

ONE-PAGE MEDIA-KIT BIOGRAPHY

Nia S. McDaniel is a 17-year-old African American high school student, first-time author, and emerging youth advocate whose work opens an important conversation about ADHD, learning differences, resilience, education, and self-understanding.

Her book, *Learning To Conduct, My ADHD Journey*, draws substantially from her own experience. Nia was bright, determined, and hardworking, but for years she did not understand why academic tasks could require so much effort or why her results did not always reflect the time and energy she invested.

Like many capable students, she initially interpreted the problem personally. She believed she needed to work harder, focus more, or somehow become the kind of student for whom school appeared easier.

Understanding ADHD and the way she learned changed the story she was telling herself.

Instead of seeing difficulty as evidence that she was not intelligent enough, Nia began to understand the role of executive functioning, attention, learning differences, and the need for appropriate tools and support.

She transformed that experience into a book for younger readers.

Using the metaphor of an orchestra, *Learning To Conduct, My ADHD Journey* portrays a mind filled with thoughts, feelings, responsibilities, questions, and competing demands—each like an instrument trying to play at the same time. The story's central insight is not that the music must disappear. It is that the student needs understanding, tools, and the ability to conduct it.

Nia wrote the book she wishes someone had placed in her hands when she was younger.

Her public message is hopeful but realistic: learning differently does not mean thinking less, and students should not mistake confusion for inability or difference for failure. Nia is comfortable participating in television, podcast, radio, print, digital,

school, library, and public-speaking opportunities. She is available for interviews in person, by video, or by telephone.

Through storytelling and public engagement, Nia hopes to help young people feel less alone while encouraging parents, educators, and communities to listen more closely to students whose struggles may not be immediately visible.