

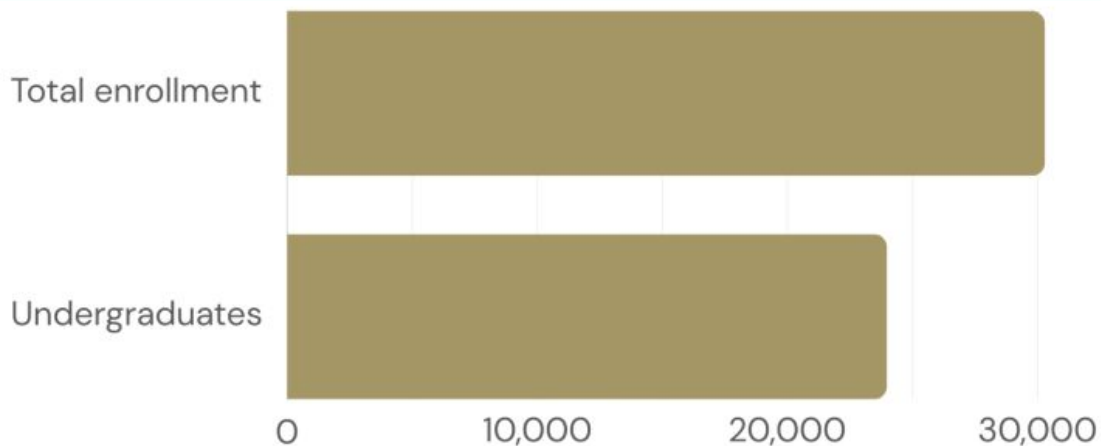
Unlocking Potential: Creating a Support Program for Students with ADHD to Thrive in College

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Learning Objectives

1. Introduce attendees to the pilot
2. Review lesson learned
3. Discuss future implementation plans



1946

Founded for veterans



44%

New Transfer Students



42%

First Generation



75%

Receive Financial Aid



41%

Receive Pell Grant

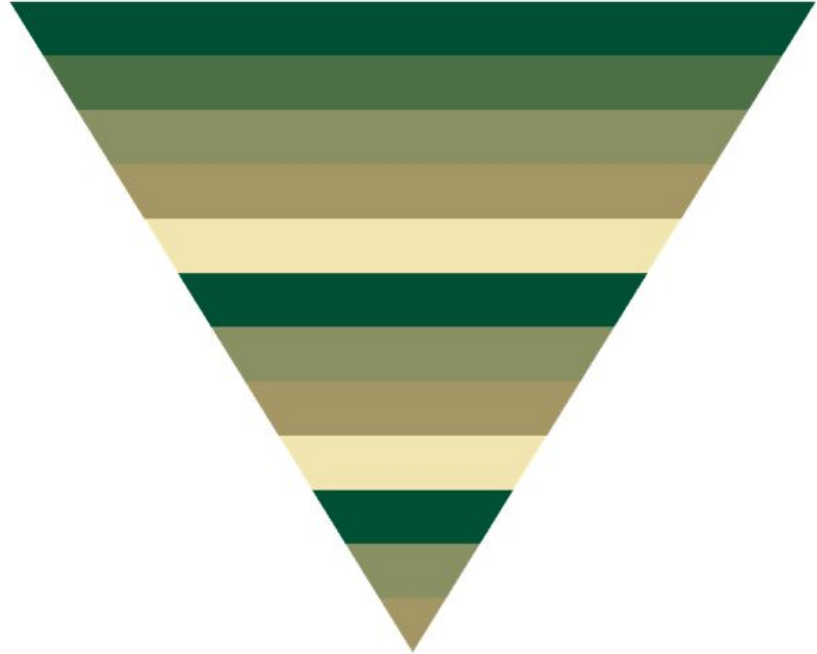


85%

First Year Retention

Introducing Undergraduate Education

Academic Affairs
Undergraduate Education
Communication Consultants
Undeclared Advising Center
Undergraduate Research
First Year Curriculum
Academic Diversity
General Education
Disability Services
Athletic Advising
Transfer Center
Career Services
Learning Center



Origins of SHIELD

**Students
Honoring
Individual
Experiences &
Learning
Differences**



Decisions

- Do other schools have models we can learn from?
- Who will our intervention target?
- What issues or experiences should our intervention address?
- How can we use existing resources and staff to develop a sustainable pilot?
- What is a reasonable timeline to build and launch an initiative?

