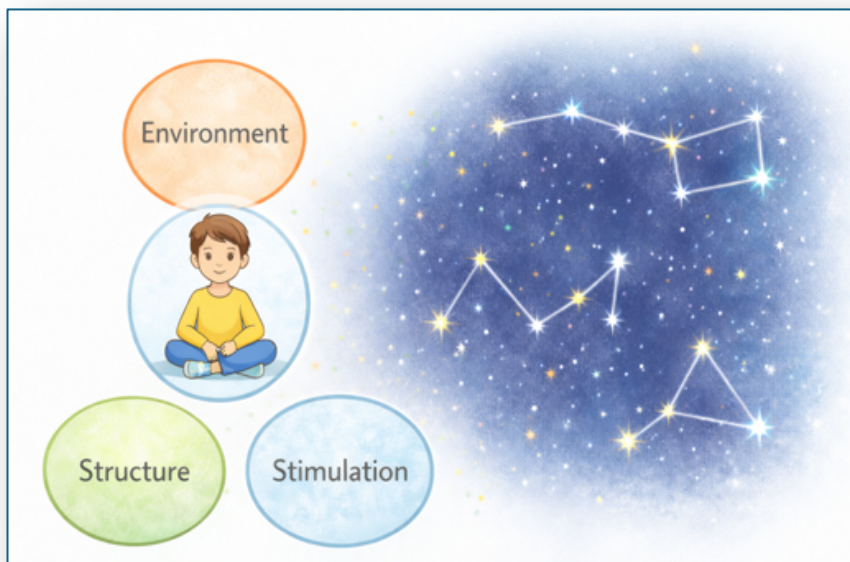


Childhood Neurodiversity Recognition Framework For Educators



The Childhood Neurodiversity Recognition Framework Has Been Developed To Help Educators Move Towards A Clearer Understanding, More Thoughtful Implementation, And Increased Support, In Learning Environments

Understanding Children Who Learn Differently

Many classrooms include children who experience attention, learning, and classroom environments in different ways.

Some children think quickly but struggle to organise tasks. Others focus deeply on subjects that interest them but find it difficult to sustain attention in more structured activities. Some experience strong bursts of energy or emotional intensity that influence how they participate in learning.

These differences are often described within the broader concept of **neurodiversity**.

They are not simply questions of behaviour, effort, or motivation. They often reflect differences in how **attention, energy, motivation, and emotional regulation operate in the brain**.

The **Childhood Neurodiversity Recognition Framework** helps educators move beyond uncertainty and towards:

- clearer understanding
- practical classroom responses
- supportive learning environments

The framework does not aim to diagnose or label children. Instead it helps educators **recognise patterns** in how children engage with learning so that environments can better support them.

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Why Recognition Matters

When educators recognise how attention and engagement operate differently across children, classrooms often become more supportive learning environments for everyone.

Recognition helps educators move from asking:

“Why is this child behaving like this?”

to asking:

“What conditions help this child engage and learn?”

This shift often leads to practical changes that improve participation, confidence, and learning.



The Recognition Lens

The framework sits in the space between **behaviour management and formal diagnosis**.

In many classrooms educators recognise patterns in a child’s attention, energy, or engagement, but often lack a clear structure for interpreting what those patterns may mean.

The Recognition Framework introduces a practical way to observe three interacting elements:

- **The Child**
 - Patterns in attention, energy, and engagement.
- **The Environment**
 - Structure, stimulation, pace, and classroom conditions.
- **Regulation and Response**
 - How emotional responses, transitions, and task demands influence learning.

By observing how these elements interact across classroom situations, educators can begin recognising patterns that help explain why some environments support engagement while others create difficulty.

The Recognition Process

The framework introduces a simple structured process educators can apply in everyday classroom situations.

1. Observation

Educators observe patterns in how children engage with learning activities.

Key questions include:

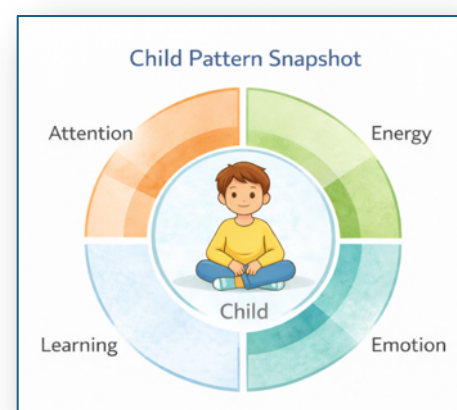
- When does the child appear most focused?
- How easily do they begin tasks?
- What environments support attention?
- When does attention drift or change?

