

Full Biography

50-WORD BIOGRAPHY

Nia S. McDaniel is a 17-year-old student, author, and emerging youth advocate from the Northern New Jersey–New York City area. Her book, *Learning To Conduct, My ADHD Journey*, uses personal storytelling to encourage greater understanding of ADHD, learning differences, resilience, student confidence, and the power of self-understanding.

100-WORD BIOGRAPHY

Nia S. McDaniel is a 17-year-old African American high school student, first-time author, and emerging youth advocate from the Northern New Jersey–New York City area. Her substantially autobiographical book, *Learning To Conduct, My ADHD Journey*, explores ADHD, learning differences, confidence, academic resilience, executive functioning, and self-discovery through the metaphor of an orchestra. Nia wrote the book she wishes someone had given her when she was younger. Through writing, interviews, and public conversations, she hopes to help students feel understood and encourage parents and educators to approach learning differences with greater curiosity, empathy, and hope.

250-WORD BIOGRAPHY

Nia S. McDaniel is a 17-year-old African American high school student, first-time author, and emerging national youth voice on resilience, learning differences, education, and realizing potential.

Her book, *Learning To Conduct, My ADHD Journey*, is a substantially autobiographical middle-grade story inspired by her experience of working hard in school while not fully understanding why learning sometimes felt more difficult than it appeared to be for others. For years, Nia believed she simply needed to try harder. Greater understanding of ADHD, executive functioning, and her own learning experience helped her begin replacing confusion and self-doubt with clarity and self-advocacy.

Using the metaphor of an orchestra, the book follows a young student whose thoughts and responsibilities often seem to compete like instruments playing without shared sheet music or a conductor. The story explores confidence, academic resilience,

personal growth, and the importance of understanding how one learns.

Nia wrote the book she wishes she had received when she was younger. She hopes it will help students recognize that struggling does not mean they lack intelligence, and that learning differently does not mean thinking less.

Based in the Northern New Jersey–New York City area, Nia is available for television, radio, podcast, print, digital, school, library, and community interviews and programs. Her broader goal is to help students, parents, and educators have more compassionate and productive conversations about learning differences and student potential.

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.

EXTENDED PROFESSIONAL PROFILE

Nia S. McDaniel is a 17-year-old African American high school student, author, student advocate, and emerging national youth voice on resilience, learning differences, education, ADHD awareness, and realizing potential.

Her debut book, *Learning To Conduct, My ADHD Journey*, grew from an intensely personal question: What happens when a bright and hardworking student believes her continuing struggles mean that she is not intelligent enough?

For years, Nia worked hard but did not fully understand why academic tasks could require so much time and energy. She experienced challenges involving attention, task initiation, distraction, test performance, confidence, and the disconnect between effort and results. Because those difficulties were not initially understood, she often interpreted them as personal shortcomings.

The eventual recognition of ADHD and related learning challenges provided more than a label. It provided language, context, and relief.

Nia began to understand that she was not incapable and that her brain was not broken. She needed appropriate tools, support, and a clearer understanding of how she learned.

That realization became the foundation of *Learning To Conduct, My ADHD Journey*.

The book uses music and the orchestra as its central metaphor. Thoughts, responsibilities, feelings, fears, and distractions are portrayed as instruments. Without shared sheet music or effective direction, even talented musicians can create noise

rather than harmony. The story shows a young person gradually learning that she does not need to silence every instrument. She needs to understand the music and become its conductor.

Although written for middle-grade readers, the book has broader relevance for parents, teachers, school counselors, school psychologists, ADHD professionals, and anyone who supports children whose intelligence may be obscured by unidentified or misunderstood learning challenges.

Nia's public identity extends beyond the book. She is developing as a thoughtful youth communicator whose personal experience provides an accessible entry point into larger conversations about education, confidence, neurodiversity, self-advocacy, and the importance of listening to students.

She does not present herself as a clinician or claim to speak for every individual with ADHD. Her authority comes from authentic lived experience, reflection, and her willingness to use her story to help others.

CORE BELIEFS

Nia's message is grounded in several core beliefs:

- Learning differently does not mean thinking less.
- A student's effort may not always be visible in the result.
- Self-understanding can replace shame with strategy.
- Students deserve tools, language, and support—not
- Leading with authenticity
- Creating something that helps others
- Persistence through uncertainty

CONTACT

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