Pilot FIT Course Content

- Forty Niner Intensive Transition (FIT) course
- Mini Fall semester (Week before Fall start)
- Focused on Executive Function skills and academics
- Transition and community building

Pilot Fall 23 Course Content

Description:

- No formal diagnosis needed
- Thriving despite distractions
- Course plus format

Emerging Topics

- Working memory was an early focus
- Self advocacy emerged as a secondary goal
- Belonging
- Less stigma



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Role of Embedded Peer Leaders

- Our Goal
 - Motivate students to reach their academic and personal goals



Role of Embedded Peer Leaders

- Serve as accountability partners and resource guides
 - Academic support
 - Sense of belonging
 - Getting connected to campus
 - Time management
 - Finding routine



Role of Embedded Peer Leaders

- Introduced during FIT week
 - Built rapport
 - Set recurring one-on-one meetings
 - Tours to various campus resources




Peer Leader Meeting Structure

- Semester Plan
 - Individually tailored to students' academic needs
- High, Low, Buffalo (Check in)
 - Guides meeting according to students' specific needs that week
- Share resources

Semester Plan Example

- Developing goals for the semester
 - Strengths
 - Obstacles

- Planning for semester
 - Common issues & topics
 - Resources



Semester Plan

Success Guide:	Student:
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Part 1: Developing Your Goals for the semester

Strengths

What are your personal strengths? How can you use these strengths to help you succeed this semester?

Obstacles

What are the three most significant obstacles that affect your academic performance?

1		
2		
3		

Planning for Your Semester

The following list describes common issues and topics that you can address with your Success Guide. Please check one that will be helpful to review this semester.

<input type="checkbox"/> Changing classes	<input type="checkbox"/> Developing writing skills
<input type="checkbox"/> Time management strategies	<input type="checkbox"/> Enhance study skills & strategies
<input type="checkbox"/> Coping with symptoms of depression	<input type="checkbox"/> Communicating with campus resources
<input type="checkbox"/> Improving overall health & wellness	<input type="checkbox"/> Planning for the future (career, education, living arrangements, personal development, etc.)
<input type="checkbox"/> Finding financial resources to complete	<input type="checkbox"/> Identifying college as a non-traditional adult student
<input type="checkbox"/> Managing financial issues/budgeting	<input type="checkbox"/> Attending college as a non-traditional adult student
<input type="checkbox"/> Learning how to study	<input type="checkbox"/> Finding a new culture or language
<input type="checkbox"/> Utilizing campus resources	<input type="checkbox"/> Other:
<input type="checkbox"/> Developing meaningful relationships	<input type="checkbox"/> Other:
<input type="checkbox"/> Major career exploration	<input type="checkbox"/> Other:

Goal Setting

Develop goals for this semester. For each objective in your identify obstacles and strengths to help develop your goals. Use the SMART or RICE models to set your goals to the next level.

S - Specific M - Measurable A - Action-Oriented R - Realistic T - Timely
 W - Wise O - Outcome P - Positive P - Plan

Goal 1:
Steps and resources needed to attain this goal:
Goal 2:
Steps and resources needed to attain this goal:
Goal 3:
Steps and resources needed to attain this goal:

Semester Plan Example

Planning for Your Semester

The following list describes common issues and topics that you can address with your Success Guide. Please check any that will be helpful to review this semester.

Managing stress		Developing writing skills	
Time management strategies		Effective study skills & strategies	
Coping with symptoms of depression		Communicating with course instructors	
Improving overall health & wellness		Managing distractions (online activities, living arrangement, personal relationships, etc.)	
Getting involved on/connected to campus		Attending college as a Veteran	
Managing financial issues/budgeting		Attending college as a non-traditional / adult student	
Alleviating test anxiety		Adapting to a new culture or language	
Utilizing campus resources		Other:	
Finding/maintaining motivation		Other:	
Major/career exploration		Other:	



Bi-Weekly Check-In Example

- **Introduction:**
 - Introduce self again
 - Check in
 - Availability link

Bi-Weekly Check-In Example

- **Important Academic Calendar Dates:**
 - **Monday, October 2nd:** Spring 2024 **Schedule of Classes Available Online**
 - **Monday, October 2nd:** Student **Registration Times Available Online**



Bi-Weekly Check-In Example

- **Campus Events**
 - **Monday - Friday, November 6th - 10th** (Various Times): **First-Generation Celebration Week** (Various Locations)
 - **Monday, November 6th, 7:00 pm - 9:00 pm**: Men's Basketball vs. Maine (Halton Arena)
 - **Wednesday, November 8th, 2:00 pm**: **Networking for Introverts** (University Career Center, or Virtual)
 - **Monday, November 13th** (Asynchronous): **Intro to Stress Survival**: Asynchronous Workshop (Virtual)

