

ONE-PAGE SYNOPSIS

Micki is a bright, determined, empathetic, observant, resilient, musically inclined, and outwardly funny girl who loves learning.

But for much of her childhood, learning does not feel the way she thinks it should.

She works hard—often harder than the people around her realize. She studies for hours, tries to focus, and wants desperately to do well. Yet she sometimes zones out during instructions, struggles to begin assignments, becomes distracted, and performs poorly on tests despite extensive preparation.

As the years pass, confusion becomes frustration.

Frustration becomes self-doubt.

Micki begins comparing herself with classmates who seem to earn better grades with less visible effort. She wonders why working harder is not enough. Eventually, she starts questioning her own intelligence.

The experience feels like an orchestra performing without coordination. Thoughts, feelings, instructions, worries, responsibilities, and distractions all compete for attention. The instruments are not bad. The musicians are not incapable. But without shared sheet music and effective direction, the result can feel overwhelming.

Micki does not yet know that ADHD and related vision challenges are affecting the way she experiences school.

When she finally gains greater understanding, the discovery brings relief. Her difficulties are real, but they do not define her intelligence or limit her potential.

With support, treatment, tools, and self-awareness, Micki begins learning how her brain and eyes work. She develops language for experiences she once interpreted as personal failure.

The music does not disappear.

She learns how to conduct it.

Learning To Conduct, My ADHD Journey is a substantially autobiographical middle-grade story about confusion, perseverance, confidence, learning differences, family understanding, and empowerment.

Written by a teenage author who wanted to create the book she wishes she had received earlier, it offers young readers the reassurance that they are not alone—and reminds adults that understanding can change a child's story