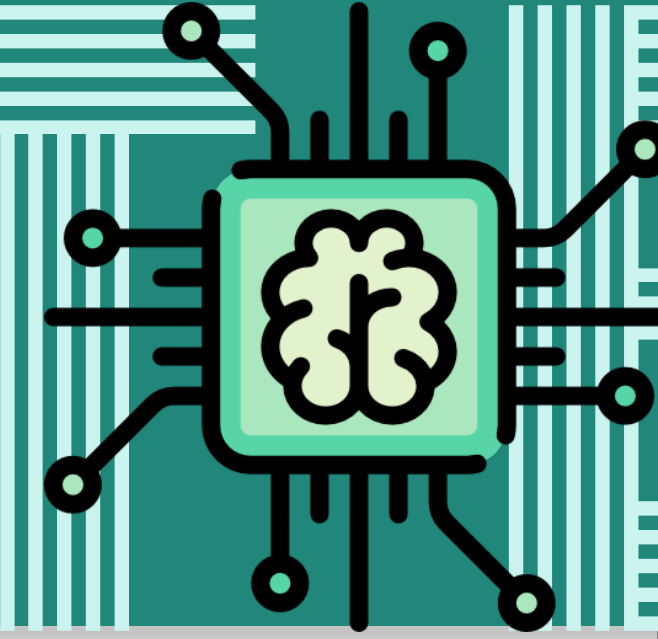


BRICHT BRAINS

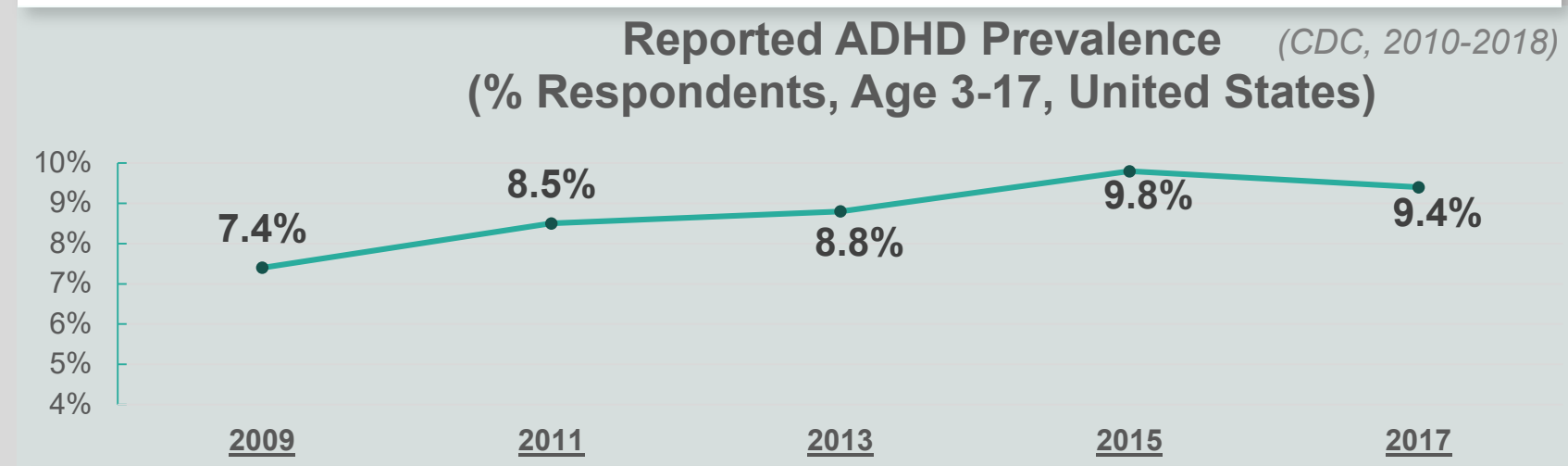


THE BASICS

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 by too much sugar)
- A **neurodevelopmental disorder**, not a learning disability