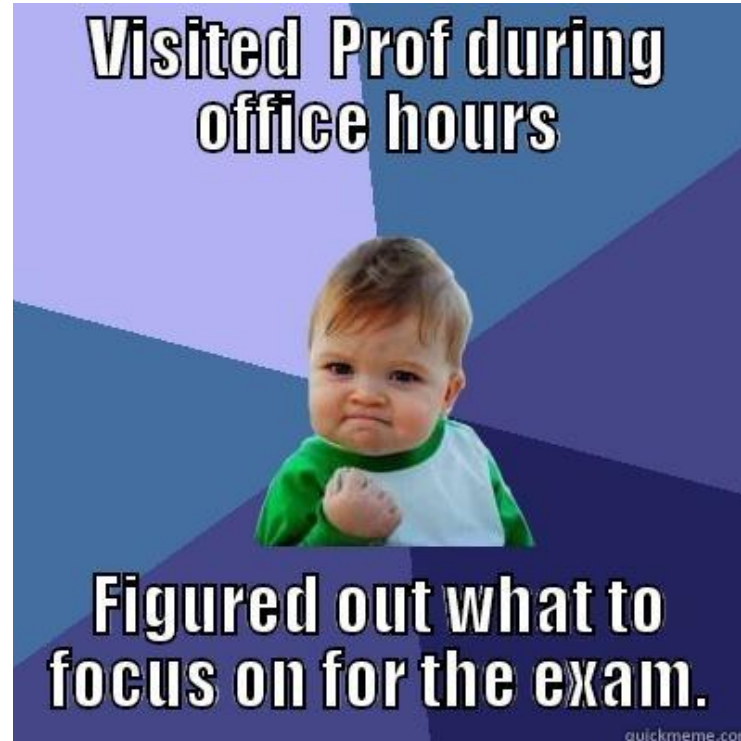
Bi-Weekly Check-In Example

- **Did-You-Know**
 - Registration begins at the end of next month, but your academic advisor's availability books up quickly! To eliminate panic and start next semester off strong, use your my.charlotte.edu accounts to access EAB Navigate/Connect and make an appointment after classes are released online on October 2nd!
 - Attend Professor Office Hours! During office hours you can get advice on how to end the semester on a high note, ask clarifying questions, go over practice problems, and build a relationship with your professor.



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Bi-Weekly Check-In Example





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Impact of SHIELD

“One thing I would like to say that impacted me during the SHIELD program was my first time at UNC Charlotte.

I felt lost, but this program **helped me navigate** through school, find all my classes, and give me helpful resources that would help me **succeed in furthering my education** at UNC Charlotte.

I made connections with success guides as well as the instructors. You guys made me feel welcome, and I know that I am not alone because you said that you would support me until the end.

Your door would always be open to help. Thanks for all the support and for **bridging those gaps when I needed support.**”

- Non traditional student in the SHIELD program.



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Impact of SHIELD

“One major thing that I learned from the SHIELD program was time management. Being that I was a freshman, and I struggled immensely with time management in high school, having a class and mentors to help me with this whenever I needed it was a great way to start off my college career.”

“SHIELD gave me a place to start with getting connected to campus, we learned a lot, especially during FIT week. It was like a runway that gave me direction.”

“SHIELD was my favorite class, I am also happy I had a peer mentor to hold me accountable.”

“I am really happy that I enrolled in SHIELD because of the friends that I made in class.”



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Continued Support

- Academic Coaching
- Academic Consultations
- Accountability Groups
- University College (UCOL) 2200

Professional Development

**Training
Development**

**Training
Content**

**Training
Feedback**

**Continued
Development**

Training Development

- **Primary Goal:** Adapting messaging to student employee roles
- Centering student voices
- Consulting with diverse perspectives







Peer Leader Training Content

- (Re)defining ADHD
- Strengths & Challenges
- Best Practices as a Peer Leader
- Tools & Resources



Example Activity: ADHD Myths and Facts

Individuals with ADHD...	Fact	Myth
Tend to be overdiagnosed and overmedicated		
Often cannot “outgrow” their childhood diagnosis		
Each have a unique experience, with unique strengths/challenges		
Are more likely to be men		

Example Activity: Strengths & Challenges

How stressed out are you...

