CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COLLEGE PREPARATION FOR HIGH SCHOOL STUDENTS WITH ADHD FROM LOW SES FAMILIES

A graduate project submitted in partial fulfillment of the requirements For the degree of Master of Science in Counseling, in School Counseling

By

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DEDICATION

From the bottom of my heart, I am truly honored to dedicate this graduate project to my dear family and friends who have supported me on this incredible journey throughout my graduate studies. I feel blessed by the power of God to have been given the extraordinary opportunity to further my accomplishments and achieve an honorable level of academic success. Thank you for your immeasurable encouragement, guidance, and words of wisdom that have allowed me to find the strength to stay confident and believe in myself.

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ABSTRACT

College Preparation for High School Students with ADHD from Low SES Families

By

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Master of Science in Counseling, School Counseling

Some high school students with ADHD struggle with long-term planning, especially in the realm of college preparation. These challenges may stem from a lack of awareness for college preparation services available to high school students with ADHD, which could prevent them from attending college. For some students, low socioeconomic status may also be a contributing factor to their difficulties with college preparation. A professional development workshop has been designed to be led by professional high school counselors who will educate their fellow school counseling colleagues regarding providing effective college preparation services to low socioeconomic status high school students who have ADHD. Guiding low socioeconomic status high school students who have ADHD to prepare for college and seek financial opportunities may increase these high school students’ likelihood of attending college and achieving optimal educational success.
CHAPTER 1
INTRODUCTION

A 2011 survey conducted by the U.S. Department of Health and Human Services indicated that more than five million children, ages three to 17, have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Nearly two-thirds of early onset children with ADHD continue to exhibit signs of ADHD into their teen and adult years (Resnick, 2005). High school students who have ADHD often displayed their symptoms early on in their childhood years, exhibiting academic hardships, poor grades and work habits, while having an increased susceptibility to suspension from school (Kent et al., 2011). ADHD is a disorder that can impair students’ ability to maximize their academic functioning. For some children with ADHD, their disorder may continue into adolescence and can serve as a barrier in planning for their continuing educational career, such as developing college goals during high school.

Moreover, a low socioeconomic status upbringing can be an academically hindering factor for high school students with ADHD. According to the California Postsecondary Education Commission (2006), the college attendance rates of low socioeconomic status high school students in California decreased by 25% between 1985 and 2005. Langberg et al. (2011) found that children with ADHD, who display academic difficulty early on in school, have a significantly lower chance of pursuing a higher education. Low socioeconomic status high school students who have ADHD may feel discouraged when faced with the overwhelming notion of preparing for and attending college, particularly if they may not have always been a model student and been fortunate with financial support. The lack of a solid support system such as family members and
parental involvement in education may be profound influencers of how well prepared students with ADHD may be for college. Furthermore, when adolescents who have ADHD are raised within low socioeconomic status families, these students may have less access to resources and tools necessary in assisting them to prepare for and attend college. If high school students with ADHD do not receive the appropriate college support, then their chances of pursuing a higher education can significantly decline (Norwalk, Norvilitis, & MacLean, 2009). With the absence of family support, financial barriers may serve as an additional challenge for already struggling students.

According to the National Institute of Mental Health (NIMH), ADHD is a common disorder primarily identified in early childhood that can extend into adolescence or adult years (2012). Children who are diagnosed with ADHD often exhibit signs of distraction, hyperactivity, and impulsive behavior (NIMH, 2012). Often times, transitioning from high school to a college or university can be a sensitive stage for students with ADHD. A diagnosis of this common disorder coupled with financial hardships may frighten high school students who have ADHD and may lead them towards false assumptions of being unqualified for college (California Postsecondary Education Commission, 2006).

In cases where ADHD shadows a child into their high school years, the students may be academically capable of succeeding in college, but might lack the fundamentals of college preparation, such as exploring college options and obtaining financial aid resources. Studies have posited that low socioeconomic status graduating high school students have a lower percentage of attending college compared to students from affluent communities (California Postsecondary Education Commission, 2006). Families who
come from poverty stricken areas may, at times, not be able to afford the proper medication, treatment, or doctor visits for their child with ADHD, possibly leaving this population of students vulnerable to academic frustration (Olfson, Gameroff, Marcus, & Jenson, 2003).

**Statement of the Problem/Need**

High school students who have ADHD may lack the college preparation skills necessary for them to attend college. If these youth are also from low socioeconomic families, the problem can be exacerbated by lack of family resources, college knowledge, and college readiness. The problem is that school counselors who work with students with ADHD may not be as well prepared as possible to assist these students in preparing for a successful transition from high school to a college or university. Professional developments, which consists of educators meeting together to collaborate and develop renewed school-based curricula, for high school counselors concerning college preparation for students with ADHD are scarce especially on the topic of serving students with ADHD who come from a low socioeconomic status. There is a pressing need to educate high school counselors about how to provide college preparation services to high school students with ADHD who come from financially disadvantaged families (Weyandt & DuPaul, 2013).

