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# SAS-RWL LEARNING SESSION UNDERSTANDING ADHD NOVEMBER 7, 2022



# UNDERSTANDING ADHD

- neurodevelopmental disorder
- persistent or ongoing pattern of inattention and/or hyperactivity-impulsivity (6+ more months)
- difficulties with maintaining attention, executive function – organizing, planning, time management
- Can impact school and employment progress, relationships, mental health if not addressed
- Inattentive (i.e., difficulty sustaining attention, forgetful, distracted); Hyperactive/Impulsive (i.e., excessive talking, difficulty waiting), Combined presentation (meets both sets of criteria)
- 15 million Americans diagnosed with ADHD
- ADHD co-occurs with other disorders, including specific learning disorders (25%), anxiety and obsessive-compulsive disorders (25%), depressive disorders (35%) and autism spectrum disorders (67%) (Davis & Kollins; 2012; Beard, 2017).

# SUCCEEDING IN COLLEGE WITH ADHD

- Using a planner/organizer; plan backwards
- Setting reminders
- Studying in chunks
- Taking breaks
- Visual prompts/cues
- Re-direction when appropriate
- Instructions one at a time
- Identifying tools that have supported completion or progress on assignments in the past
- Meeting with instructors during office hours
- Increased access and utilization of support services

Resource: [https://chadd.org/wp-content/uploads/2018/05/CollegeandADHD\\_SucceedinginCollege.pdf](https://chadd.org/wp-content/uploads/2018/05/CollegeandADHD_SucceedinginCollege.pdf)

# UNDERSTANDING ADHD

- CASE STUDY: A student arrives to the RWL for their first tutoring session. They are in their first semester at COM and enrolled in ENGL 150. They state Essay #2 is due on **November 15th** and would like some guidance, as they are having difficulty knowing where to begin. They appear to be restless, showing some difficulty maintaining focus, and shared that they forgot their essay prompt to review with you. They also share that they feel incredibly anxious about this assignment, given they received a **D** on Essay #1.
- How do you respond?

# UNDERSTANDING ADHD

- Check in – How are you feeling? Does this time still work for you?
- Describe your role and the way in which you support students
- Explore alternative ways to access the essay prompt
- Explore how they learn best. What supports their progress on assignments like this
- Can they access support from their instructor during office hours?
- Can they check in with their SAS Counselor to ensure they have the necessary tools and accommodations to support their success in this class?
- Can we create a plan that allows for completing the essay by the due date?

# ADHD SUCKS, BUT NOT REALLY | SALIF MAHAMANE | TEDXUSU

