

PRIMARY POSITIONING STATEMENT (Nia For Interviews)

Nia S. McDaniel is a 17-year-old author, student advocate, and emerging national youth voice. Her book, *Learning To Conduct, My ADHD Journey*, creates an accessible entry point into important conversations about resilience, learning differences, education, ADHD awareness, student confidence, and realizing potential. She helps students, parents, educators, and communities better understand ADHD and the power of self-understanding through authentic storytelling.

SECONDARY POSITIONING STATEMENT

Through her substantially autobiographical book, *Learning To Conduct, My ADHD Journey*, Nia transforms years of academic confusion and self-doubt into a hopeful message for young people: learning differently does not mean lower ability or thinking less; and understanding how you learn can change what you believe is possible.

MEDIA POSITIONING (Short)

“Nia is an emerging national youth voice whose book creates an accessible entry point into important conversations about resilience, learning differences, education, ADHD awareness, student confidence, and realizing potential.”

*** Nia should **never** be positioned merely as a teenager who wrote a book, nor as a Clinical Expert on ADHD ***

WHY NIA IS AN OUTSTANDING INTERVIEW GUEST

Nia offers a rare combination of qualities:

- She is young enough to speak from a recent student perspective.
- She has transformed a personal experience into a completed book.
- She can discuss ADHD and learning differences authentically **without claiming clinical authority**.

- Her story has emotional relevance for students, parents, and educators.
 - She represents youth initiative, creativity, service, and leadership.
 - She is comfortable participating in television, podcast, radio, print, digital, and live-event formats.
 - Her message is hopeful, practical, and broadly accessible.
 - Her story creates opportunities for both personal and issue-based coverage.
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WHY THE STORY IS RELEVANT NOW

Nia's story intersects with ongoing public interest in:

- ADHD in girls
 - Underrecognized learning challenges
 - Student mental health
 - Academic pressure
 - Executive functioning
 - Parent–school communication
 - Educational belonging
 - Youth leadership
 - African American girls' experiences in education
 - Teen authors and student entrepreneurship
 - Back-to-school preparation
 - College applications and youth achievement
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WHY MEDIA AUDIENCES WILL CONNECT WITH HER

Nia gives a human face to a familiar but often misunderstood experience: working hard and still wondering why success feels out of reach.

Parents may recognize their children.

Students may recognize themselves.

Teachers may reconsider what they see in the classroom.
Her message is not accusatory. It invites understanding.

WHY PRODUCERS SHOULD BOOK HER

Nia offers:

- A strong personal story
 - A clear emotional arc
 - Visual storytelling through the orchestra metaphor
 - Relevance across multiple audience categories
 - A young and articulate perspective
 - Positive, constructive takeaways
 - Flexible in-person and remote availability
 - Strong seasonal and evergreen angles
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WHY JOURNALISTS SHOULD INTERVIEW HER

The story supports journalism about:

- Education
- ADHD
- Parenting
- Youth achievement
- Diversity
- Mental health
- Student confidence
- Books and literacy
- Learning differences
- College readiness

- Youth advocacy

It can be covered as a profile, Q&A, trend story, education feature, book story, parenting story, or youth-leadership story.

FIVE MAJOR INTERVIEW THEMES

1. The book she wishes she had received

Why Nia turned personal experience into a story for younger readers.

2. ADHD in girls

How hardworking, capable girls may compensate, struggle quietly, or internalize difficulty.

3. When effort does not match results

The emotional consequences of working intensely without understanding why performance remains inconsistent.

4. Self-understanding as empowerment

How greater clarity can replace shame, confusion, and self-blame with strategy and confidence.

5. Youth voice and service

How young people can use personal experience, creativity, and communication to help others.

