

UMD SUCCEEDS ADHD PROGRAM



SPRING '24 NEWSLETTER

Parents as Coaches: Supporting College Students with ADHD

For parents of college students with ADHD, the desire to support and guide can sometimes feel like walking a tightrope—balancing the urge to help with the need to foster independence and autonomy. It's understandable to want to ensure your child's success, yet finding the right approach can be challenging. As you navigate this journey, consider these steps to support your college student:

1. Foster Independence Through Empowerment

- Recognize that your college student is transitioning into adulthood and encourage their autonomy. Instead of dictating solutions to their challenges, engage them in problem-solving discussions where they can explore options and make decisions. Offer support by asking open-ended questions that prompt reflection and self-awareness.

2. Cultivate Self-Advocacy Skills

- Help your college student develop strategies for advocating for their needs on campus. Teach them how to communicate with professors about accommodations, seek out academic support services, and manage their time effectively.
- Encourage them to practice self-advocacy in various settings, such as meetings with advisors, interactions with peers, and navigating administrative processes.

3. Provide Structure and Accountability

- Collaborate with your college student to establish routines for studying, attending classes, and managing time. Encourage flexibility to accommodate their individual needs and preferences.
- Serve as a supportive accountability partner by checking in regularly on their progress, offering genuine praise, and helping them stay organized. Avoid micromanaging or imposing rigid rules that may undermine their sense of autonomy.

4. Foster Resilience and Growth Mindset

- Help your college student develop resilience by reframing challenges as opportunities for learning and growth. Model a growth mindset by emphasizing the importance of effort, persistence, and resilience in achieving success. Celebrate their progress and achievements, no matter how small, and offer constructive feedback to support their ongoing development.

5. Promote Self-Care and Wellness

- Encourage your college student to prioritize self-care and wellness practices that support their overall well-being. Emphasize the importance of sleep, nutrition, exercise, and stress management in managing ADHD symptoms and promoting academic success.
- Provide resources and support for accessing mental health services, including counseling, therapy, and medication management, if needed. Foster open communication about mental health and encourage seeking help when necessary.

6. Practice Empathy and Understanding

- Above all, approach your role as a parent with empathy and understanding. Recognize that supporting a college student with ADHD can be challenging and that both you and your young adult may encounter obstacles along the way.
- Be patient with yourself and your student. Acknowledge the efforts they are making to navigate college life despite their challenges. Offer unconditional love and support. Remind them that you are there to help them succeed.

Remember that you are not alone in this journey. Resources and support are available to assist you and your student every step of the way. See below:

[Motivational Interviewing for Everyday Families: A Free Online Course](#)

[UMD Counseling Center: Warmline Consultation for Parents and Families](#)

[UMD Office of Family Engagement](#)

Coach Spotlight

AJ Matteis (far left)



AJ is a member of the ADHD & Learning Differences Program. Recently, they gathered at Children's National Research and Innovation Campus for a two-day retreat, where they developed new program materials and discussed ways to maximize training of their ATOM tool. Check out [this page](#) for more information about the ADHD & Learning Differences Program.

Laura Kelly (middle right)



Laura presented a research poster at the 2023 APA Conference, titled, "Temperament and Storytelling in the Assessment of Children's Cognition and Self-Regulation." The research examined the relationship between temperament and social competence in children. She and her team found that children with high negative affectivity, such as fear and anger, benefit from being able to regulate their reactive emotions and tend to be more socially competent due to this interaction.

Nick Marsh, Hong Bui, and Daria Taubin at the ABCT Conference!



Girls and Women with ADHD

Research on girls and women with ADHD is crucial as they often face being overlooked by researchers. Girls tend to exhibit more inattentive and internalizing symptoms compared to boys, who typically display more hyperactivity. Despite this, girls are diagnosed with ADHD at only half the rate of boys, with diagnosis rates evening out in adulthood. However, females with ADHD still experience significant impairments, including difficulties in relationships and engaging in non-suicidal self-injurious behaviors.

The less conspicuous nature of inattentive symptoms in girls and women often leads to their under-diagnosis and consequently, fewer opportunities for proper care. This oversight is concerning given the substantial impairments associated with the disorder. Thus, there is a pressing need to raise awareness and conduct further research into how ADHD manifests in these populations.

The delay in diagnosing ADHD can be particularly problematic for minority women. Symptoms of ADHD may be misinterpreted as non-compliant behavior, resulting in disciplinary actions such as expulsions or suspensions from school. Furthermore, research predominantly focuses on white boys and girls, leading to misdiagnoses and inadequate treatment among minority populations.

