



A Program to
Serve Hispanic
Students with
ADHD

CONNOR CAROMILE

The Current Need

- ▶ Hispanic students have the second highest enrollment rates at ECSU but have the lowest Graduation Rates.
- ▶ Most students also take up to 6 years to graduate.
- ▶ The city of Willimantic, CT where the college is located has the highest Hispanic population ratio in the State.

Graduation Rates

Graduation Rates - 2021

Bachelor's degree seeking students completing a bachelor's degree

Graduation Rate Within 4 Years	44.8%
Graduation Rate Within 5 Years	54.1%
Graduation Rate Within 6 Years	56.4%

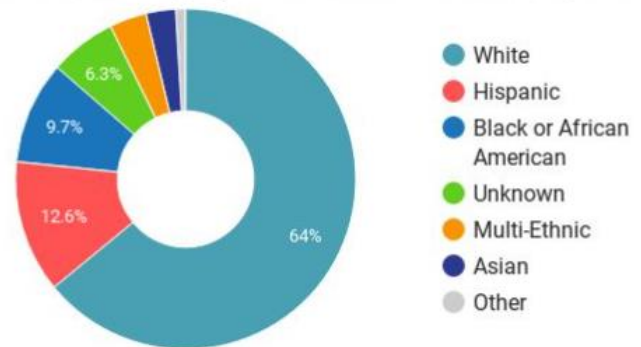
Graduation rates within 6 years by gender

Women	61.8%
Men	48.9%

Graduation rates within 6 years by race/ethnicity

White	59.6%
Black african-american	47.9%
Hispanic	43.1%
Asian	51.5%
American Indian or Alaskan Native	0.0%
Race-ethnicity Unknown	61.8%
Non-resident alien	25.0%

Racial-Ethnic Demographics of ECSU Full-Time Undergraduate...



The Program

- ▶ The program will target Hispanic students attending ECSU who have ADHD.
- ▶ The program will be a learning workshop/clinic that would hopefully take place at the start of the second week of the students first semester. I choose the second week because it gives them time go have gone to most of the first-class sessions and obtain some syllabuses and experience the different classes.
- ▶ The workshop will work in 4 stages.
- ▶ 1. The first stage will be an overview of ADHD; many students will probably be aware they have it but not fully understand its impacts on their work and life and may not fully know how to deal with their ADHD without the use of medications.
- ▶ 2. The second stage will go over what these students can expect from the college in terms of class work, projects, the intensity of tests and reading. This is to get them ready for what is to come.
- ▶ 3. Third, there will be study tips, tips to help manage their ADHD and what resources they will have going forward. It is in this stage where Student Services and Disability Services can introduce themselves and explain what they are about and what they have to offer.
- ▶ 4. Finally a segment for concerns by the students, this will be a time where they can go around and ask SS or DS or the Library questions about college course work and other issues. There will be tables set up to help the students with anything they might need.

Objectives.

- ▶ 1) First objective will be to improve the graduation rates of Hispanic Students overall.
- ▶ This will be measured over the course of 4 and 6 years to check the graduation rates agent's data from the previous year.
- ▶ This is the primary but also long-term objective.
- ▶ 2) The second objective is to see improvements on grades and pass rates of the Hispanic students who have learning disabilities.
- ▶ This will be measured shorter term using student grades on a semester-by-semester basis.

Prospected Partners

looking for 1-2 individuals from each of the three partners below.

Student Services

Student services will be there to help with the teaching of strategies and to give examples of what to expect from work, and time management, among others.

They will also provide the services that they provide to students, Since this workshop at first will be a one-time event its important for students to know where they can get continued help.

Disability Services

Disability Services will be there to help with teaching.

They will primarily be there to go over the options for students registering their disability with DS incase any students feel that they will need the extra help that DS provides.

Spanish speaking Staff

Since this program will be working with Hispanic students initially it will be helpful to have Spanish speaking staff on hand incase, they are needed.

Note: The classes at ECSU are taught in English, with the exception of some language courses. So, students may not encounter this help outside of the workshop.

What we will need (materials)

- ▶ A Spanish speaking staff member or 2.
- ▶ Representative or two from Student Services & Disability Services.
- ▶ A free space in the library to accommodate a large number of people, there are many of these spaces within the library on the first floor.
- ▶ Printed handouts for students when they arrive.
- ▶ Posters, signs, and emails to notify students of the program.
- ▶ Past syllabuses from classes of varying subject and difficulty level.

