

Ask the Expert

Your Student Was Admitted, Now What?



Michele Oelking, MSW, AAC, PCC

The National Resource Center on ADHD: A Program of CHADD is the nation's clearinghouse for evidence-based information on ADHD. This *Ask the Expert* webcast is supported by Cooperative Agreement Number NU38DD005376 from the Centers for Disease Control and Prevention (CDC) and does not necessarily represent the official views of the CDC. The National Resource Center on ADHD, CHADD and the CDC do not endorse, support, represent or guarantee the accuracy of any content presented or endorse any opinions expressed in this webcast.



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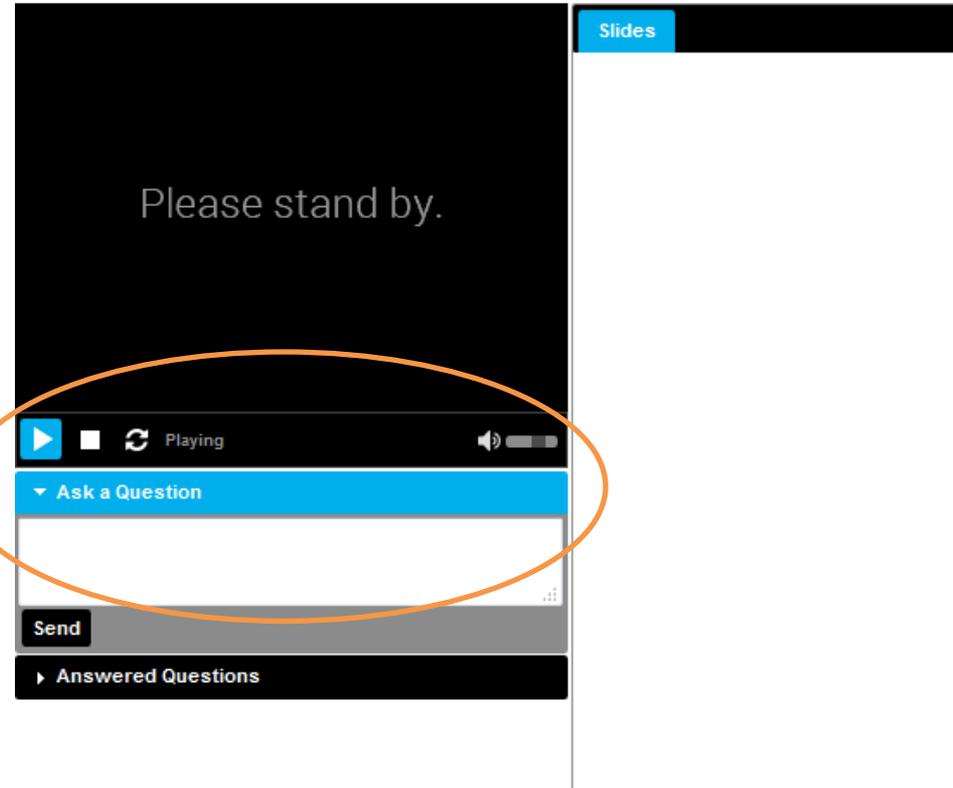


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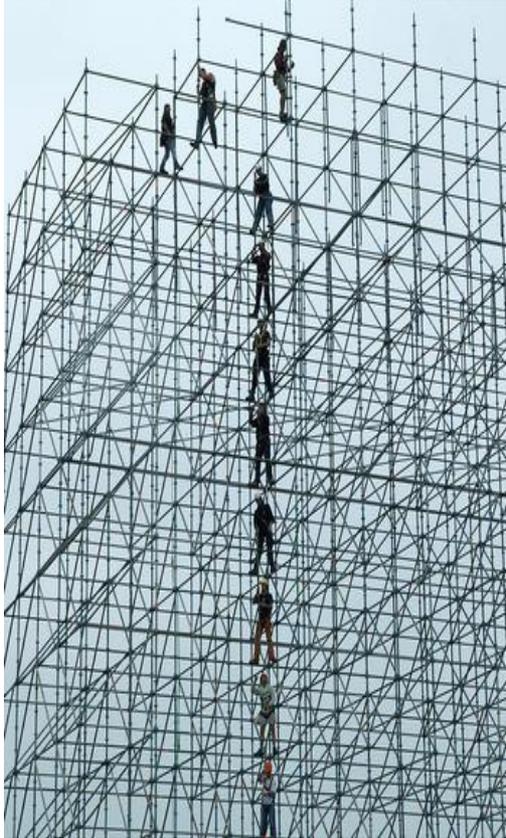


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Preparation and Scaffolding



What self-advocacy skills does your student have?

