

Helping our ADHD Students Succeed

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ADHD

- 12.9% of males will be diagnosed in lifetime
- 4.9% of females will be diagnosed in lifetime
- 6% of American children receive treatment
- 5% of adults deal with ADHD on daily basis
- 1/4 of college students report receiving disability services for ADHD

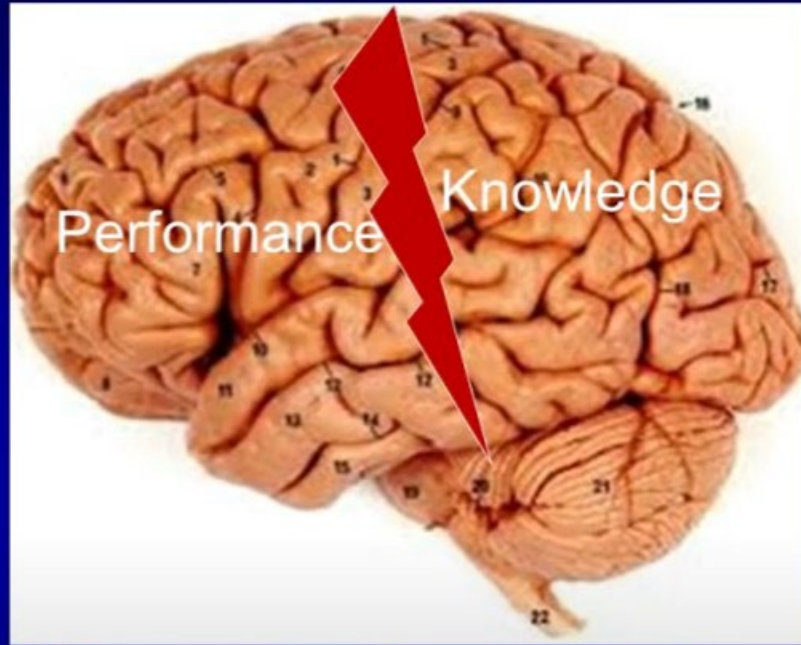
Bolden, J., & Fillauer, J. P. (2020)

ADHD

- Low dopamine levels
- Brain chronically under-stimulated
- Brain jumps from activities trying to find something stimulating
- Hard to focus on something that isn't stimulating
- Hyper-focus when something is stimulating
- Planning and acting parts of brain don't communicate properly
- Poor understanding of time
- Poor working memory

