

NAME: KELLY

PROFILE: 21 Y/O FEMALE, ECONOMICS AND BUSINESS MAJOR, SPANISH MINOR; BOTH PARENTS ARE WESTMONT ALUMNI, BORN AND RAISED IN SANTA BARBARA; WANTS TO BE A NATIONAL SALES MANAGER

DX: ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Background:

Kelly is a third-year student majoring in Economics and Business. You notice in class that she often seems distracted or spaced out. She constantly fidgets with her pen or pencil and can't seem to help talking to the students around her. She seems to know the material, but makes a lot of small errors on exams and assignments. What you don't know is that she was diagnosed with attention deficit hyperactivity disorder (ADHD) at the age of 10. Despite facing challenges, Kelly is determined to excel academically and pursue her passion for understanding economics, business, and Spanish.

Signs and Symptoms:

Inattention: Kelly struggles to maintain focus during lectures, frequently finding her mind wandering, especially when she isn't being challenged. Due to this, she sometimes misses important details.

Hyperactivity: Although Kelly may not always display overt physical hyperactivity, she experiences consistent mental restlessness. She feels an urge to move, fidget, or shift positions to alleviate this restlessness, especially during prolonged periods of sitting. At times, she craves distractions.

Impulsivity: Kelly sometimes acts or speaks without being able to fully consider the environment she is in. This impulsivity can manifest in speaking out of turn in class or making quick decisions without understanding how it will affect the people.

Executive functioning: Kelly finds it challenging to keep track of assignments, deadlines, and class schedules. She frequently misplaces items and forgets appointments and office hours.

Common Accommodations that may meet Kelly's needs:

- Extended Time for Assignments and Tests to accommodate concentration difficulties.



- A private testing location to reduce environmental distractions and allow her to use sound reduction tools and fidgeting tools.
- Access to note-taking assistance or audio recordings of lectures to compensate for difficulties in focusing during class

Common Referrals that may meet Kelly's needs:

- Center for Student Success:
 - Peer or student success coach to assist with executive functioning skills
- Peer Tutoring:
 - Access to peer tutoring can help Kelly understand the course material in a more intimate setting

Conclusion:

With the support of the Westmont community, leveraging her strengths, and implementing these accommodations, Kelly can thrive academically and reach her full academic potential despite the challenges posed by ADHD.

