ADHD STUDENTS AND SCHOOL SOCIAL EDUCATION: A SWISS CASE STUDY ON THE IMPORTANCE OF EMPOWERMENT

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Abstract:
Young people with ADHD are frequently marginalised, which affects their opportunities to be included within society. This places emphasis on how students are best prepared for becoming part of that society. The present case study investigated the perceptions of a needs-based and individualised support for students with ADHD in the context of a Swiss sociocratic school, from the perspectives of students and social educators. Semi-structured interviews were conducted with students diagnosed with ADHD and a school social educator to explore the influence of the diagnosis on self-perception and self-image, as well as their needs for support from social educators. The results emphasise the significance of belongingness and empowerment for students with ADHD, and how school social educators can act as a link between school and wider society. They demonstrate the importance of individually considering the needs of students with ADHD to provide appropriate support. Recommendations for school social education are made, both for working with students within the school context as well as for preparing them for the time beyond school.

Keywords: ADHD, empowerment, school social education, Bronfenbrenner

1. Introduction

Attention deficit hyperactivity disorder (ADHD) is a common neurological disorder characterised by impairments in attention, impulse control, and hyperactivity (APA, 2022). It is thought to affect over 5% of adolescents (Drechsler et al., 2020). Due to the diverse symptoms, the diagnosis often has a negative impact on students' learning behaviour and academic performance during their school life, and in adulthood, this can have subsequent implications for career choices, the risk of unemployment, and overall negative employment outcomes (e.g., Carter, 2019; Gordon & Fabiano, 2019; Vňuková et al., 2023). Given these developments, it is relevant to delve deeper into the individualised support of adolescents with this disorder.

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Self-perception and self-image are generally important factors for psychological, emotional, and social development. However, Tu et al. (2019), for instance, indicate that adolescents diagnosed with ADHD may have difficulties developing and maintaining positive self-perceptions. They also observe that such adolescents have a higher risk of developing a negative self-image, particularly in the area of social skills. Negative self-image is often associated with low self-esteem, self-doubt, and low self-efficacy expectations. This can contribute to adolescents with ADHD feeling less competent and motivated to participate in academic and social activities. Other studies support this, having found that compared to their neurotypical peers, adolescents with ADHD are more prone to developing depression and anxiety disorders, which in turn can also affect their self-image (e.g., Cueli et al., 2020; Monopoli et al., 2020).

Weakened self-perception and distorted self-image extend further into society. Although awareness of ADHD as a neurobiological disorder has significantly increased, there are still many misunderstandings and controversies regarding the diagnosis and understanding of the disorder. The media also contribute to influencing public perception and stigmatization of individuals with ADHD (Bisset et al., 2022; Godfrey et al., 2021). People with ADHD often face negative stereotypes and prejudices that in turn can affect their social interactions, educational opportunities, and mental health (Lebowitz, 2016; Mueller et al., 2012). Educational inequality is also evident in differences in access to education, educational achievement, and educational participation due to social, economic, and cultural factors that impact students' opportunities and possibilities (e.g., Kvande et al., 2018).

Inclusive pedagogy clearly has an important role to play in supporting adolescents with ADHD. It sees the school as a place of diversity and shared learning that adapts to the needs of all students (Graham, 2020). Inclusion goes beyond mere physical integration and involves a fundamental redesign of the school system, curriculum, teaching and learning methods, and support services to create a fair and equitable learning environment for all students (Causton et al., 2015; Slee, 2011). Inclusion aims to dismantle barriers and discrimination and create an inclusive learning environment based on the needs of all students (Ainscow, 2020). Therefore, inclusion means that the school adapts to the needs of the students rather than the students having to adapt to the school. This is particularly important when working with students with ADHD, as they often have difficulties adapting to traditional teaching structures (Malmqvist, 2018). An inclusive environment enables these students to succeed without being stigmatised or excluded. Through individualised support and inclusion, students can receive different learning materials and tasks tailored to their individual strengths and weaknesses.

Students with ADHD can unfold their strengths and talents and pursue successful careers if they learn to understand their symptoms and develop appropriate coping strategies (Arnold et al., 2014). A positive attitude and a supportive environment can help students with ADHD perceive themselves as competent and successful individuals (Hai & Climie, 2022). Encouraging and empowering adolescents with ADHD to set and achieve their own learning goals significantly boosts their self-confidence. Individualised

learning plans tailored to the needs and abilities of students can address learning processes individually and promote motivated work (Barkley, 2020; Franklin, 2018). Close collaboration with school social educators and other professionals in the school context can help improve the self-perception and self-image of adolescents with ADHD by providing targeted support through specific feedback, individual learning plans, and reflection exercises to identify students' strengths and talents (Arnold et al., 2014).

