



# In-School Professional Development Sessions

## For Educators and Support Staff



### ADHD: A Racecar Mind in a School Zone

#### What We'll Cover: Understanding & Supporting Students with ADHD

- A clear, accessible overview of what ADHD really is — beyond the stereotypes
- The different ways ADHD can show up in students (it's not one-size-fits-all)
- Why students with ADHD may succeed in some settings and struggle in others
- Practical, easy-to-implement strategies to support attention, regulation, and success in the classroom

### Don't Take It Personally! It's Executive Dysfunction

#### Executive Function & the ADHD Brain: Understanding, Supporting, and Restoring Capacity

- What executive functions really are and how they impact learning, behavior, and daily life
- Why students with ADHD often struggle with planning, organization, emotional regulation, and follow-through
- How to support students with limited executive function capacity — including simple, effective strategies to reduce overwhelm and build skills over time
- Restoring the “executive function battery” so students can re-engage with learning and self-regulation

### Spark to Action: Rethinking Motivation for ADHD Minds

#### Understanding and Harnessing Motivation in ADHD Students

- Why motivation looks different in the ADHD brain — and why traditional approaches often fall short
- What truly motivates students with ADHD — from interest-based learning to urgency and novelty
- Practical strategies to tap into ADHD motivators — and help students get started, stay focused, and follow through

### Embracing Differences: Creating Classrooms Where Every Brain Belongs

#### Reframing Neurodiversity in the Classroom: Supporting Minds, Building Confidence

- Understand the impact of neurodiversity, trauma, and self-esteem on learning, behavior, and emotional well-being
- Reframe how we view neurodivergent learners — from deficit to difference — to create a more compassionate, strengths-based classroom culture
- Explore practical changes educators can make to support both neurodivergent and neurotypical students, including trauma-informed strategies that foster safety, connection, and self-worth
- Learn how small shifts in mindset, language, and classroom structure can boost confidence, reduce shame, and help all students thrive — not just survive



**Heather Chyzowski, (M.ED., ED.S ),** also known as Mrs. C, is a trauma-informed counsellor, educator, and ADHD coach. With over 25 years in education and her own late ADHD diagnosis at 49, Heather brings both professional expertise and lived experience to her work. She founded Mrs. C & Me! to shift the conversation around ADHD, empowering families, educators, and individuals through compassionate coaching and practical strategies that build clarity, connection, and confidence.

[www.mrscandme.ca](http://www.mrscandme.ca)

# Sample Full Day In-School PD Schedule

Each professional development experience is designed to be practical, engaging, and immediately applicable. Participants leave with clear strategies they can use right away, along with opportunities for collaboration, reflection, and real-world problem solving. Sessions are intentionally structured to model the approaches being shared, making the learning both relevant and impactful.

- **Times can be adjusted to your scheduling needs.**
- **Book an hour or a full day**
- **Scholarship Prizes for Educator Series**
- **Scholarship for ADHD Parenting Playbook Series**
- **Monthly Newsletter for staff to ensure we continue the conversation**  
**hello@mrscandme.ca for more info**

**9:10 – 10:20**

**ADHD: A Racecar Mind  
in a School Zone**

**10:20 – 10:40**

**Spark to Action: Rethinking  
Motivation for ADHD Minds**

**10:40 – 11:50**

**Don't Take It Personally! It's  
Executive Dysfunction**

**11:50 – 12:50**

**LUNCH**

**12:50 – 2:30**

**Embracing Differences:  
Creating Classrooms Where Every  
Brain Belongs**



This session was incredibly practical. Heather's approach is unique and incredibly eye-opening of the struggles some of our neurodivergent students experience. I walked away with real strategies I can use right away to better support my students with ADHD." I wish my school had booked the Full Day Session. **-Trina .L (Red Deer)**

**CONTACT:** hello@mrscandme.ca: