

Series of Mini Guides on ADHD & Executive Dysfunction

Observing, understanding, and adjusting without lowering expectations

This series of mini guides was created to help you develop a more thoughtful, nuanced, and supportive approach to the challenges encountered in the classroom.

Rather than reacting quickly or drawing immediate conclusions, these resources encourage you to:

- observe more precisely,
- analyze situations with greater perspective,
- adjust your practices without lowering expectations,
- and use concrete data to support your educational decisions.

The series includes 5 mini guides:

- Understanding to Take Action (Not to Explain)
- Observing Without Interpreting
- Adjusting Without Lowering Expectations
- Measuring to Strengthen Professional Practice
- Communicating with Data

These mini guides can help you:

- develop a more thoughtful educational approach,
- make more confident and informed decisions,
- better understand students' needs,
- support learning without lowering expectations,
- and strengthen a professional culture grounded in observation and analysis.

Understanding to Take Action (Not to Explain)

PART 1: UNDERSTANDING TO TAKE ACTION (NOT TO EXPLAIN)
ADHD & Executive Dysfunction | Free mini guide for teachers

1 Why understanding changes the approach
In the classroom, some behaviors may seem confusing:
• He does not get started.
• She forgets the instructions.
• He gets up frequently.
• She reacts strongly to mistakes.
These behaviors are not necessarily oppositional. They may reflect difficulties related to executive functions, meaning the mental processes that help organize action.
Understanding this helps to:
✓ Avoid misinterpretations
✓ Reduce ineffective punishments
✓ Preserve the teacher-student relationship
✓ Adjust the environment instead of increasing pressure

2 Executive functions — practical explanation
Inhibition
Ability to hold back an impulse. In class: interrupting, getting up without permission.
Working memory
Ability to keep information active while acting. In class: forgetting the second step of instructions.
Planning
Ability to structure a task. In class: starting without a strategy or not finishing.
Cognitive flexibility
Ability to adapt to change. In class: difficulty accepting corrections.
Emotional regulation
Ability to manage frustration and impatience. In class: disproportionate reactions to mistakes.

3 Quick identification chart

What I observe	Likely function	First simple adjustment
Forgets instructions	Working memory	Visible steps on the board
Gets stuck starting	Planning	Give the first major step
Gets up often	Inhibition / movement need	Scheduled movement break
Reacts strongly to mistakes	Emotional regulation	Model mistakes as part of learning

4 Teacher script — ready to use phrases
Instead of: "You never listen." → Try: "Let's go over the instruction together."
Instead of: "Focus." → Try: "What's the first step? Let's start with that one."
Instead of: "Stop moving." → Try: "Do you need a movement break? Let's plan one."

5 Concrete example
Situation: A 5th grade student frowns during every writing assignment.
Observation: He remains motionless for 15 minutes before writing.
Likely function: Working memory.
Adjustment: Give the first major step.
• Give the first major step.
• Give the first major step.
• Give the first major step.
Result after 1 week: Start-up time decreased from 15 minutes to 4 minutes.

6 To test this week
1 Choose one specific behavior.
2 Identify the likely function.
3 Test ONE adjustment only.
4 Record the effect for 7 days.

7 Summary
Understanding does not mean excusing. It means acting with precision. Adjusting the environment often reduces executive overload without lowering academic expectations.

InTA Framework
Understand → Observe → Adjust → Measure → Communicate

A mini guide designed to help you analyze students' difficulties in order to respond pedagogically, rather than simply searching for explanations.



<https://drive.google.com/file/d/1ETgsTDHXn29JiLScKUhxro8X5SJ7XPI4/view?usp=sharing>

2. Observing Without Interpreting

Part 2: OBSERVING WITHOUT INTERPRETING
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- Observing is not judging**
 - I describe what I see and hear
 - I stay factual and neutral
 - I remove interpretations
- Focus on the facts**
 - Who?
 - What?
 - When?
 - Where?
 - How many times?
 - For how long?
- Describe with precision**
 - Observable action
 - Place / context
 - Time of day
 - Frequency
 - Duration
 - Intensity
- Examples of factual statements**
 - "He gets up 8 times in 30 minutes."
 - "She starts the task after 6 minutes of waiting."
 - "He interrupts 10 times in 40 minutes."
- Use simple measures**
 - Count
 - Time
 - Record notes
 - Check off
 - Compare
- Avoid interpretation traps**
 - Do not assign intention
 - Do not generalize
 - Do not label
 - Stay focused on the present moment
- Observe regularly and across different moments**
 - Vary the contexts
 - Observe at different times
 - Identify patterns
 - Confirm before acting
- Turn observation into useful action**
 - Understand the likely function
 - Choose a targeted adjustment
 - Measure the effect
 - Communicate with the team / parents

InTA Framework
Understand → Observe → Adjust → Measure → Communicate

A mini guide designed to help you develop more objective observation skills and avoid quick interpretations that may influence educational decisions.

