



Department of Psychology
The University of Hong Kong

香港大學心理學系

Conceptualising Neurodivergent Flourishing: A Socio-developmental Model Applied to ADHD?

PUBLIC LECTURE

ABSTRACT

Developmental models, undergirded by 'disorder' paradigms, portray negative impacts experienced by ADHD people (i.e., impairment) as an inevitable extension of the assumed 'dysfunction' at the core of our 'disorder'. Flipping to the 'neurodiversity' paradigm offers a more agnostic, even optimistic, position where negative outcomes are conceptualised as the result of a mismatch between the ADHD person and our environment. In this, while in no way underestimating the possible negative impacts that 'ADHD' can have, in this talk I will switch the focus to positive outcomes (not just the absence of negative ones) by introducing the concept of authentic flourishing through neurodivergence. This both extends the reach of the neurodiversity concept and the scope of general models of developmental flourishing. In particular, I will argue that authentic flourishing occurs when a sense of agency, self-worth and -compassion are nurtured and emotional burden reduced from the earliest years within families and schools creating a trust in self and others to promote existential coherence and emotional equilibrium. This in turn leads to self-assured engagement with their world (including resilience and resourcefulness) allowing distinctive strengths and talents to contribute to the community. Together we will explore the practical and scientific implications of this new model.



November 3, 2026



11:00 a.m. – 12:00 n.n.



Social Sciences Chamber, 11/F
The Jockey Club Tower
Centennial Campus, HKU



(For participants who couldn't
attend the seminar in person)
Meeting ID: 953 5299 3026
Password: 026082



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