



The ADHDe Project

Mini Presentation Presenters Guide



University
of Windsor



Idawe • Learning Disabilities
Association of Windsor-Essex County



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Project Overview

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.

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: 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 than 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!

Additional Resources

- [The ADHDe Project](#)
- [The University of Windsor OHREA](#)
- The ADHDe Project Official ADHD Resource Guide
- [The Center for ADHD Awareness, Canada](#)

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

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- 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.

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