

UIUC ADHD and Academic Support System Resources

What is attention deficit/hyperactivity disorder (ADHD)?

The DSM-5-TR defines ADHD as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development, has symptoms presenting in two or more settings (e.g., at home, school, or work; with friends or relatives; in other activities), and negatively impacts social, academic, or occupational functioning. Several symptoms must have been present before the age of 12. ADHD can make it hard for a student to do well in school even though they can handle the material. ADHD can be managed and treated.

What are the symptoms of ADHD?

ADHD has many symptoms. At first, some symptoms may look like normal behaviors for a child, but ADHD makes them much worse and causes them to occur more often. Children with ADHD have at least six symptoms that start in the first 12 years of their lives; adults may be diagnosed with five symptoms when the behaviors persist for more than six months.

College students with ADHD may do the following:

- Get distracted easily and forget things often
- Lose personal items often (phone, wallet, keys, ID)
- Have trouble initiating and/or finishing tasks, like homework or chores
- Switch too quickly from one activity to the next
- Have trouble with directions
- Daydreaming or “zoning out”
- Fidget and squirm often
- Talk nonstop and/or interrupt others
- Blurt out inappropriate comments
- Be very impatient (trouble waiting in lines)
- Have trouble controlling or regulating their emotions

How can students cope with ADHD?

Medication: Several medications can help. The most common types are called stimulants. Medications help one to focus, learn, and stay calm. Sometimes medications cause side effects, such as sleep problems or stomachaches. Students may need to try a few medications to see which one works best. It's important that a doctor closely monitors a student while taking medication.

Counseling: There are different kinds of therapy. Behavioral therapy can help teach students to control their behavior so they can do better both inside and outside of the classroom.



Medication and counseling combined: Many students benefit from both medication and counseling.

Coaching: Disability Resources & Educational Services (DRES) provides students with academic accommodations and access. They also provide support services including academic skills/strategies training, case management, and coaching for organization, time management, structure, prioritizing, and motivation.

Academic accommodations: May help in controlling the impact of ADHD. Please visit <https://www.disability.illinois.edu/applying-services> to learn more about how to register with DRES and get connect with an access specialist.

ADHD Student Resources

There are multiple resources available to students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) or who have concerns related to having undiagnosed ADHD, prior to their arrival at UIUC:

- [Disability Resources and Educational Services \(DRES\)](#)
 - Academic accommodations*
 - Individual and group therapy*
 - Academic coaching*
 - [Psychological and Neuropsychological Assessment](#)

* Students must be registered with DRES to receive these services. Please visit <https://www.disability.illinois.edu/applying-services> to learn more about getting registered.

- [Counseling Center](#)
 - Time limited Individual therapy, group therapy
 - Skill building workshops:
 - [In Focus](#)
 - [Perfectionism](#)
 - [Text Anxiety](#)
 - [Time Management](#)
 - [Stop, Drop, and Self-Control](#)
- [Psychological Services Center](#)
 - Neuropsychological Assessment
 - Autism Assessment
- [McKinley Student McKinley Student Health Center](#)
 - Medication



Obtaining Accommodations for ADHD and other concerns at UIUC

An **accommodation** is an adjustment to instructional methods of a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same educational experience or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability.

To determine accommodations that are necessary, DRES engages in an interactive process, looking at the documentation provided by the individual, as well as the individual's self-report. DRES may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities, and facilities. Final determination of necessary accommodations are made by DRES in collaboration with the student and faculty as warranted.

Necessary accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment
- The possible accommodations that might remove the barriers and provide access
- Whether or not the student has access to the course, program, service, activity, or facility without accommodations
- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation

Students registering with DRES may utilize many types of academic accommodations. These are developed during an interactive process with the student and their DRES Access Specialist.

A **Letter of Academic Accommodations** is then written for the student to provide instructors in either a paper or electronic format.

DRES and the student with a disability will engage in an interactive process to discuss the interaction between the disability and the academic environment to determine necessary academic adjustments and modifications. Consultation with faculty, staff, and outside professionals regarding essential elements and accommodations will occur in situations that are new, complex, or sensitive.

DRES will outline the process for the provision of necessary accommodations and will present this verbally and in writing to the student.

The DRES Access Specialist will write an individualized Letter of Academic Accommodations which certifies that the student has a disability, cites the circumstances for which accommodations are needed, and describes the accommodations recommended by DRES. The Letter of Academic Accommodations will also invite students and/or faculty to contact DRES if there are concerns or questions about the accommodations.



Standard policies and procedures, established by DRES, for additional aids and services will be included with the Letter of Academic Accommodations.

DRES staff will contact individual faculty members as necessary to discuss the purpose and rationale for the recommended accommodations, as well as the process by which they could be most effectively implemented.

Helpful accommodations may include: extended time on exams, taking exams in a distraction-reduced environment, and preferential seating in the front row.

Additional Campus Resources

- [Career Center](#)
 - Career coaching, advising
 - Health professions advising
 - Mock interviews
 - [Career Assessment/Interests, Skills, and Values assessments](#)
- [Center for Academic Resources in Engineering/CARE](#)
- [Chemistry Learning Center](#)
- [College of Liberal Arts and Sciences](#)
 - College and departmental advising and support
 - Academic workshops
 - Tutoring
- [Division of General Studies Academic Advising](#)
 - Help with major selection, course planning, ICT requirements, academic progress, and all other academic questions.
 - Appointments can be made through the [online appointment system](#) or by calling the office at 217-333-4710.
- [ECON Tutoring Center](#)
- Gies College of Business Peer Advisers
- [iSchool Academic Support Center](#)
- [Math Tutoring via the Department of Mathematics](#)
- [MCB \(Molecular and Cellular Biology\) Learning Center](#)
- [Office of the Dean of Students/ODOS](#)
- [OMSA Academic Services Center](#)
 - Academic Skill Consultations
 - Mentoring
 - Tutoring
 - Student Lingo online workshops (cover similar content to In Focus)
 - Workshops
- School of Social Work – Social Works!, Room 2015
 - Mondays and Thursdays, 4-6pm
 - Peer mentoring and tutoring



- Study space
- Questions
- Community building
- [Writer's Workshop](#)

Online ADHD Assessment or Counseling

This resource list does not imply or constitute a recommendation by the University of Illinois at Urbana Champaign.

- [Ahead](#)
- [Cerebral](#)
- [Done](#)
- [Innovative Care](#)

Online Resources

- Books
 - *Thriving with adult ADHD: Skills to strengthen executive functioning* by Phil Boissiere
 - *ADHD 2.0* by Edward Hallowell and John Ratey
 - *Order form Chaos: The everyday grind of staying organized with adult ADHD* by Jaclyn Paul
- YouTube Videos
 - [What is ADHD?](#)
 - [Failing at Normal](#)
 - [ADHD sucks, but not really](#)
 - [Women with ADHD: How a diagnosis saved our lives](#)