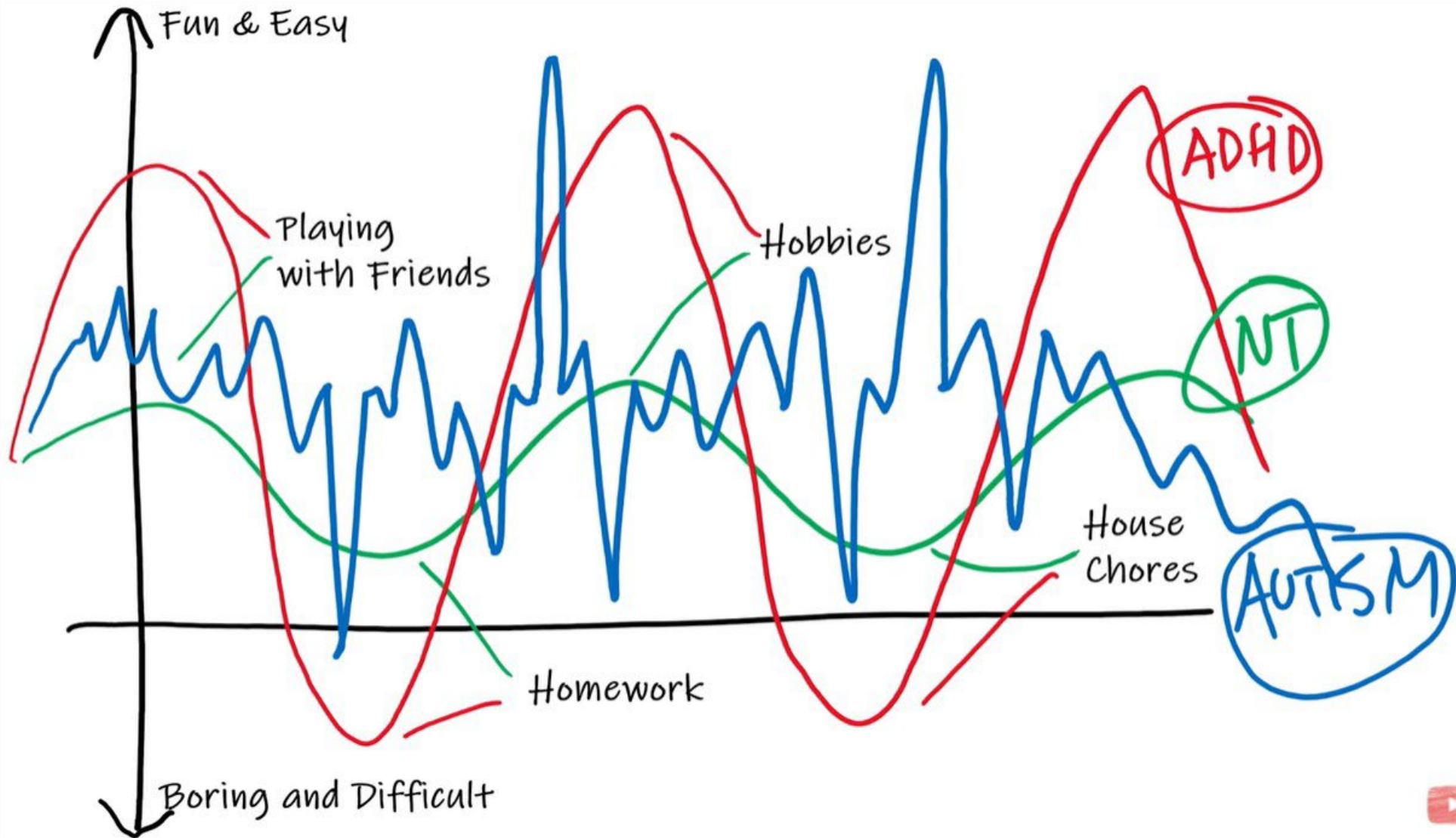
The Brain as a Knowledge vs. Performance Device

ADHD



Boys vs. Girls

- Boys 3X as likely to be diagnosed and receive treatment
- Boy's symptoms more external and disruptive
- Girls more internal – quiet, withdrawn, daydream, shy, more likely to have depression



ADHD Challenges

- Get hyper-focused – lose track of time
- Underestimate how long something will take to do
- Start assignment, get sucked down research rabbit hole
- Just forget
- Can't focus/get distracted
- Auditory processing delays

ADHD Challenges

- Overwhelm leading to paralysis
- Brain can't make body do
- Can't determine what is important in a lecture
- Difficulty listening and taking notes at the same time
- Poor self talk
- Negative memory bias

Executive Function

“the capacities for self-control that allow us to sustain action and problem solving toward a goal”

Knight Barrett, 2018

10 Executive Functioning Skills for Success

www.thepathway2success.com



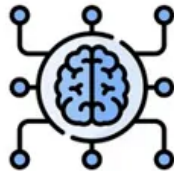
Planning



Organization



Task Initiation



Flexibility



Attention



Self-Control



Metacognition



Working Memory



Time Management



Perseverance

Recommendations

- “The ADHD brain activates best when something is novel, interesting, scary, immediate, urgent, or pleasurable”

Bolden, J., & Fillauer, J. P. (2020)

Recommendations – Course Design

- Vary assignment type
 - Paper, PPT, Write Quiz, Table, Pamphlet, Infographic, Video
- Provide Template/outline
- Clear directions – ex. Provide 3 examples vs. provide examples
- Limit blocks of text

Recommendations – Course Design

- Use more images
- Use more videos
- Checklists
- Hands on assignments – labs, community experiences
- Avoid group work