TEN SUPPORTING INTERVIEW ANGLES

1. **Why good grades do not always mean a student is not struggling**
2. **What teachers may miss when a student compensates well**
3. **How ADHD can affect confidence—not only attention**
4. **Why some girls are told to work harder rather than be evaluated more closely**
5. **What parents can learn by listening before correcting**
6. **Why the orchestra became the right metaphor for an ADHD mind**

7. What it takes to write and complete a book while in high school
 8. How a teenager transformed confusion into a resource for younger students
 9. Why representation matters in stories about learning differences
 10. How students can advocate for themselves without defining themselves solely by a diagnosis
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BREAKING-NEWS RELEVANCE OPPORTUNITIES

Nia may be relevant when credible news organizations cover:

- New ADHD research
- Changes in school mental-health support
- Education policy affecting students with disabilities or learning differences
- Reports on girls and ADHD
- Student stress, burnout, or academic pressure
- Youth mental-health trends
- Reading and literacy initiatives
- National discussions about school performance and testing
- Neurodiversity in education
- New findings about executive functioning

In these circumstances, outreach should present Nia as a lived-experience youth voice—**not** as a clinical expert.

SEASONAL RELEVANCE OPPORTUNITIES

Back-to-school season (September)

- What parents should observe beyond grades
- Helping students begin the year with confidence
- Why some capable students dread returning to school

- Student self-advocacy at the beginning of a new year

Mental Health Awareness Month (May)

- How prolonged misunderstanding affects confidence
- The emotional cost of believing difficulty means failure
- Why students need safe language for asking for help

ADHD Awareness Month (October)

- ADHD beyond stereotypes
- ADHD in girls
- The student experience of diagnosis and understanding
- Why personal stories matter alongside clinical information

Women's History Month (March)

- Young women using their voices
- Girls, leadership, literacy, and advocacy
- Encouraging girls to transform experience into public service

Black History Month (February)

- An African American teenage author contributing to conversations about education and learning differences
- Representation in children's literature
- Supporting Black girls whose academic struggles may be overlooked or misunderstood

Graduation season (May – June)

- Moving from self-doubt toward possibility
- What students learn about themselves beyond grades
- Youth authorship as an example of initiative and perseverance

College admissions season

- How writing a book shaped Nia's identity and leadership
- Turning personal experience into meaningful impact

- What students learn by creating work “larger” than themselves

Summer reading (June – August)

- A student-centered book for families and young readers
 - Using summer reading to begin conversations before school resumes
 - Books that help children feel understood
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FAMILY AND PARENTING OPPORTUNITIES

Possible angles include:

- The difference between unwillingness and difficulty
 - Why “try harder” may not be enough
 - How family beliefs about effort can evolve
 - Helping children describe what they experience
 - Supporting confidence without removing accountability
 - When parents should seek professional guidance
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EDUCATIONAL REFORM DISCUSSIONS

Nia's experience can support broader—but carefully framed—conversations about:

- Listening to student voice
- Looking beyond grades
- Earlier recognition of learning differences
- Teacher awareness of ADHD in girls
- School–family communication
- Inclusive educational practice
- Emotional safety and confidence
- Access to appropriate evaluation and support

She should not be positioned as proposing comprehensive policy solutions. Her role is to contribute a thoughtful student perspective.

YOUTH-LEADERSHIP DISCUSSIONS

Possible themes include:

- Turning difficulty into purpose
 - Creating the resource you once needed
 - Speaking publicly with authenticity
 - Leading through service rather than title
 - Using storytelling to create empathy
 - Completing a long-term creative project as a student
 - Helping peers without claiming to have every answer
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AUDIENCE ADAPTATION GUIDE

National morning television

Lead with the human-interest story, teenage authorship, visual orchestra metaphor, and practical message for families.

Local New York and New Jersey television

Lead with the regional student-author angle, school-year relevance, community pride, and local availability.

Parenting media

Lead with signs parents may misunderstand, emotional confidence, and the importance of listening.

Education media

Lead with student perspective, executive functioning, teacher awareness, and the gap between effort and results.

ADHD media

Lead with lived experience, girls and ADHD, diagnosis, self-understanding, and representation.

Black media

Lead with representation, youth achievement, educational experience, and the importance of recognizing Black girls' voices.

Youth and student media

Lead with writing a book as a teenager, finding one's voice, confidence, and asking for support.

Book and literary media

Lead with the creative process, autobiographical inspiration, middle-grade storytelling, and the orchestra metaphor.

Podcasts

Offer depth: personal journey, family evolution, internal conflict, writing process, and the book's broader purpose.

Print and digital features

Offer multiple layers: profile, book, education trend, ADHD in girls, youth leadership, or personal essay.
