For instance, teachers may quickly assume that a child “has a disorder” instead of checking if the classroom is too loud, the teaching method doesn’t work for the child, or the child is dealing with stress. This attitude stops teachers from trying new strategies that could actually help. Another example is that schools sometimes go straight to medication and ignore other options like behaviour plans, movement breaks, or one-on-one support. These methods are important because they teach long-term skills such as self-control, emotional regulation, and building healthy routines. Because of this, overdiagnosis can become a shortcut that hides the real issue instead of solving it.

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