As caretakers, which responsibilities do you absorb?
Who will take on those responsibilities going forward?

- *waking in the morning, medication management, finances, laundry, appointment reminders, etc.*

It's important to start scaling back support and give your student the space to grow and learn while at home.

Consider where your student will need the most support and which resources on campus or in the surrounding community can offer that support

While students may want a “fresh start” be mindful of drastic changes.

Responsibilities

High school	College	Added Challenges as a result of ADHD
Responsibilities: Parents and teachers remind students of their responsibilities.	Responsibilities: Students must manage own responsibilities and set priorities.	<p>May have difficulty managing daily activities (forgetting appointments and/or homework assignments)</p> <p>Delayed gratification can be a challenge (school and social life balance)</p>
Finding Success: Students are usually directed and corrected if behavior will not lead to success.	Finding Success: Students take full responsibility for all decisions.	
Seeking Academic Support: Teachers check on students who appear to be struggling academically.	Seeking Academic Support: Students are expected to ask for help from a professor if they feel they are falling behind.	
Balance: Teachers are mindful not to overload students with work.	Balance: Professors usually assign work and tests without regard to other student responsibilities.	

Daily Structure and Scheduling

High school	College	Added Challenges as a result of ADHD
<p>Class Registration: Students have designated hours they are expected to be at school and select a set number of courses with the support of a school counselor.</p>	<p>Class Registration: It is the student's responsibility to seek and advisor for questions regarding class registration. Student has freedom to choose a set number of courses based on interest areas.</p>	<p>Overwhelm with endless possibilities</p> <p>Difficulty thinking strategically regarding class selection and turning passions into career options</p> <p>Not sure how to maximize time between classes (further complicates medication management)</p> <p>Finding balance is difficult due to interest areas and judging length of assignments</p>
<p>Daily Routine: Students attend and leave school at a set time each day.</p>	<p>Daily Routine: Students often have breaks between classes where they need to maximize their time.</p>	
<p>Balance: Students have set parameters based on parent expectations of when social activities should occur.</p>	<p>Balance: Student has to take ownership over schedule to ensure a work, school, and social life balance is achieved.</p>	

Identifying Supports and Understanding Policies

High school	College	Added Challenges as a result of ADHD
<p>Accommodations: The school ensures students with an IEP or 504 are granted accommodations within the classroom, testing environments, and other required settings.</p>	<p>Accommodations: Students have to self-identify needs to the disabilities office and advocate for needed accommodations.</p>	<p>Accommodations process may be overwhelming and lengthy</p> <p>Students are not sure how to approach professors to discuss their accommodations (feelings of shame)</p>
<p>Graduation Requirements: Students are not expected to keep up with graduation requirements.</p>	<p>Graduation Requirements: Graduation requirements vary between colleges and the responsibility is on the student to ask for clarification if they have questions.</p>	<p>Focus is on “here and now” thinking long-term can be a challenge</p>