Ways to support girls and women with ADHD:

- **Promote Dialogue:** Foster open conversations among therapists, clinicians, and academic professionals regarding the presentation of ADHD in girls and women.
- **Address Bias:** Hold discussions to acknowledge and address the role of bias in identifying and treating minority women with ADHD.
- **Increase Research Focus:** Advocate for more research specifically targeting girls and women with ADHD, with a particular emphasis on minority populations. Researchers should actively engage with communities to establish equitable partnerships and overcome barriers to treatment, such as stigma.
- **Enhance Representation:** Ensure greater inclusion and recruitment of women and girls, especially from minority backgrounds, in researcher and medical stakeholder meetings. Seeking feedback directly from the population can help tailor policies to better meet their needs.

Interested in learning more? Check out these resources below:

[Dr. Jonathan Posner researching girls with ADHD](#)

[Looking back on 42 years of research on ADHD in females](#)

[Four Steps Toward Better Serving Black and Brown Girls and Women with ADHD](#)

SUCCEEDS Staff Picks

[CHADD: Improving the lives of people affected by ADHD](#)

[ADDitude Magazine](#)

[How to ADHD](#)

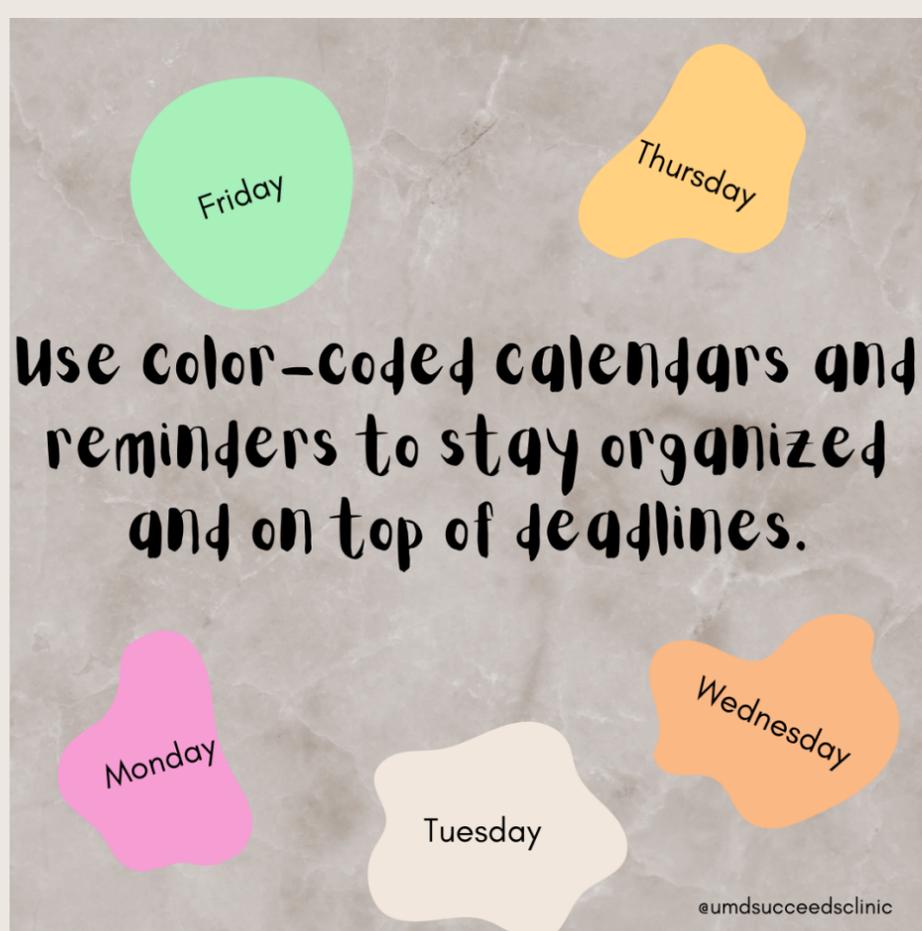
[ADHD while Black on TikTok](#)

Events Around the Community and Campus this Winter/Spring

- Get Moving this Spring at [RecWell](#)
- [Bridging the Gap Symposium: Eliminating Mental Health Disparities](#), March 15-16th, National Mall
- [CIAA Health & Mental Wellness Summit](#), February 29th, Baltimore MD
- [Community Wellness: Knowledge about the Mind-Body Connection](#), February 24th, Elkridge MD
- [Career and Internship Fair](#), February 25-27th, UMD College Park
- [Second Look Fair](#), February 8th, UMD College Park
- Maryland Day, April 27th, UMD College Park
- [Mastering Mindfulness by the UMD Counseling Center](#), Weekly, Online
- [Study Abroad Fair](#), February 7th, UMD College Park
- [Stamp's All-Niter](#), February 9th, UMD College Park

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Questions or Comments for us?

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GOOD LUCK THIS SEMESTER!