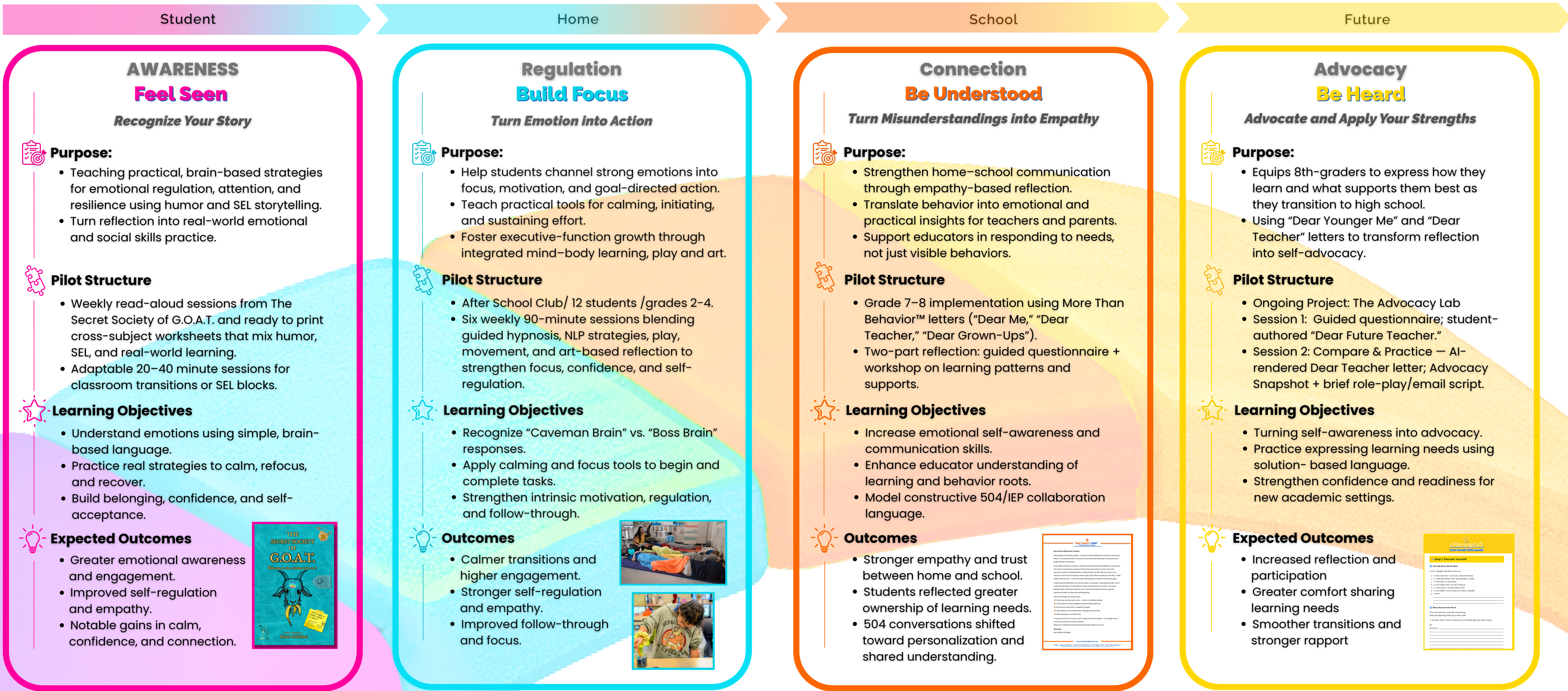


Building Bridges: Empowering ADHD Kids in School Settings

A neuroscience-informed, school-based framework integrating social-emotional learning, emotional translation, and self-advocacy — piloted at the dePaul School for Dyslexia (2024/25).



- This poster presents outcomes from an ongoing pilot collaboration at the dePaul School for Dyslexia (Clearwater, FL).
- The project examines how a multimodal, neuroscience-informed framework—integrating emotional regulation, psychoeducation, empathy-based communication, and self-advocacy—can enhance well-being, focus, and classroom participation for both neurodivergent and neurotypical students.
- Implemented flexibly across grades 2–8, the pilot included both in-class and after-school applications.
- Core components—Happy Core™ Program, Homework Hero™, More Than Behavior™ Letters, and Advocacy Lab™—illustrate how evidence-based mind-body, reflective, and narrative practices can create calmer classrooms, stronger communication, and confident, emotionally literate learners.



Conclusion

- The Happy Core™ Framework offers a **replicable, school-based model** integrating emotional regulation, empathy-based communication, and student self-advocacy.
- Grounded in neuroscience and practical application, it bridges emotional, cognitive, and behavioral supports within everyday learning environments.
- Early results from the dePaul pilot show measurable gains in regulation, confidence, and engagement, highlighting its **adaptability across school and counseling settings** and its **equal value for neurodivergent and neurotypical learners**.
- Future studies will examine **scalability and educator-training pathways** to inform broader implementation and curricular alignment with standard SEL instruction.

Designed to be shared — adaptable for classrooms, counseling, and community learning spaces.

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