However, the inclusion of adolescents with ADHD in schools can be challenging as the symptoms of the disorder can cause various difficulties that hinder learning and social interaction. Adolescents with ADHD may struggle to respond appropriately to social situations, which can make it difficult for them to make friends or establish relationships with peers (Maya Beristain & Wiener, 2020). Inclusive education can bring challenges, especially when students are unable to adhere to certain behavioural norms. To address these challenges, schools need to provide appropriate support and resources (Mitchell & Sutherland, 2020). Another issue can be supporting students with ADHD in the classroom. Teachers need to ensure that students with ADHD receive enough attention and are able to understand and cope with the curriculum (Wiener & Daniels, 2016). This may require additional resources, such as the use of special teaching methods, technologies, or additional personnel.

Social educators play a crucial role in implementing individualised support and creating a conducive school learning environment. As part of the educational landscape, they contribute to identifying students' individual needs and abilities as well as planning and implementing targeted support measures (Fabiano & Pyle, 2019). In doing so, they help students maximise their potential by providing support and guidance in coping with socio-emotional problems and stressors (Flad & Bolay, 2021; Spies, 2018). Similarly, creating a sense of community within the school through shared activities or experiences is of great importance in strengthening cooperation among students as well as between students and staff (Juvonen et al., 2019). This is closely linked to the contribution that social educators make to promoting collaboration between teachers and parents, enhancing a successful cooperation between a school and the family system (Ma et al., 2016).

The relevance of Bronfenbrenner's (2005) ecological systems theory thus becomes highly evident. His model provides a useful framework for the individualised support of students with ADHD by describing factors that influence development. The model helps identify appropriate support measures and recommendations for practice by focusing on the promotion on individual needs, collaboration, policy decisions, cultural values, and temporal changes. School social educators in particular can be important mediators for students in this context, advocating for the students' voice between the school and families. By closely collaborating with parents and teachers, specific needs of students can be better understood, and suitable measures can be developed (Pham, 2015). The 'bottom-up' perspective of Bronfenbrenner, which emphasises the active role of the affected individuals in shaping their environment, is often not adequately considered in society and educational practice. This can be attributed to various factors, such as

traditional notions of authority and control in education or a stronger focus on normative developmental patterns. In many cases, the child is seen as a passive object influenced by their environments rather than an active agent who has an influence on their environment. It is therefore important to consider both the 'top-down' and 'bottom-up' perspectives to achieve a comprehensive understanding of the development of children and adolescents and to provide appropriate support (see e.g., Bosisio & Ronfani, 2020).

The objective of this study is thus to contribute to a better understanding of the specific needs and challenges of students with ADHD and to develop overarching recommendations or support plans for work in the school context. The findings of this study aim to raise awareness of neurodiverse adolescents and their needs and to support the professional work of school social educators and other professionals in the school sector. This will not only strengthen adolescents in the present but also contribute to their development as strong individuals for their future independence as adults. Specifically, the research aims to address the following questions:

1) What role does ADHD play in the self-perception of adolescents?
2) How do adolescents experience their need for support in the school context?
3) How can school social educators support such needs?

The first question explores how adolescents perceive their own diagnosis and what impact it has on them. By identifying weaknesses, the problem can be addressed at its root and specific measures and action plans can be developed to build or strengthen self-perception. Once this foundation is established, the second question explores the adolescents' personal experience of their need for support, revealing whether the adolescents can define their own needs, identifying areas where additional support is needed or where resources are already available and applicable. The third research question focuses on how school social educators can support students with ADHD and better address their individual needs by focusing on their needs. In particular, these questions are viewed through the lens of Bronfenbrenner's (2005) ecological systems model. The study therefore aims to examine perceptions, needs and support through the different levels within the model.

2. Method

2.1 The School Context

The school selected for this case study differs from mainstream schools in Switzerland in its particular pedagogical approach and values. In particular, the school practices the principle of sociocracy, where decisions are made by consensus, and power and responsibility are distributed equally among all members of the community. The school also emphasises a holistic educational approach, encompassing students' cognitive, emotional, physical, and social development. It values the individuality of each learner, with lessons being more tailored to the individual needs of students. As a full-day school, the school offers a comprehensive daily schedule that includes both academic instruction as well as other activities such as lunch, rest periods, and extracurricular activities.