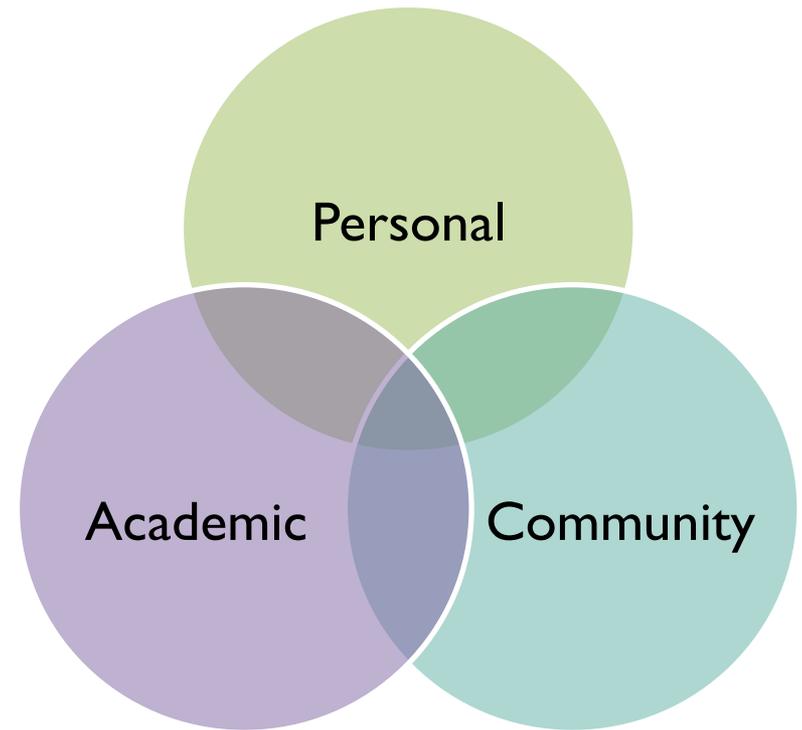
Learning Environments and Instruction

High school	College	Added Challenges as a result of ADHD
Class Environment: Classes are usually 25 students or less. If student is not paying attention in class, teachers will often redirect student to focus.	Class Environment: Large lectures can have 100 students or more. Professors may not be aware that students are not engaged.	<p>Students may not have interest in subject material and find focusing a challenge (further complicated by large lecture classes)</p> <p>Focus can be fleeting; students may be easily distracted by outside stimuli</p> <p>Students may have difficulty finishing tasks and paying attention to detail</p>
Teaching Styles: Teachers have been trained in teaching theories and helping students learn material.	Teaching Styles: Professors are experts and researchers in their fields and share knowledge.	
Student Learning: Teachers draw connections for students.	Student Learning: Students are expected to draw connections independently.	
Test Taking: Tests are frequent and cover smaller amounts of information.	Test Taking: Tests are infrequent and cover large amounts of information.	
Student Learning: High school is a teaching environment.	Student Learning: College is a learning environment.	

What to ask the College

Example Questions	What to Listen For
<p>What is your guiding educational philosophy supporting students with a unique brain wiring?</p>	<ul style="list-style-type: none"> - Strengths based approach - Partnership - Individualization
<p>What supports are available on campus to help my child start college successfully?</p>	<ul style="list-style-type: none"> - Early identification programming - Programs that target common student difficulties
<p>If my child begins to struggle with academic concerns, what programs do you have on campus to support them in regaining satisfactory academic status?</p>	<ul style="list-style-type: none"> - Mid-semester programming - Ongoing supports - Point of contacts in various offices
<p>Tell me about your freshman retention rates.</p>	<ul style="list-style-type: none"> - Valuable insight into university's target programming - Gauge student satisfaction
<p>What is the disabilities office culture and environment like? (ask an enrolled student)</p>	<ul style="list-style-type: none"> - Student centered approach - Welcoming environment that encourages self- advocacy

Creating a Support System- What Does Your Student Need?



Academic Support

Academic Advising, Office of Accessibility, Professors, Faculty Mentors, Success/Learning Center

- Major selection, exploratory advising, strategic registration, core curriculum flexibility, self assessment through dialogue or planning tools
- Short term and long term accommodations, learning specialist or consultant, strategic learning workshops, assistive technology
- Office hours, mentoring, early alert and identification of concerns, academic recovery programming
- Content tutoring, writing support, Supplemental Instruction, academic or ADHD coaching, peer coaching/mentoring, study space

Personal Support

Counseling Services, Student Health Center, Case Management, Wellness and Recreation

- Brief individual therapy, group sessions, psychiatry, community referrals, medication management
- Primary care, women/men's health, nurse hotline, nutrition services, travel health, laboratory, allergy
- Student advocacy, crisis intervention and support, health and safety referrals, problem resolution, navigating campus and community resources
- Mindfulness programming, fitness classes, yoga, health education, club sports, intramurals, outdoor programs

Community Support

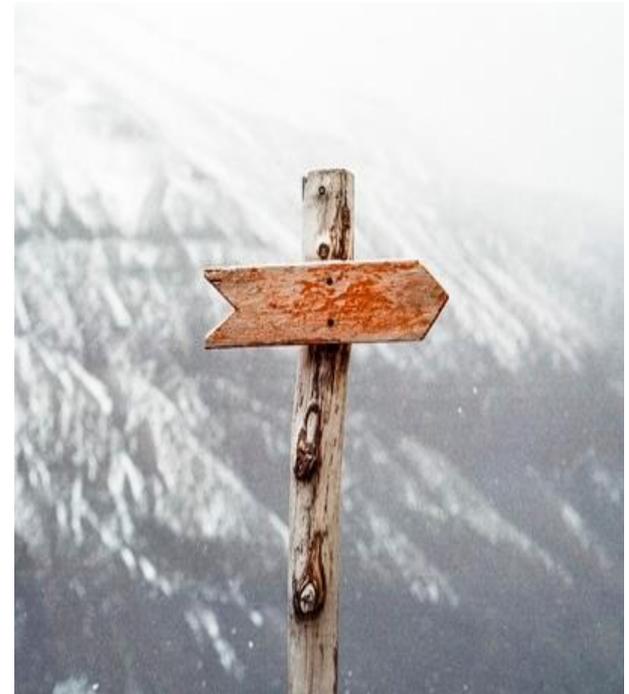
Housing and Residence Life, Student Programs, Campus Life, Career Development, Alumni Relations

