

2 Days - Training Breakdown

ADHD
MENTORING



Professional Training **Mentoring - ADHD Adolescence**

Dedicated for Psychotherapists, Therapists & Counsellors on
working and willing to work ADOLESCENTS WITH ADHD

Developed by adolescent counsellor **Terri Lloyd**

Delivered by Psychotherapist **Jenny Ní Fhionnusa**

**Approved and accredited by the Irish Association for
Counselling and Psychotherapy (IACP) for Continuing
Professional Development (CPD) - 14 CPD hours**



BACKGROUND

ADHD is the most common neurodevelopment condition presenting to child and adolescent mental health, paediatric, and primary care services. As a result, statistics reveal that the global prevalence of adolescents aged 12 to 18 years with ADHD stands at 5.6% which represents 1 in 20 of the population. There is currently limited training available for psychotherapists and counsellors working with adolescents to recognise and effectively support this neurodevelopmental condition.

This 14 hour course will support professionals by providing psychotherapists and counsellors of all modalities who work directly with adolescents (who may have diagnosed or undiagnosed ADHD), with the skills and understanding to detect and work effectively with this neurodivergent condition. Through the therapeutic relationship and the neuro-affirmative approach this training will provide professionals with the understanding, skills and strategies to deeply understand and meet the needs of their clients; thereby providing validation, compassion, and acceptance to support their clients on their journey to self- discovery and self- acceptance.



Modules

Day 1

Understanding ADHD and the Therapeutic Relationship (3.5 hours)

M1: Welcome & Introductions

- Group Rules. Course overview:
- Learning objectives of training, current understanding of ADHD

M2: Overview of ADHD

- Definition and common misconceptions.
- Prevalence and demographics in adolescents.
- Impact on daily functioning and well-being.
- DSM-5 criteria for ADHD in adolescents (interdisciplinary collaboration in diagnosis).

Morning break

Neurobiology, Pharmacology, and Comorbidity (2 hours)

M3: Neurobiological Basis of ADHD

- Brain structures and functions.
- Neurotransmitter imbalances.
- How ADHD can present and how it feels.
- Implications for therapeutic interventions and how to support your client.

M4: Pharmacological Interventions and Comorbidity

- Overview of medications for ADHD.
- Co-occurring conditions (e.g., anxiety, depression).
- Collaborative care with psychiatrists.

Lunch

The Neuro-Affirmative Therapeutic Approach (1.5 hours)

M5: The Neuro-Affirmative Approach in Therapy

- Principles of neuro-affirmative practice.
- Building therapeutic rapport with ADHD adolescents.
- Adapting therapeutic modalities.
- Strengths-based perspectives.





Day 2

Family, Education, Relationships and the Future (1.25 hours)

M5: Families and Systems

- Parenting and family dynamics.
- Communication.
- Supporting parents.
- Multi-disciplinary working.

Morning break

Interventions and Practical Strategies (1.5 hours)

M6: Interventions and Practical Strategies

- Goal setting.
- Organisation strategies.
- Emotional regulation tools.
- Strengths-based interventions.
- Working collaboratively.

Lunch

Case Studies and Clinical Practice (1.5 hours)

M7: Case Studies and Clinical Practice

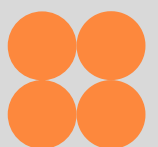
- Working with diagnosed and undiagnosed ADHD.
- Assessment considerations.
- Clinical formulation.
- Ethical considerations.
- Interactive case discussions.

Afternoon break

Bringing It All Together (1.5 hours)

M8: Bringing It All Together

- Integrating learning into practice.
- Working confidently with ADHD adolescents.
- Resources and signposting.
- Questions and discussion.
- Course reflection and evaluation.



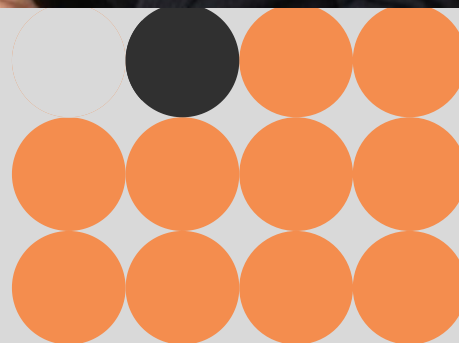
Developed by

TERRI LLOYD

Terri Lloyd Dip MAMBA is a fully qualified therapeutic counsellor for adolescents and freelance neurodiversity consultant specializing in ADHD. She supports adolescents who have ADHD through individualised one to one sessions and also in online courses and workshops. She has over 15 years' experience of working with teenagers and young people in schools and the voluntary sector providing counselling and therapeutic support, and working with charities providing support to parents of children with disabilities.