2.2 Participants

As a result of purposive sampling within the case study school, the participants consisted of five students aged 12 to 16 years (4 female, 1 male) who had a confirmed ADHD diagnosis. In addition, one school social educator was included. She had eight years of experience of working at the same school in providing individualised support to students with ADHD. The participants were selected based on their ability to provide valuable insights into the practice of individualised support for students with ADHD. Through this approach, a sample was selected that reflects both the diversity of the target group and the different perspectives and experiences in dealing with ADHD in school. Following, the students are referred to by codes from S1 to S5, and the educator by the code SSE.

2.3 Design and Procedure

In order to gain insights into the complex social phenomena and understanding the perspectives of the participants, semi-structured interviews were conducted. Open-ended questions were used to provide the participants with the opportunity to freely express their experiences and perspectives, enabling the researcher to gain new, unforeseen insights, giving particular space to the direct use of participants' own voices in harnessing their agency within a school setting (Cook-Sather, 2020; Hast, 2015). To ensure that the questions were understood and that the answers provided the sought-after information, the questions were piloted in advance with three individuals not involved in the study.

With informed written consent from participants, including from student parents, the interviews took place in a quiet room at the research school. The student interviews lasted for around 30 minutes each, and the interview with the school social educator lasted for 45 minutes. The conversations were voice recorded. As the interviews were conducted in Swiss German, a dialectic variant of German, a translation process was conducted prior to transcription. Following this, the interviews were transcribed verbatim and anonymised, with participants being referred to by codes. The data were then analysed using qualitative content analysis following Mayring (2021). Certain categories were initially predefined prior to the analysis. Subsequently, additional categories were developed inductively from the raw material and applied to further data.

3. Results and Discussion

The present study sought to explore the views of adolescents with ADHD and their school social educator on the specific needs of neurodiverse adolescents and how professional work of social educators can support these needs. In particular, Bronfenbrenner's (2005) ecological systems model acted as analytical lens. As a result, the analysis centred on themes around self-perceptions, belongingness, fostering empowerment, and the interactions between school and beyond.

3.1 ADHD and Self-Perception

In terms of self-concept, a common positive perception amongst the students was that their ADHD afforded them heightened creativity, which in part was attributed to the increased feelings of energy ADHD gave them.

> *"So, I'm creative. Often, when I have too much energy or something, I start drawing, and that's when a lot of emotions and creativity come out. I also notice that I can draw better when I draw with different emotions."* (S1)

Indeed, creativity has often been noted to play a particular role as a coping mechanism tool for dealing with ADHD symptoms (Meachon et al., 2023) but also for constructing positive self-concepts amongst adolescents with a diagnosis, which can, in turn, contribute to improved mental health (Hoogman et al., 2020). This view was also corroborated by the external vantage point of the school social educator, but rather than focusing on the ADHD diagnosis itself, she attributed the heightened creativity to societal requirements placed upon adolescents with such a diagnosis:

> *"They might be more creative when they don't automatically fit into the inside-the-box mould. They need out-of-the-box solutions for their everyday life […] What does it mean to be successful, and who decides whether it is successful or not?"* (SSE)

Describing a self-image, on the other hand, was more challenging for the same students. Most of them were not able to do so, but from their reasoning as to why they could not it was evident that their self-image was in fact negative. One student, for instance, noted how difficult this was:

> *"I can't describe my self-image because I simply can't. I always focus on the negative things and the fact that I can't assess myself correctly. I only have a negative self-image."* (S4)

This is not an unexpected finding, as adolescents with ADHD are more likely to develop negative self-images than their neurotypical peers (Cueli et al., 2020; Monopoli et al., 2020; Tu et al., 2019). The school social educator acknowledged the difficulty in self-assessments, attributing negative perceptions directly to their ADHD diagnosis and once again emphasising societal expectations that may underpin these self-perceptions.

> *"So they might have learned that they need to behave a certain way for school or because our traditional education system doesn't allow teenagers with ADHD to fully participate. They are otherwise restricted from being themselves, being quieter, not distracting others […]. I believe that's why many of them feel that they are dumb or incapable. Some students verbalise it that way […] But there are also students who overestimate themselves because they can't admit that something is difficult for them due to negative experiences. However, it is really difficult for them to realistically assess their own performance."* (SSE)

Bronfenbrenner's (2005) ecological systems model can thus be applied in two respects. At the microlevel, ADHD clearly has an impact on students' self-perceptions, both positive and negative. However, the school social educator's position clearly identifies a top-down societal problem in the exosystem that seems to exacerbate the negative self-perceptions in particular.