- Professional and student staff, faculty in residence, student programming, Residence Hall Association (RHA)
- Student organizations, activities expos, leadership opportunities, student government
- Fraternities and sororities, multicultural affairs, gender and sexual Diversity, religious life, athletic events, dining, safety
- Career exploration and assessment, professional document review, networking, interview preparation, internships and job search, information sessions and career fairs, alumni events, alumni mentoring

Sample Questions- What to Ask Your Student

Coach vs. Give

- How is your living situation?
Roommate? What about sleep?
Meals? Exercise? Medication?
- How are your instructors? Areas of interest? Challenges? Are you using “office hours”?
- Which supports are you utilizing?
How often? How are you organizing your time?
- What is your level of motivation...x?
(1-5) What would make it ...x? (1-5)
- What are the important academic deadlines this semester? Last day to drop? Registration?
- How are you getting involved on campus?



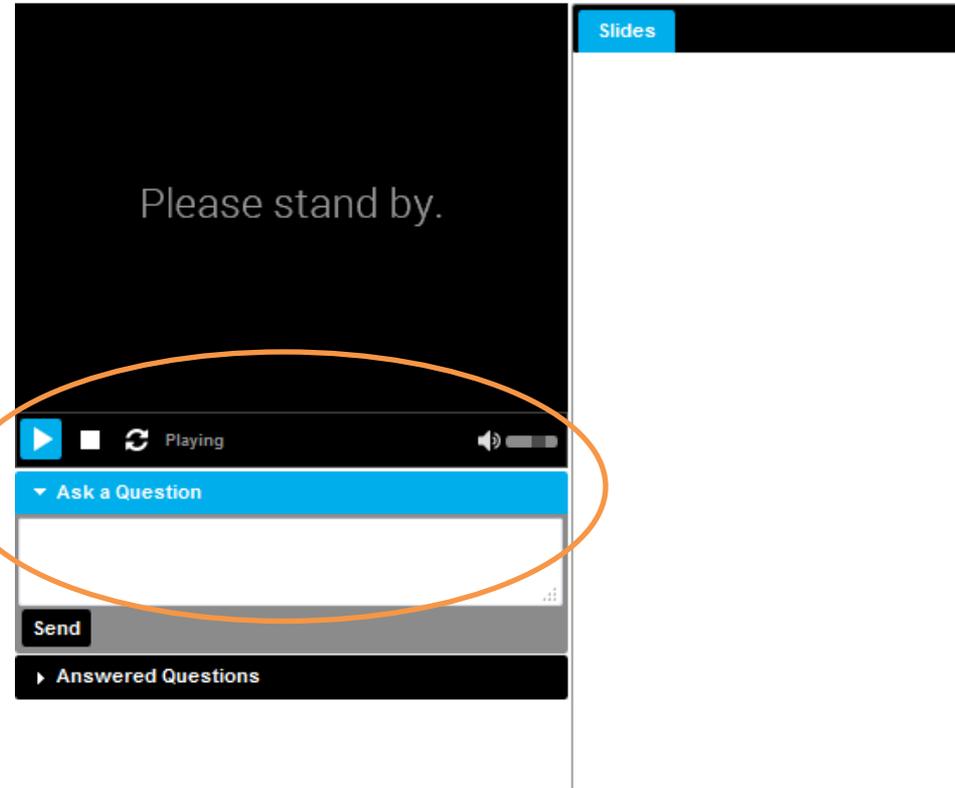
Takeaways

What Students and Parents Should Discuss

- Goals and expectations of and for college
- Academic and personal pursuits; support systems
- How often students should communicate with parents, how the college communicates with parents
- Environmental changes (dorm life, roommates, organization habits, food plans, sleep hygiene, medication management)



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Guest expert: Mary Margaret Gleason, MD

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Home life when Mom or Dad has ADHD: Succeeding with your family

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