(CDC, 2018)



THE SCIENCE

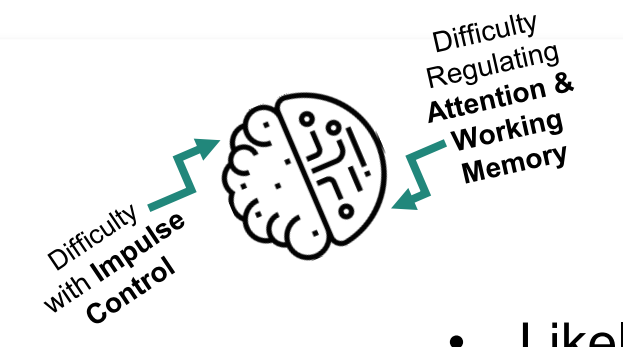
As of 2014...

- Research is still limited on ADHD prevalence in college students
- In a sample of 1,080 US college students:
 - 12% had "clinically significant levels of ADHD symptoms"
 - Only 2% had received a formal diagnosis
- 25% of students utilizing disability services had ADHD

(Murkett et al., 2014)

As of 2017...

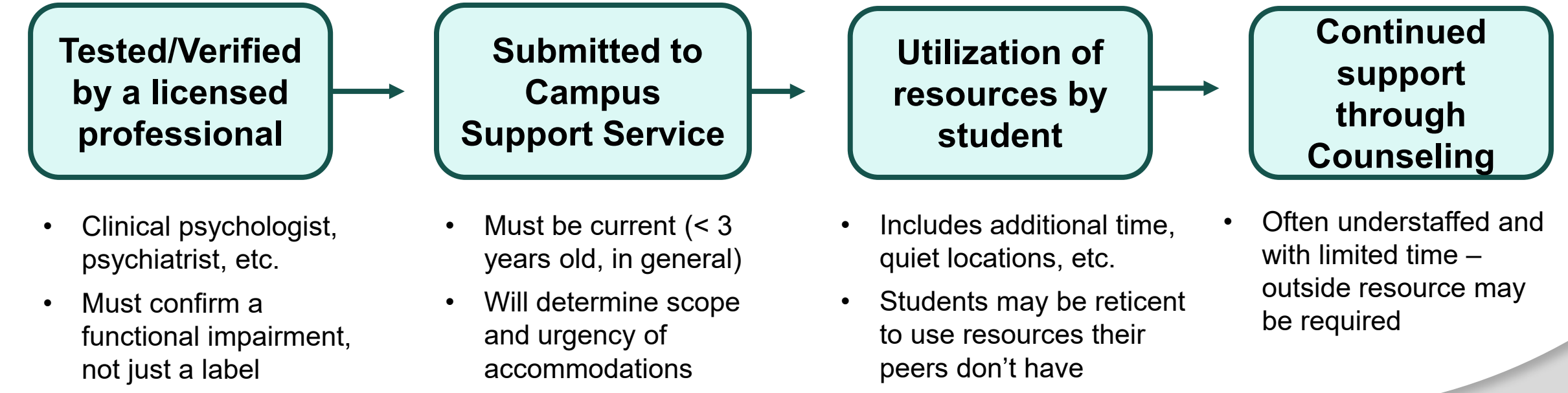
- Males were **more than 2x as likely to be diagnosed** as females (Black & Benson, 2018)
 - May be due to females' primary symptoms being less noticeable (i.e., primarily inattentive) than males' (hyperactive) (Rucklidge, 2010)
- There were significant disparities in racial diagnosis levels: (Black & Benson, 2018)
 - Black and white 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 by several % points
- 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



SIMPLE SUCCESS TIPS

- | | | |
|--|--|--|
| <p>IN CLASS</p> <ul style="list-style-type: none"> • 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) | <p>STUDYING</p> <ul style="list-style-type: none"> • 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 | <p>ORGANIZATION</p> <ul style="list-style-type: none"> • 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 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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