3.2 Belongingness

Alongside self-perceptions, ADHD also has an impact on students' sense of belongingness, drawing on the microlevel system 'school' in Bronfenbrenner's (2005) model. Belongingness plays a central role in this particular model (see e.g., El Zaatari & Maalouf, 2022). As a whole, ADHD can directly influence students' perceived class or school membership, which is particularly critical in a system based on sociocracy. This was evident in the students' own narrative.

> *"Due to my tics or something like that, sometimes I feel like others don't like me. I don't know, sometimes I don't feel comfortable or don't know how to explain it. Then I'm not sure if I really belong to the class because I'm different."* (S2)

Similarly, their peer interactions were seen to be negatively impacted by their diagnostic symptoms, which in turn can affect the self-image accordingly. This became evident in another student's description:

> *"When I work with other children, I have the feeling that I'm just being used or played with because that often happened in the past. Then I'm also not focused and prefer to work alone."* (S4)

Social interactions are known to be challenging for young people with ADHD due to the increased difficulties with interpreting and managing such situations which can be a hindrance to establishing friendships or even just peer working relationships (Maya Beristain & Wiener, 2020). This can negatively impact on the development of self-image. Yet just as with their self-perceptions they also recognised opportunities for positive peer interactions due to their ADHD. One of the students noted that:

> *"Sometimes, I feel like I can infect other people with my energy. When I'm in a very good mood, I can easily carry people along and inspire and uplift them with my motivation and mood."* (S5)

The sense of belongingness was also reflected in the student-educator relationship. Students saw that relationship as a positive, despite acknowledging that it resulted from a need for individualised attention towards them, as emphasised by another student:

"It's nice when we build a relationship and the teachers understand how I can follow the lessons and what I need." (S3)

However, promoting a sense of belonging for students with ADHD was also seen as a challenge by the school social educator who works with them, and she noted it directly impacts her ability to work with such students.

"For me, the most challenging aspect is when I'm in a classroom setting and we have several teenagers with ADHD. Especially those with the H struggle to stay focused during certain topics in the whole group setting. I find it particularly challenging when they agitate each other, leading to a loss of concentration. That's what I find particularly challenging." (SSE)

Not only do educators have to respond to the individual needs of students with additional learning requirements, but they also at times have to do so for several such students within one classroom setting. Maintaining a sense of coherency in the class community can thus become difficult, particularly where hyperactivity plays a significant role in student behaviour. Yet it is critical to maintaining that social educators have an important role to play not only in providing individualised learning support (Fabiano & Pyle, 2019) but also create a sense of community (Juvonen et al., 2019).

3.3 Fostering Empowerment

Despite negative self-perceptions and these being at least in part moderated through the exosystems, the adolescents expressed a sense of agency that afforded them control over their learning environment.

"One of my needs is that I require more space and feel quickly confined. I also don't like having too many people around me. And I don't like being in a closed room because if I lose control or feel uncomfortable, I feel too constrained. Sometimes, I also need the opportunity to work outside in the fresh air or in nature. That way, I have a different place than just the classroom. It also feels freer outside than in the classroom." (S1)

A sense of personal agency can be seen as being important to achievement for young people with ADHD (Martin et al., 2017). Having control is a crucial aspect of a school following ideals of sociocracy, suggesting such settings may be particularly suitable for students with ADHD. Similarly, they also appreciated being in control of the learning process itself, which can be considered a source of empowerment.

"Variety. It helps me not only to have variety in the lessons but also spatially. It helps me when, for example, I can work alone in a different room and focus on what I want to do and enjoy it without feeling forced and losing interest. This way, I can also motivate myself

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more for things I don't like so much when I'm allowed to work with music or in a different room." (S5)

Providing agency and opportunities for empowerment can be particularly helpful for adolescents with ADHD as choice through agency appears to support executive function skills development, a key area of cognition affected by the disorder (cf. Carlson, 2023), which in turn also affects social interactions. Effectively, in the context of Bronfenbrenner (2005), the students considered themselves in need of a microsystem that enables bottom-up processes rather than only responding to top-down control. The school social educator was in full agreement with this position, even giving suggestions on how such control can be provided within a student-educator relationship.