Unit 6

Viruses and Chemotherapy

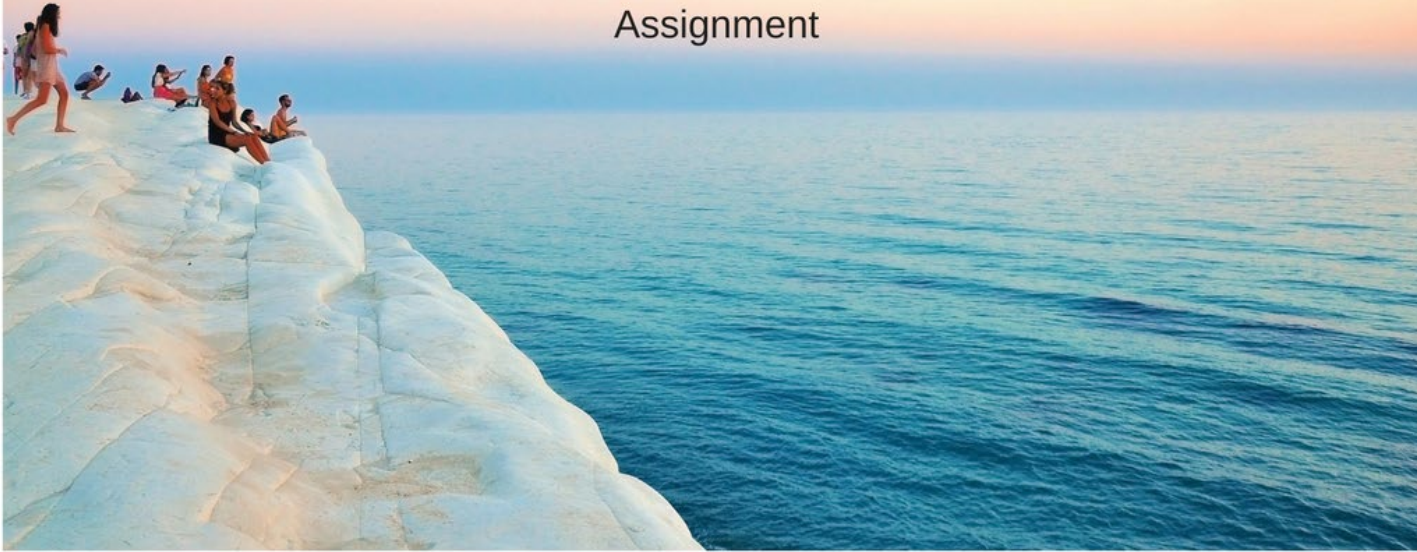
Reading: Chapters 13 & 20

Discussion: Antibiotic Resistance

Seminar: Viruses

Quiz

Assignment



Recommendations – Instructor

- Sample schedules
- Check in dates for assignments
- Provide examples
- Video explaining more complicated assignments
- Encourage students to use learning centers
- Provide notes
- Sandwich method of feedback not effective

Sample Schedule

- Wednesday – read prompt, copy into document
- Thursday -research
- Friday- write and post initial
- Sunday – reply
- Tuesday - reply

Recommendations - Individual

- Timers - 10/3
- Accountability partner
- Do the first step
- Calendar reminders/alarms
- Sugar/Caffeine

Recommendations - Individual

- Exercise
- Do things while you wait
- Rewards
- Dictation/Speech to text software
- Distractions

References

- Bolden, J., & Fillauer, J. P. (2020). “Tomorrow is the busiest day of the week”: Executive functions mediate the relation between procrastination and attention problems. *Journal of American College Health*, 68(8), 854-863. <https://doi.org/10.1080/07448481.2019.1626399>
- Knight Barrett, K. (2018). ADHD and the case for support through collegiate age: Understanding the lifecycle of developmental delays in executive function for ADHD and its impact on goal setting. *Journal of Childhood & Developmental Disorders*, 04(03). <https://doi.org/10.4172/2472-1786.1000>
- Rabin, L. A., Fogel, J., & Nutter-Upham, K. E. (2011). Academic procrastination in college students: The role of self-reported executive function. *Journal of Clinical and Experimental Neuropsychology*, 33(3), 344-357. <https://doi.org/10.1080/13803395.2010.518597>