- Finding out you have a group project due in a month
- Realizing you have a cumulative exam in a week
- Remembering that your 6 page paper is due tomorrow at midnight



Example Activity: Best Practices as a Peer Leader

What is Universal Design?



How do we apply this to learning?



Example Activity: Advocating for Accommodations

- A student meets with you and informs you their professor did not give them extra time on their last exam. They are registered with the Office of Disability Services, which includes extra time as an accommodation on their file.
 - What questions do you ask?
 - What resources do you provide?
 - What plan do you develop for the student?



Training Feedback

- Most helpful:
 - Strengths and Challenges of students with ADHD
 - Tools and Resources
- Improvements:
 - Less content, more discussion



Quotes from Trainees

“I really like the reframing weaknesses as strengths approach and have used this with my students sometimes! We work to make sure the way they are approaching the content works well for them and has benefits for each student at an individual level.”

“The accommodations part will really stick with me because it just continued to highlight the barriers. I will keep that in mind as I work with students who may need to get accommodations.”

Quotes from Trainees

“...the time horizons portion of the presentation and using this as a way to frame some of the struggles [students with ADHD may be having] ... was really interesting to me. I think it also worked really well in a perspective of giving us a real example and using our own thoughts to help frame what that may look like for a student with ADHD.”

Continued Training Development

- Developing long-form and short-form training modalities
- Expanding resources and tools
- Continued updating of student perspectives
 - Changing technologies
 - Diverse and inclusive student experiences

Fall 2023 Outcomes

22

Participating
Students

13

Additional
Students
Applied

Metrics

- Early Alerts
- Midterm Grades
- Academic Standing
- Term and Cumulative GPA
- Term and Cumulative Credit Completion
- Percentage of grades that were D, F, or W
- Persistence
- Enrollment Survey
- End of Semester Survey (anonymous)

Early Indicators

	Participants (N = 22)	Comparison Group (N = 13)
Early Alerts	18%	31%
Midterm Grades	27%	38%

End of Term Results

	Participants (N = 22)	Comparison Group (N = 13)
Term GPA	3.08	2.84
Cumulative GPA	3.08	2.78
Probation	14%	15%
DFW %	5%	15%

End of Term Results

	Participants (N = 22)	Comparison Group (N = 13)
Term Credits Completed	94% 14:15	82% 11:14
Cumulative Credits Completed	95% 37:38	86% 46:52

Persistence

100%

Participating Students



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Pre- Post- Survey Results: Academic Skills

	Enrollment Survey			End of Term
	SHIELD (n = 17)	ADHD (n = 77)	All (N = 246)	All (N = 17)
I have difficulty paying attention in class	69% (Yes)	57%	40%	53%
I have difficulty staying focused when studying	94% (Yes)	91%	80%	71%
I have difficulty keeping up with my reading assignments	69% (Yes)	64%	51%	29%
I have difficulty identifying the important information in my textbooks	63% (Yes)	55%	57%	35%

Pre- Post- Survey Results: Academic Skills

	Enrollment Survey			End of Term
	SHIELD (n = 17)	ADHD (n = 77)	All (N = 246)	All (N = 17)
I am effective at taking notes	63% (Yes)	51%	55%	76%
I lack motivation to go to class	50% (Yes)	27%	25%	24%
I lack motivation to complete my assignments	63% (Yes)	45%	37%	35%

Pre- Post- Survey Results: Connection

	Enrollment Survey			End of Term
	SHIELD (n = 17)	ADHD (n = 77)	All (N = 246)	All (N = 17)
I feel connected to the UNC Charlotte community	88% (Yes)	52%	59%	76%
I feel comfortable asking for help from campus resources	94% (Yes)	70%	70%	65%
I feel comfortable asking for help from instructors	76% (Yes)	68%	70%	59%
How often do you communicate with your instructors outside of class	18% (Often or very often)	21%	21%	31%

Post-Survey Results

- **71%** Having a Success Guide made me feel more connected to the university (strongly agree or agree)
- **76%** The bi-weekly newsletters were a helpful resource (strongly agree or agree)
- **88%** Feel more informed about campus resources after meeting with my Success Guide (strongly agree or agree)

Post-Survey Results

- **82%** Gained strategies to enhance their academic performance (strongly agree or agree)
- **88%** rated the 49er Connect program as excellent or good

Future Plans

- More meaningful connections
- Address shame and stigma and ADHD
- Career coaching for students with ADHD
- More assessments in the course
- Expanded training for Peer Leaders
- Split class schedule into three parts

Thank You!

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