"It's important to focus on the process, on their development. Scale questions are really helpful and supportive in this regard. Not too long, but complex. For example, asking them how effective they felt today on a scale of 0 to 10. This can be observed over a longer period, and then you can really address it by saying, "Hey, that's great. You felt like a 7 today. How did you manage that?" This brings a solution-oriented aspect into the conversation because they usually have enough experience with negative topics or negative evaluations." (SSE)

Such perspectives are important in strengthening ADHD students' self-determination and self-confidence. This can reduce the long-term effects of ADHD and facilitate a successful transition into adulthood and enable them to not only actively participate in class but also in society. This can be achieved by giving them the opportunity to better understand their strengths and weaknesses, communicate their needs and desires, and actively participate in class. In turn, they highlight the importance of adapted teaching methods and supportive environments that specifically address these difficulties where student and staff viewpoints can meet (Rogers et al., 2015). Nonetheless, some sense of top-down structure was still seen as necessary by the students, such as routines due to their ADHD, despite desiring own control – though acknowledging this need for structure can in itself be regarded as a form of empowerment too.

"I need a certain structure and planning to make my daily life calmer. Clarity and structure are important to me. Although we have a schedule, I need a routine so that I know what task I'm going to do next and what the plan is." (S1)

Individualised support has a significant role to play in this, and it is about navigating the balance between bottom-up decision-making by students and top-down structure provision by educators but in cooperation with the students. This two-way interaction process was highlighted by the school social educator:

"Another thing I do is to clearly establish goals from the beginning: 'Hey, these are your goals for today.' We work it out with the students, and then we can work together." (SSE)

Empowerment gives adolescents with ADHD the opportunity to see themselves as competent (Hai & Climie, 2022). In affording the students some sense of personal agency – or at least interpersonal agency at the staff-student level – inclusive practices can be promoted that aim to adapt to the needs of students (Ainscow, 2020), emphasising the significance of the close collaboration with school social educators (Arnold et al., 2014).

3.4 Interactions between School and Beyond

As highlighted by Bronfenbrenner's (2005) model, there are not just individual microsystems such as school and home, but these microsystems interact with each other at the mesolevel. These interactions impacted the students' school experiences, demonstrating they can adjust their ADHD related behaviour according to the needs of a specific environment. One student, for instance, described adjustments being made according to home or school setting:

"When I'm angry, I get mad and might even lose control at home, but I can't and don't want to do that at school because it somehow feels uncomfortable or embarrassing." (S1)

The student's viewpoint here does seem to initially corroborate a stereotypical representation of adolescents with ADHD, one that is often propagated within society including by media (Bisset et al., 2022; Godfrey et al., 2021). However, it is clear that self-awareness can allow adolescents to also adapt accordingly, particularly in system settings that may depend on different sets of rules and expectations.

The school experience, in turn, was also recognised as having implications for their later lives beyond their school time.

"One can be very, very independent here and can also gain their own experiences. Even if it doesn't work out right away, I am able to gain new experiences. This way, I can also learn better how it will be in adult life." (S1)

This showcases on the one hand that students can be highly reflective of the impact their ADHD has on their current school experience but also how this may have repercussions for their later engagements with society. This can have important implications for working towards addressing prejudices in order to promote educational opportunities and support mental health (Lebowitz, 2016; Mueller et al., 2012). The significance of the interactions between school and society was also picked up by the school social educator, indicating what the focus of school support ought to be:

"It's just really important to take them as they are and show them ways to find strategies to navigate the world. Otherwise, they will spend their whole lives trying to adapt to society and never really feel comfortable." (SSE)

She confirmed the notion that school social educators have an important mediator role to play in Bronfenbrenner's (2005) model. They can act as the link between the familiar school system and other systems beyond the school, including those that are not yet of significant importance to the students. This role as systems moderator can be critical in combating educational inequality that affects young people with ADHD (Kvande et al., 2018).

4. Summary

4.1 What role does the ADHD diagnosis play in the self-perception of adolescents?
The ADHD diagnosis plays a significant role in the self-perception of adolescents. While some perceive their diagnosis positively, associating it with heightened creativity and energy, others struggle with negative self-images. Negative self-perceptions are often influenced by societal expectations and the challenges ADHD presents in conforming to traditional education systems. Adolescents with ADHD may have difficulty accurately assessing their own performance and may develop feelings of being incapable. The diagnosis also affects their sense of belongingness, as they may feel different from their peers and struggle with social interactions. However, they also recognise opportunities for positive peer interactions.