2. Pattern Snapshot

Observations are brought together visually using a **Child Pattern Snapshot**.

This allows educators to see:

- where attention is strongest
- where sustaining attention becomes difficult
- how environment influences engagement



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- how transitions affect learning

The snapshot makes patterns easier to understand.

3. Environmental Adjustments

Once patterns are recognised, educators can test with **environmental adjustments**, such as:

- movement opportunities
- quieter workspaces
- shorter learning segments
- clearer transition signals

These changes often allow children to engage more successfully without lowering expectations.

Resources for Educators

Schools and educators may engage with the Childhood Neurodiversity Recognition Framework in several ways depending on their current stage of development in supporting children with different attention and learning profiles.

Areas of support that we provide include:

Recognition Introduction Briefings

Short briefings for educators and leadership teams introducing the recognition approach and the core framework concepts. These sessions provide an overview of how attention, engagement, and classroom environments interact.

Policy Development and Integration

Support for schools that are developing or strengthening their neurodiverse learning support policies. The recognition framework can help schools translate classroom observations into clearer procedures and practical guidance.

Classroom-Level Implementation

Educators can apply the recognition framework directly within classrooms using the Recognition Workbook and accompanying guides. This allows teachers to observe attention patterns, develop pattern snapshots, and explore small environmental adjustments that support engagement.

Division or Campus Adoption

Some schools introduce the recognition approach across a larger part of the school, such as a lower school, middle school, or campus. This allows educators and learning support teams to work with a shared language and consistent framework.

Neurodiversity Recognition Partner School

Schools that choose to adopt the framework more fully may become a Neurodiversity Recognition Partner School. In these cases the recognition framework supports policy development, educator understanding, classroom application, and parent communication within a shared whole-school approach.

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Connect

Please connect with me directly for more information and to discuss your requirements.

Trevor Sworn,

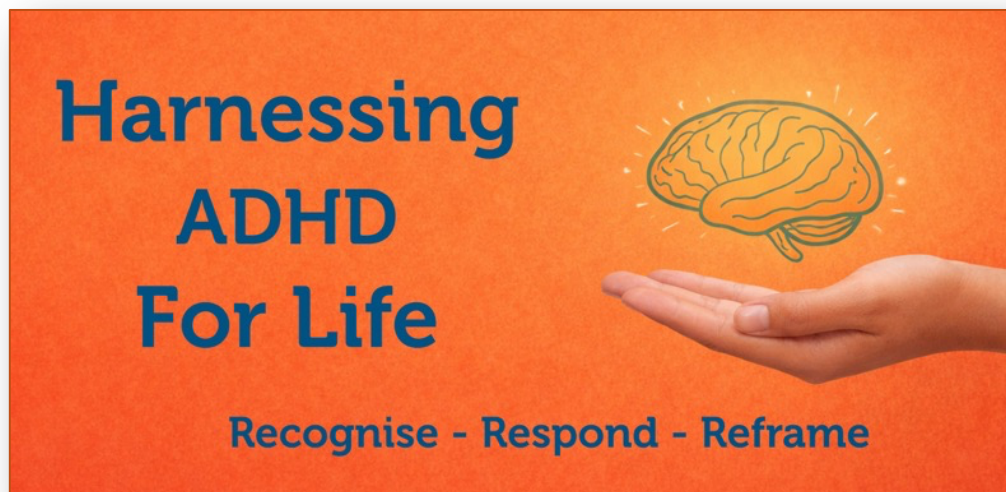
Founder,

Harnessing ADHD For Life.

Email: trevor.sworn@Harnessing-ADHD.com

WhatsApp/Telegram: +855-92-400100

About Harnessing ADHD For Life



This ***Childhood Neurodiversity Recognition Workbook*** is part of ***Harnessing ADHD For Life*** - a practical framework for people who want to understand how their attention, energy, and responses actually work - and then design life around that reality.