

Factsheet

Attention Deficit Hyperactivity Disorder (ADHD)

The information is provided for guidance only, allowing you to be more informed in your approach to being a more inclusive coach. No two people are the same, as such, please ensure your first step is to speak directly to the person understand their abilities and goals and never assume.



What is ADHD?

ADHD is a natural variation in how the brain develops and processes information, particularly in areas related to attention, energy, and self-regulation.

These differences are often linked to executive functioning, including skills such as attention, focus, memory, organisation, motivation, and impulse control. ADHD is influenced by neurological and genetic factors.

People with ADHD often bring strengths such as:

- Creativity and flexible thinking
- High energy and enthusiasm
- Spontaneity and willingness to try new things

ADHD presents differently for each person. Some individuals may:

- Be highly active, talkative, or impulsive
- Prefer to move often or find sitting still challenging
- Become easily distracted or shift attention quickly
- Appear quieter, daydream, or seem less engaged at times
- Experience a combination of these traits

ADHD exists across a spectrum, and each person will have their own unique strengths, preferences, and support needs.

What You May Notice When Supporting Participants with ADHD

Attention and focus differences

Attention may shift quickly, with strong focus on preferred activities and more support needed for instructions or less engaging tasks

Impulsive and spontaneous responses

Someone may act or speak quickly, find waiting their turn difficult, or join activities or conversations spontaneously.

High energy and movement

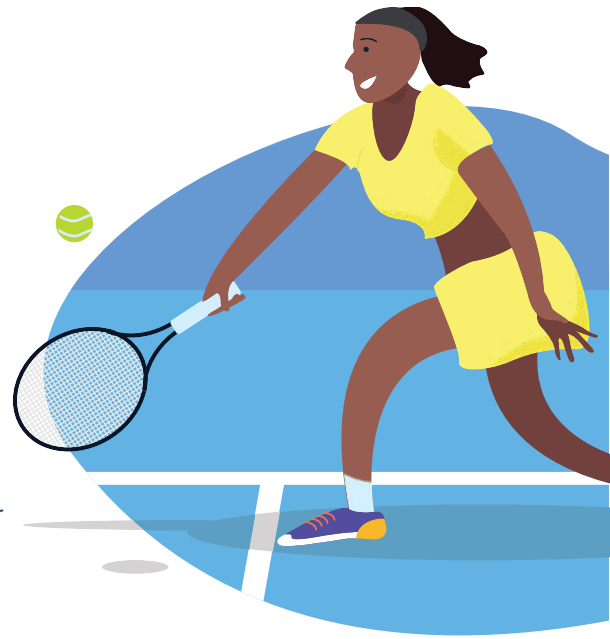
A preference for movement may show through fidgeting, moving between activities, or finding it hard to stay still for long periods.

Social interaction styles

Interactions may be energetic or direct, with some support helpful for turn-taking and group participation.

Regulation, coordination, and risk awareness

Individuals may need support with transitions, organisation, or recognising risk, and movement and coordination may look different.



How To Include People With ADHD In Your Coaching Sessions

Provide clear structure and organisation

Use simple routines, clear rules, and a predictable environment to support participation.

Use positive and supportive communication

Stay calm, give clear instructions, and recognise effort and strengths.

Adapt to individual learning styles

Use a mix of demonstration, movement, and short instructions, and check preferences where possible.

Support focus and attention

Gain attention before giving instructions (e.g. using their name) and keep directions brief and clear.

Be responsive to regulation and engagement

Notice signs of frustration or overwhelm, allow breaks when needed, and use discreet cues to guide attention.

For further information and support:

Please visit www.adhdireland.ie