Child Profile:  
• Name: Kid  
• Age: 14 years old  
• Diagnosis: Attention Deficit Hyperactivity Disorder (ADHD) – Severe/Intensive Presentation

Cognitive Domain Profile

Working Memory  
• Score: 62 (Standard Scale, where 100 is average)  
• Level: Significantly Below Average  
• Description: Kid has extreme difficulty holding information in mind while completing tasks. He frequently forgets what he’s doing mid-task, loses the thread of conversations, and needs constant reminders to retain instructions or sequences.

Processing Speed  
• Score: 60 (Standard Scale, where 100 is average)  
• Level: Significantly Below Average  
• Description: Tasks that require processing written, spoken, or problem-solving inputs take a long time for Kid to complete. Time-limited tasks increase anxiety, and performance often deteriorates under pressure. He needs heavily scaffolded and paced delivery.

Attention Span  
• Visual Attention:  
• Score: 55  
• Description: Kid cannot sustain attention on written material for more than a few minutes without redirection. Long paragraphs or dense visuals cause zoning out, fidgeting, and frustration.  
• Auditory Attention:  
• Score: 50  
• Description: He rarely follows oral instructions unless broken into parts and paired with visual prompts. Even minimal background noise can completely derail his attention.

Executive Function  
• Planning: 3/10  
• Impulse Control: 1/10  
• Description: Kid exhibits impulsive behavior in nearly all settings — blurting out, leaving his seat, interrupting lessons, or jumping between tasks. Planning ability is severely limited; he often starts tasks without direction, cannot track progress, and becomes frustrated easily when obstacles arise.

Emotional Regulation  
• Level: Low  
• Description: Kid struggles with self-regulation. He experiences frequent mood swings, gets overwhelmed easily, and reacts disproportionately to setbacks or feedback. Emotional episodes can interrupt learning and require supportive de-escalation strategies.

Learning Preferences  
• Modalities:  
• Movement-based learning (walk-and-talks, active games, hands-on projects)  
• Digital engagement (interactive simulations, gamified tasks, video instructions)  
• Immediate feedback loops (visual progress indicators, rewards for micro-tasks)  
• Description: Kid is highly responsive to interactive, rapid-feedback environments. Traditional instruction formats like lectures, extended writing, or independent reading are mostly ineffective. He thrives in brief, engaging, and adaptive activities with visible success indicators.

Learning Challenges Summary  
Kid’s profile reflects a severe ADHD presentation, characterized by highly impaired attention, executive dysfunction, emotional dysregulation, and a need for intensive learning supports. Key difficulties include:

• Rapid task-switching, inability to focus, and high distractibility  
• Limited capacity for multi-step planning, completion of assignments, or time management  
• High impulsivity and difficulty regulating emotional responses, leading to frequent classroom disruption or shutdowns  
• Poor tolerance for unstructured or passive learning formats

Strengths:  
Despite significant challenges, Kid shows engagement with interactive, game-based, and hands-on learning experiences. He responds well to clear structure, novelty, and autonomy-supportive activities, and can succeed in environments that balance movement, structure, and reward-based engagement.

Retrieval Objective  
Using the child profile above, retrieve the most relevant chunks (256-token segments) from embedded research paper vectors that match this learning profile. Use cosine similarity between the child’s detailed cognitive/ADHD attributes and the document chunks to identify evidence-based strategies, such as:

• Techniques for managing intensive ADHD in older children  
• Gamified and reward-based learning frameworks  
• Emotion-regulation and self-monitoring interventions for impulsivity  
• Task scaffolding and chunking for poor working memory  
• Environmental and instructional accommodations (low-distraction settings, pacing tools, executive function coaching)

Note: All strategies must be developmentally appropriate for a 14-year-old and suitable for a student with severe ADHD. Retrieved content should ideally reference scientific evidence, successful interventions, or classroom-tested methods for teens with high-support needs in attention, emotional control, and executive functioning.