

Supporting AuDHD Girls in the Classroom: Making an inclusive environment

Understanding Needs & Creating Inclusive Learning Environments

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Introduction

A brief overview of Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Importance of focusing on girls with these conditions as they often present differently than boys.



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Understanding the OVERSUBSCRIBED and UNDER-SUPPORTED

- "Girls with ASD and ADHD are often overlooked and misdiagnosed due to their less overt symptoms." - (Reference: D. L. Bowler, 2020)
- Girls often exhibit internalizing symptoms leading to higher rates of anxiety and depression.



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Common Symptoms in Girls with AuDHD

- Social Interaction: Challenges: Difficulty in understanding social cues, maintaining friendships.
- Attention Deficits: Trouble focusing on tasks, disorganization in their work.
- Sensory Sensitivities: Overwhelm from sounds, lights, and textures.
- Emotional Regulation Issues: Difficulty managing emotions which may manifest in classroom behavior.



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The Impact of Environmental Factors

- "School environments can exacerbate symptoms due to sensory overload and social pressures." - (Reference: K. H. Leekam et al., 2011)
- Girls may suppress symptoms (mask) in social settings, leading to an emotional overload and possible meltdown



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High Rates of Absenteeism

- Statistics show that girls with AuDHD experience higher absenteeism rates than their peers.
- Possible reasons:
 - Anxiety about attending school or social situations.
 - Physical symptoms related to stress (headaches, stomachaches).



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The Role of Support Systems

- Importance of strong support systems in schools to reduce absenteeism.
- "Effective interventions can lead to significant improvements in attendance and academic outcomes." - (Reference: M. K. Dwyer et al., 2015)
- ILP with tailored and personalised strategies for learning and behavior.
- Sensory Breaks: Allowing time for students to step away and regroup.
- Positive Reinforcement: Encouraging through praise and rewards for small achievements, depending on the child. If PDA is in the profile this may not be the best strategy.



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Conclusion

- Remember the importance of understanding the unique needs of AuDHD girls.
- There is a big need for comprehensive supports and awareness in educational settings to improve their well-being and success.



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Questions & Discussion

Please ask any questions you may have and I will try and answer them for you.



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Recommended reading or people to follow

Chloe Hayden

Ruth Moyse

Divergent Mind: Thriving in a World That Wasn't Designed for You- [Jenara Nerenberg](#)

Successful Parenting: Help Your Child Succeed in a Neurotypical World for a Life of Success on the Spectrum (5-11-year-olds)-[Taylor Eberstadt](#)



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References

- *Bowler, D. L. (2020). Understanding Gender Differences in Autism.*
- *Leekam, K. H., et al. (2011). Social Interaction in Autistic Girls.*
- *Dwyer, M. K., et al. (2015). Supports for ASD in School Settings.*
- *McIntyre, A., et al. (2017). The Role of Families in School Supports for Autism.*