Terri brings an integrative approach tailored to individual needs, skilled in a variety of techniques: Mindfulness, Art Therapy, Anger Management, WhyTry behaviour programme, 123 Magic, Surviving Your Adolescent, The non Violent Resistant Programme and CBT.

Terri was awarded with a Distinction Masters Degree in Special Educational Needs and Learning Difficulties in 2018 with I.C.E.P Europe – Institute of Child Education and Psychology. She is passionate about using her wide and varied experience and evidence-based knowledge raising understanding and acceptance of ADHD and supporting young people, parents and schools on their ADHD journey.



Delivered by

Jenny Ní Fhionnusa

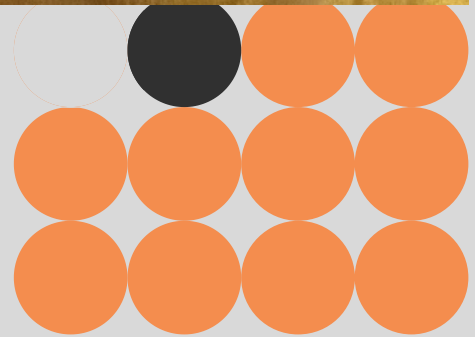
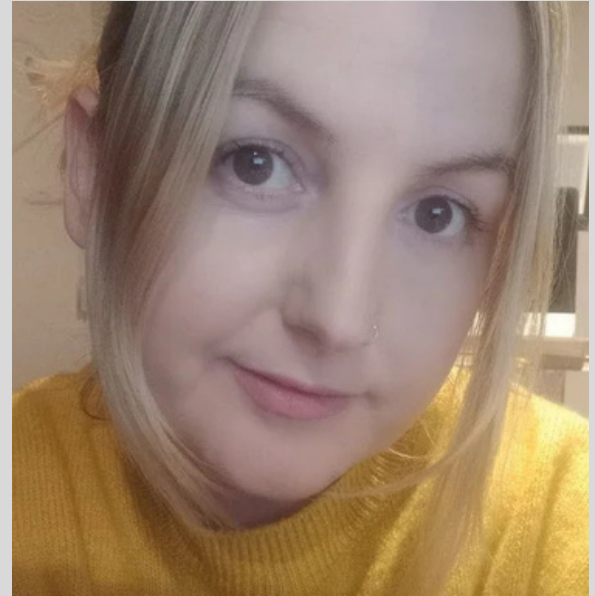
I am a QQI Level 6 Train the Trainer qualified facilitator with over 20 years of experience in training design and delivery. My work is grounded in strong facilitation skills, which I have used extensively to support groups, communities, and families across a wide range of programmes.

For more than 15 years, I have worked within youth and community settings, directly supporting young people, particularly those with ADHD and other forms of neurodivergence, in developing social and professional skills. My experience also includes working in social care and providing autism-specific support, with a focus on building confidence, independence, and practical life skills.

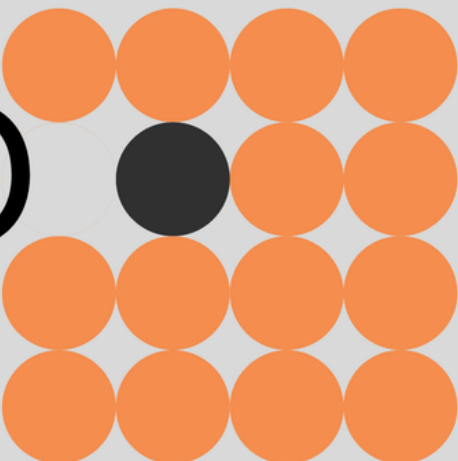
I have over three years of experience with ADHD Ireland, where I worked as an Assistant Psychologist, Assistant Researcher, and Facilitator on their evidence-based ADHD programme. In these roles, I supported programme delivery, research initiatives, and skills-based group work, including facilitating the UniMAAP programme designed specifically for university students with ADHD.

Currently, I work in student mental health and wellbeing within a university setting, supporting neurodivergent students in navigating third-level education and developing the tools they need to succeed both academically and personally.

My approach is practical, inclusive, and person-centred, with a strong emphasis on empowering individuals through tailored support and evidence-informed facilitation. I have a background in Wellbeing, Psychology, and Psychotherapy.



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