THE SCIENCE OF CONSCIOUSNESS 2026 · SAN DIEGO

MINDFULNESS IN ADHD AS AN ECOLOGICAL MODEL

From individual self-regulation to inclusion through family, healthy habits and sport

POSTER #741

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1 WHY CHANGE THE FRAME?

ADHD interventions usually train attention.

We propose training the conditions that sustain attention.

INDIVIDUAL	ECOLOGICAL
INDIVIDUAL SKILL	SUSTAINING CONDITIONS

From the isolated child to the child-in-context.

2 INTERVENTION & METHOD

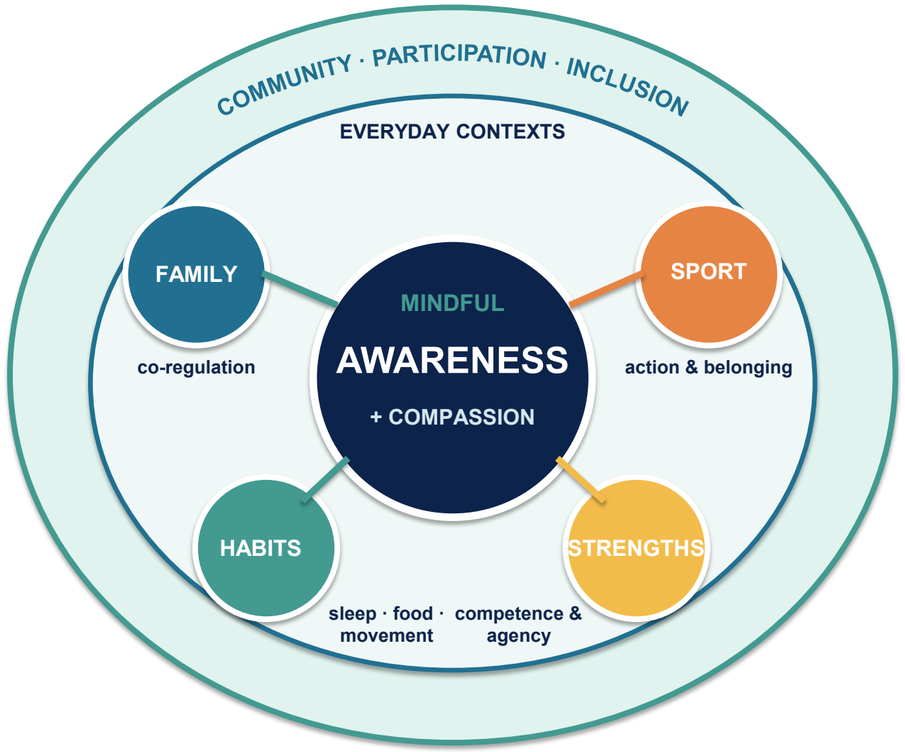
10	7–12	FAMILY
SESSIONS	YEARS	ACTIVE

- Children and caregivers learn together.
- Mindfulness + compassion + strengths + executive functions.
- Healthy habits: sleep, food and physical activity.
- Participatory action research; mixed pre–post and qualitative evaluation.
- Non-clinical; complementary to medical care.

CONCEPTUAL DESIGN · EXPECTED OUTCOMES

3 ECOLOGICAL SELF-REGULATION

Attention and regulation emerge through awareness, body, relationships and participation.



PROPOSED PATHWAY

AWARENESS — SELF-REGULATION — EXECUTIVE FUNCTIONS — WELL-BEING & INCLUSION

PRESENCE DOES NOT REQUIRE IMMOBILITY

4 EXPECTED OUTCOMES

HYPOTHESES FOR EVALUATION

EMOTIONAL REGULATION	ATTENTION
PARENTAL SELF-EFFICACY	FAMILY BOND
DAILY-LIFE TRANSFER	INCLUSION

5 SPORT IS THE CONTEXT

SPORT IS NOT AN ADD-ON.



SPORT ACTIVATES · MINDFULNESS ORGANISES

Attention · impulse control · cooperation

Belonging · competence · responsibility · inclusion

6 IMPLICATION

Move from a “brain that regulates” to a “system that regulates”.

Child · body · caregivers · habits · sport · community

TAKE-HOME MESSAGE

Self-regulation is not only an individual skill. It is an ecological process lived through awareness, relationships, healthy habits, embodied action and participation.

CONTACT & REFERENCES

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Alda et al. (2022) · Zylowska et al. (2008)
Benzing et al. (2018)