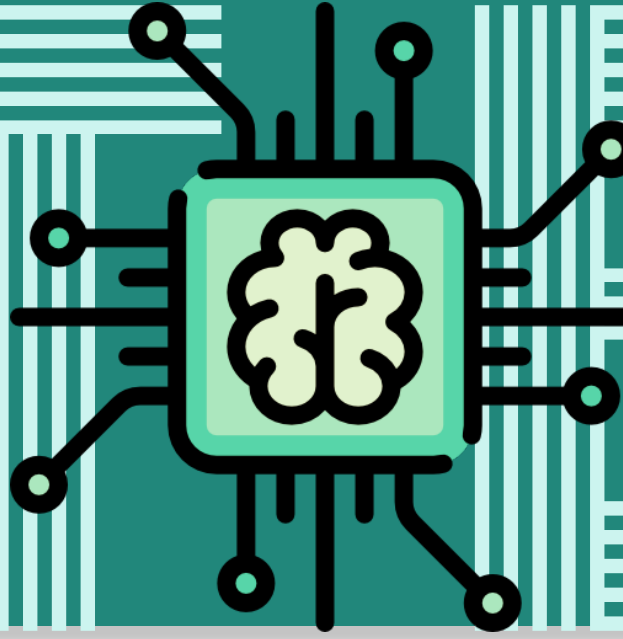


RIGHT BRAINS



Advising Students with ADHD

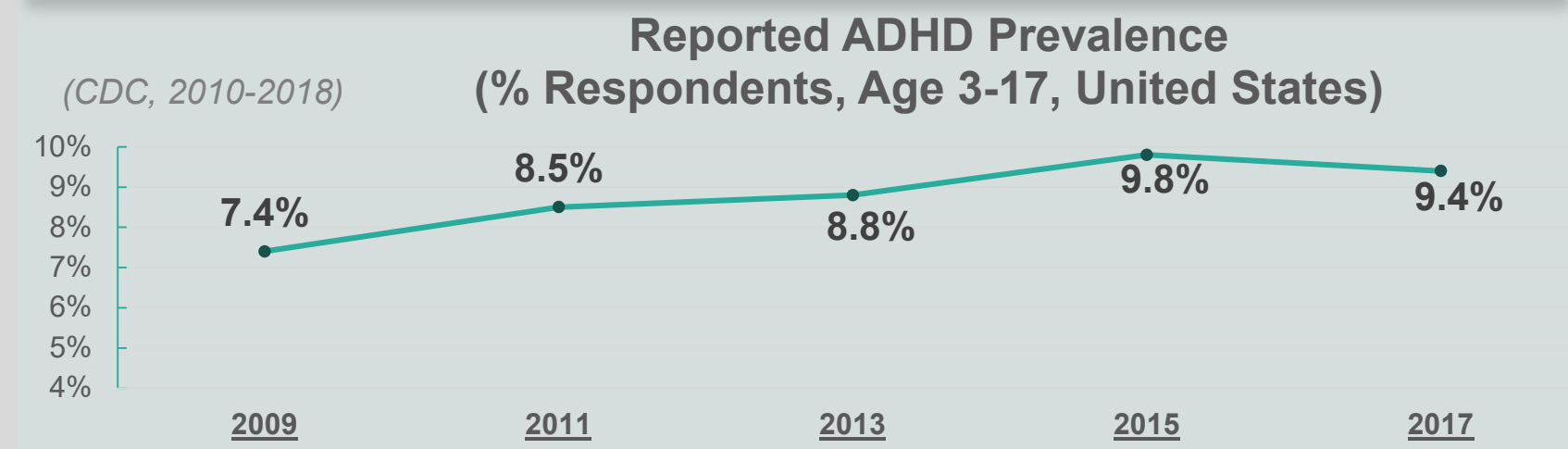
Kevin Valliere
New York University
Stem School of Business

THE BASICS

Attention-Deficit/Hyperactivity Disorder is...

- One of the **most common** mental disorders for children
- A failing of the **brain's executive functions**, especially surrounding impulse control, hyperactivity, attention, and working memory
- Primarily caused by **genetics** (not too much sugar)
- A **neurodevelopmental disorder**, not a learning disability

(CDC, 2018)



THE SCIENCE

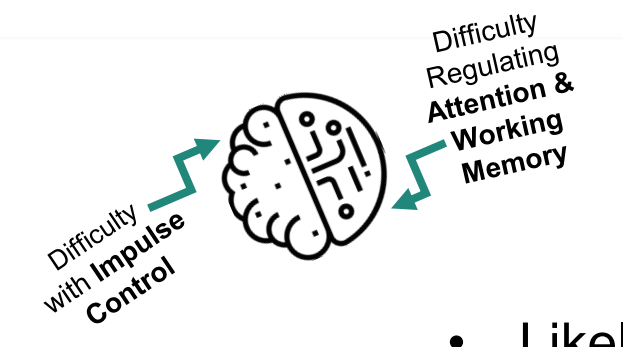
DSM-5 Definition of ADHD:

- Pattern of **specific symptoms** with no other explanation, coming in **multiple primary presentations**:
 - Impulsivity & Hyperactivity (PH), Inattention (PI), and Combined
- At least **six months of persistent, impairing symptoms**
 - Social, academic, and occupational spheres
- Evidence of symptoms **since early childhood**

(American Psychiatric Association, 2013)

As of 2017...