What We Will Need (Funding)

- ▶ Many of the materials needed will already be on hand and available. It will just coast time to have someone create emails, posters, and signs and distribute them around. (this will take away from any regular duties)
- ▶ We will need to submit forms and requests to the budget office.

UDL Principal Engagement!

Checkpoint 7.3 – Minimize threats and distractions

- ▶ When dealing with ADHD not only will this checkpoint be something that I want to incorporate into the workshop, but this is also something that I would teach the students as well.
- ▶ This will be done through varying the level of sensory stimulation during the workshop using videos, short presentations, Open tables for students to walk around and get more information as they please.

Checkpoint 8.3 – Foster Collaboration and Community

- ▶ This workshop is already demonstrating collaboration between the Library, Students Services, and Disability Services showing the students that collaboration works.
- ▶ This program will also provide the students a guide in when and how to ask peers or teachers for help.
- ▶ Hopefully, it will show those who come that they are not alone with their disability or community.

UDL Principal Representation!

Checkpoint 2.5 Illustrate Through Multiple Media

- ▶ For people with ADHD it is easy for our mind to just walk away, so having different forms of media will allow people to keep focus and actually retain the information we are telling them.
- ▶ This will be done through the use of videos, graphs, less reading and more talking from presenters.

Checkpoint 3.3 Guide Information Processing and Visualization.

- ▶ This step will be done at the end where the students will be allowed to go around, ask questions and interact with the library staff on hand, student services, and disability services after having listened and or watched their brief presentations.
- ▶ This part of the program will be very interactive, and student driven to seek out more information if they need or want it.

UDL Principial Action & Expression!

Checkpoint 5.3 Build Fluencies with Graduated Levels of Support for Practice and Performance

- ▶ This is an important checkpoint for this program, as providing different solutions to the same problems will show students that they do not have to brut force a single solution if they are struggling, they have many different paths that they can take.
- ▶ These problems will relate to their ADHD with schoolwork, general focusing, retaining information and we will provide different solutions for all of these.

Checkpoint 6.1 Guide Appropriate Goal-Setting

- ▶ It is important to let the students know that their goals are going to be and should be different from other students without ADHD. These students will unfortunately have to try harder in many ways so they should set goals revolving around them and not look at the goals of other students, or even goals their teachers set for them.
- ▶ This is done with the time at the end that allows the students to ask their own questions, this information will be told to them and they are free to leave after the talks or they can ask further questions and get help on their own.

Existing Library Policies or Procedures?

- ▶ There seems to be no policies or procedures for the library that would need to be specifically followed.
- ▶ There will be some forms that will need to get filled out and submitted to the school.
- ▶ We will not need to amend or make exceptions to any policies in order to implement the project.

Timeline for implementation

- ▶ Any forms will need to be completed before the start of the term that we plan the project for between now and 2 weeks before the start of the Fall semester.
- ▶ Freshmen's generally start in the fall so the start of the program will be the Fall 2023 semester.
- ▶ Timeline:
 - ▶ Early Summer—Start Planning (past what I have done in this presentation), reach out to Student Services and Disability Services and Spanish Speaking Staff.
 - ▶ Mid Summer—finalize planning and submit forms to the school.
 - ▶ Late Summer—Print and send out materials to students informing them of the program.
 - ▶ 2nd week of Fall semester—start the Workshop.

Limitations

- ▶ This program will limit the students only to those with ADHD who are Hispanic. This will be the first time the program will run, in theory if it goes well, we can open it up to a more diverse group and target more learning disabilities and groups.
- ▶ One major limitation will be time, this is not a regular class and probably will not meet every week so students will have to seek out help on their own after this, but hopefully they will have the tools to do so.
- ▶ The objectives are long term measured from term to term and also over the course of 4 years, we will not see immediate results of the project which might impact how fast we will be able to do it again.

References

- ▶ *Eastern Connecticut State University Diversity: Racial Demographics & Other Stats.* (n.d.). Retrieved June 13, 2023, from <https://www.collegefactual.com/colleges/eastern-connecticut-state-university/student-life/diversity/>
- ▶ *Eastern Connecticut State University—4 Year Graduation Rates, Gender, Race—Scholarships.com.* (n.d.). Retrieved June 13, 2023, from <https://www.scholarships.com/colleges/eastern-connecticut-state-university/graduation-rates/>
- ▶ *UDL: Representation.* (n.d.). Retrieved June 13, 2023, from <https://udlguidelines.cast.org/representation>