<https://drive.google.com/file/d/1taQhXUYw0m3Uj-u0jHrDOj057YeDdb2p/view?usp=sharing>

3. Adjusting Without Lowering Expectations

Part 3: ADJUSTING WITHOUT LOWERING EXPECTATIONS
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- Why adjusting the framework makes a difference**
 - Adjusting does not mean simplifying
 - Provide more structure
 - Reduce executive overload
 - Keep the same learning goal
- Adjusting a complex task**
 - Reduce cognitive load
 - Clarify instructions
 - Provide structured support
- Differentiate without changing the goal**
 - Open plan
 - Guided plan
 - Partially completed plan
- Discrete supports for the whole class**
 - Timer
 - Steps displayed
 - Planned regulation break
 - Visual support
- Micro-goals: work with precision**
 - 1 target behavior
 - 1 adjustment
 - 1 indicator
- Before deciding a tool doesn't work**
 - Test long enough?
 - Clear framework?
 - Objective defined?
- Helpful teacher language**
 - We keep the same goal, but we adjust the path
 - Do you need a short break, or can you continue for 5 minutes?
- Test → observe → adjust**
 - One adjustment
 - One indicator
 - One week

InTA Framework
Understand → Observe → Adjust → Measure → Communicate

A mini guide designed to help you differentiate instruction and support students while maintaining high and ambitious expectations.

https://drive.google.com/file/d/1qySAxOcz_Nckvk08YZUzK9kQYnnKqBtS/view?usp=sharing

4. Measuring to Strengthen Professional Practice

Part 4: MEASURING TO ENSURE → SAFE POSTURE
ADHD & Dysexecutive Syndrome Free mini-guide for teachers

- Why measuring changes the dynamic**
 - Move from impression to facts
 - Secure professional posture
 - Reduce disagreements
 - See real progress
- Measure simply**
 - Frequency
 - Duration
 - Intensity
 - One note per session
- When measuring helps**
 - Interruptions
 - Refusal to start
 - Slow work
 - Anger / conflicts
- Example before / after**
 - 18 + 12 → 9
 - Adjustment tested
 - Progress is gradual
- Simple grid**
 - Frequency
 - Duration
 - Intensity
 - 2 minutes
- Define an indicator**
 - Precise
 - Measurable
 - Realistic
 - Time-limited
- Observe over time**
 - Not linear
 - Look at trend
 - Several sessions
 - Avoid quick conclusions
- Test → observe → adjust**
 - One student
 - One behavior
 - One adjustment
 - One week

InTA Framework
Understand → Observe → Adjust → Measure → Communicate

A mini guide designed to help you use concrete indicators and observations to strengthen confidence in your educational decisions and professional practice.

<https://drive.google.com/file/d/1nQ6l5grdlfcKzwlhUXVJ4J-oCczKajnl/view?usp=sharing>

5. Communicating with Data

Part 5:
COMMUNICATING WITH DATA
ADHD & executive function difficulties
Free mini-guide for teachers

1 What makes some conversations difficult

- End of day / fatigue
- Quick reactions
- Vague wording

➔ Moving from impressions to data changes the dynamic

2 You don't need to make it complicated

- What you observe
- What you test
- What it leads to

➔ A simple structure is enough to keep a framework.

3 Observing well is not enough

- Observation ≠ interpretation
- Describe rather than judge
- Make the situation visible
- Avoid opinion-based discussions

➔ The way you say it changes understanding

4 Even with data, it can still be difficult

- Disagreement is possible
- Different perspectives
- Relationship still present
- Framework to maintain

➔ Data does not remove disagreement, but it keeps a framework

5 Clarify without a perfect document

- Observation
- Data
- Adjustment
- Effect

➔ Structure to see clearly

6 Start simply

- One situation
- One sentence
- One real exchange
- One progression

➔ Structuring what you say gradually makes communication more natural.

Understand → Observe → Adjust InTA Measure → Communicate

A mini guide designed to help you use simple, accessible data to communicate more clearly with colleagues, families, and students.

<https://drive.google.com/file/d/1tetJpXhWVwjRHBhmFA2T86iZVaHcdTQD/view?usp=sharing>

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