- Male children were **more than 2x as likely to be diagnosed** as female children (Black & Benson, 2018)
 - May be due to females' primary symptoms being less noticeable (inattentive) than males' (hyperactive) (Rucklidge, 2010)
- White and black students have a reported rate of roughly 10%, Hispanic students of roughly 6%, and **Asian students of merely 2.2%**
 - Until the most recent study, black students were also lower than white students in reported rate of diagnosis
- Students whose families are below the poverty line are **more than 2x as likely to report being diagnosed** with ADHD (Black & Benson, 2018)
- Racial disparities in diagnosis begin in early childhood and continue on; while research on diagnosis rates exist, research on causal factors is extremely limited (Morgan et al., 2013) (see article on presenter's table)

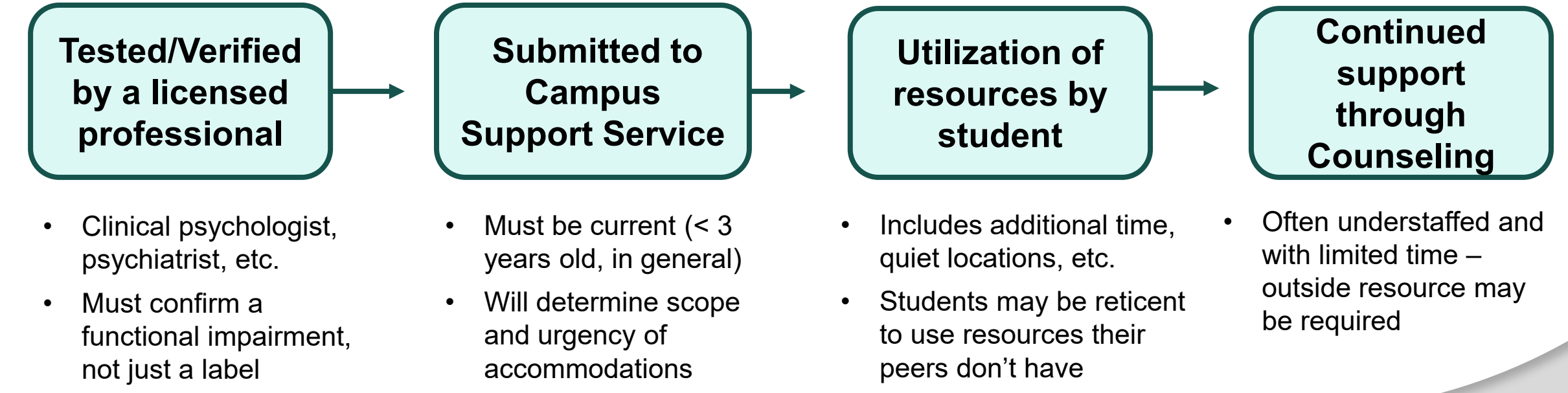


ADHD RISKS IN COLLEGE

- Likely to have GPAs a **half or full standard deviation lower** than neurotypical students
- Often lower **self-esteem** and social adjustment than peers
- Greater reported levels of emotional distress and **comorbidity** with other disorders
- Less confident in their **ability to academically succeed**
- More turbulent reported romantic lives
- More likely to **abuse drugs and alcohol**
- May not achieve **perceived potential**

(Green & Rabiner, 2012)

INSTITUTIONAL SUPPORT



- Tested/Verified by a licensed professional**
 - Clinical psychologist, psychiatrist, etc.
 - Must confirm a functional impairment, not just a label
- Submitted to Campus Support Service**
 - Must be current (< 3 years old, in general)
 - Will determine scope and urgency of accommodations
- Utilization of resources by student**
 - Includes additional time, quiet locations, etc.
 - Students may be reticent to use resources their peers don't have
- Continued support through Counseling**
 - Often understaffed and with limited time – outside resource may be required

TIME-TESTED COLLEGE TIPS

- IN CLASS**
 - Bring a snack or water (if allowed) to sustain energy and attention
 - Don't use a laptop to write notes if at all possible (or at least turn off the internet)
- STUDYING**
 - Build in timed rewards every 5-10 minutes (e.g. a snack or Internet game break)
 - Find a study buddy to help keep accountable
 - Write all academic deadlines on a calendar at the beginning
- ORGANIZATION**
 - Try maintaining a bullet journal
 - Make de-cluttering your room a priority
 - Utilize physical wall calendars or scheduling apps to keep on top of major life considerations (like bills or birthdays)

(Klein & Sandler, 2019)

ADVISOR TO-DOS

- Focus on **ADHD-friendly language**
 - Neurodiverse vs. Neurotypical
 - Remember the human, even when impulsivity and irascibility are their most apparent
 - Engage in mental health-oriented professional development
- Set **administrative fail-safes** for all students
 - Frequent reminders for deadlines, leniency when warranted
 - Printed, emailed, and visual communication
 - "A rising tide lifts all boats"
- Commit **resources and partners** to memory
 - Have easily accessible contact info for Support Services, Counseling, and Academic Resources
 - Who do you know personally on campus? Specific recommendations can help students feel connected
- **Audit** your current practices (see handout)
- Remember: **We do not diagnose!** We refer and assist.

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