4.2 How do adolescents experience their need for support in the school context?
ADHD can affect students' sense of belonging in the classroom, leading to feelings of being different and difficulties in peer interactions. Building a positive student-educator relationship is important for their sense of belonging, although it can be challenging for educators due to the individualised attention required. Empowerment is crucial for students with ADHD, allowing them agency and control over their learning environment. They value having space, variety, and choices in their learning, which can enhance their motivation and engagement. Providing individualised support and a balance between bottom-up decision-making and top-down structure is necessary. Students also navigate their ADHD-related behaviors differently in different environments, adapting to the expectations of each setting.

4.3 How can school social educators support such needs?
To support the needs of students with ADHD, school social educators should focus on two key areas: promoting belongingness and fostering empowerment. They can create a supportive environment where students feel accepted and valued by addressing students' concerns about being different and helping them develop positive peer interactions. Providing students with a sense of agency and control over their learning

environment can enhance their engagement and achievement, allowing students to capitalise on their strengths and preferences. However, a balance between bottom-up decision making by students and top-down structure provided by educators is necessary. Furthermore, school social educators need to recognise the interactions between the school and other systems in the students' lives. By acknowledging the impact of school experiences on future engagements with society, educators can work towards addressing prejudices and promoting equal educational opportunities for young people with ADHD.

5. Implications

The findings of the study underscore the significance of personalised support and a nurturing school environment for adolescents with ADHD. An inclusive learning environment should consider individual needs and strengths, offering diverse learning methods and strategies. This can foster better inclusion and acceptance of students with ADHD, enabling them to achieve their potential. Additionally, nurturing positive self-perceptions is crucial as it strengthens their self-confidence and self-esteem, reducing negative experiences like stigmatization or bullying. Schools and professionals within them should ensure students with ADHD have positive experiences and promote their strengths to enhance their self-perception and self-confidence. An inclusive learning environment and positive self-perception contribute to the successful learning and development of young individuals with ADHD.

In the context of Bronfenbrenner's (2005) model, the results emphasise the significance of a supportive environment that addresses the individual needs and strengths of students and should be considered not only at the microlevel of the school but also at the meso and exolevels of family and wider community. The transition to the labour market is particularly important. Young people with ADHD are typically at a higher risk of unemployment. Employers value agency but also fitting into existing structures, so students should be given opportunities to prepare for both. This means school social educators can work to harness the labour market skills and prepare students for that – either explicitly when students are actively preparing for their lives after school or embedded within their everyday teaching support activities with younger students.

6. Limitations

Despite some important implications the study also has limitations that need to be considered. One limitation pertains to the sample. The study was conducted only with students from a school in a specific region of Switzerland with a limited number of participants, which restricts the generalizability of the results. The findings cannot be extrapolated to all adolescents with ADHD. It is possible that adolescents in other schools, with different cultural backgrounds or socioeconomic conditions, may have different experiences and therefore have different needs and support requirements.

Students from the selected school may have a different perception of their ADHD diagnosis compared to students from regular schools, as this school is a specialised institution underpinned by sociocracy. A larger sample of schools with different socioeconomic conditions, cultural backgrounds, and geographical locations should be included to increase the generalizability of the results.

Another important aspect concerns the nature of data collection. The study relied solely on self-assessments of the students and school social educators. No observations or interviews were conducted with parents or teachers, which could potentially result in a limited perspective. It is possible that the self-perception of adolescents with ADHD differs from the perception of others. Therefore, future studies should also include the perspectives of other individuals, such as parents, teachers, or peers, to gain a more comprehensive understanding of how adolescents with ADHD can be supported. It would therefore be helpful to include the perspectives of parents and teachers to gain a more comprehensive understanding of how adolescents with ADHD can be supported.

7. Conclusion

This case study, despite its limitations, provides valuable insights into how adolescents with ADHD can be better supported in the school context, emphasizing the importance of individualised support and a supportive environment. The research provides important recommendations for school social educators and teachers in understanding the needs and difficulties of students with special needs. Implementing these recommendations can help schools and teachers better address the needs of their students and create a supportive learning environment where all students can reach their full potential. However, monitoring and ensuring the implementation of these recommendations remain tasks for the future.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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