**Significance of the Problem**

Many high school students with a disorder, such as ADHD, possess passive characteristics and do not stand up for themselves as they may lack self-advocacy skills that are essential when reaching out for college assistance (Rothman, Maldonado, Rothman, 2008). According to the American School Counseling Association (ASCA)
National Model (2012), “all students need advocates, especially those who do not have the skills to self-advocate and who are at risk of dropping out of school” (p. 6). Many high school counselors may not be prepared to deliver college preparation services for students with ADHD and a poor socioeconomic family background (Weyandt & DuPaul, 2013). High school counselors need to be educated regarding counseling services for students with ADHD. Equipping high school counselors with ways they can help students diagnosed with ADHD overcome and cope with their symptoms as they are preparing for college is a valuable necessity in the field of school counseling. As an advocate for increased college attendance rates, a high school counselor’s role is to ensure that students prepare for and attend a suitable college or university where they would almost certainly thrive.

**Purpose of Graduate Project**

The purpose of this graduate project is to create a professional development workshop to be led by professional school counselors who will train other practicing school counselors on college preparation services for high school students with ADHD coming from low socioeconomic families. The Attention Deficit Disorder Association (ADDA, 2013) states that an articulate proposal aimed at supporting high school students with ADHD prepare for college is sorely needed by educational school systems. It is important to develop an organized college planning curriculum for high school students with ADHD, such as structured preparation guidelines designed for the college application process, access to college financial opportunities, along with helping students with ADHD overcome the common challenges of their disorder (ADDA, 2013). The creation of this professional development is designed to assist school counselors in
creating collaborative partnerships with other high school counselors working with students that face financial hardships and are diagnosed with ADHD. The goal of this professional development is to have high school counselors work as a team and be introduced to new college preparation interventions developed for high school students with ADHD coming from low socioeconomic status families.

**Terminology**

*College preparation* — preparation for college attendance provided by school counselors to high school students intended to fulfill college admission requirements and pursue a college education (National Association for College Admission Counseling, 2012).

*College preparation services for students with ADHD* — individualized college guidance provided by high school counselors to students who have difficulty with long-term planning and preparation for college or university attendance (National Association for College Admission Counseling, 2009).

*Low socioeconomic status* — low monetary standing usually determined by an individual’s lack of a higher education or absence of a middle to high paying profession, often making it difficult to access resources necessary for success (American Psychological Association, 2013).

*Professional development workshop* — a collaborative meeting held by educators, such administrators and school counselors that allows these student support personnel to take on the role of visionaries and leaders, using up-to-date information to create new and successful programs that meet the needs of students (The College Board Fall Counselor Workshop, 2013).
In hopes of comprehending the need for college preparation services for high school students with ADHD coming from low socioeconomic status families, it is imperative to take a closer look at research studies and their findings presented on formerly implemented college preparation services. The next chapter is comprised of relevant literature reviews, including (I) high school students, (II) middle to late adolescence and puberty, (III) cognitive development in adolescence; (IV) Attention Deficit Hyperactivity Disorder (ADHD), (V) high school students with ADHD, (VI) college preparation services, (VII) college preparation for students with low socioeconomic status, (VIII) the role of a professional high school counselor, and (IX) professional development programs.
CHAPTER 2
REVIEW OF LITERATURE

Introduction

This chapter includes a review of literature concerning the college preparation of high school students with ADHD who come from low socioeconomic status families. In order to obtain a better understanding of the importance of creating a professional development workshop for high school counselors regarding college preparation services, an exploration of related research is fundamental.

High School Students

High school students typically range between 14-18 years of age and experience physical, emotional, social, and intellectual growth while facing the increasing demands of their academic work. The transition to high school from middle school can be a stressful time for some students as rigorous coursework is added to peer pressure or social influences to behave in a socially acceptable manner, along with bodily and hormonal changes. According to researchers Brotman and Mensah (2012), students in high school undergo a developmental period filled with decision-making that can alter their future objectives. In their study, Brotman and Mensah (2012) studied 20 low socioeconomic status high school seniors living in the United States. The majority of the participants were females who were of African American or Hispanic decent. The researchers looked at how the teens believed their changes in developmental health affected their decision-making abilities. The researchers observed and interviewed the participants in a group setting regarding the importance of having health education taught in high school and their perception as to whether or not health education influenced their
decision-making skills during an adolescent developmental period (Brotman & Mensah, 2012). The researchers found that health education taught in high school increased students’ healthy decision-making abilities. The researchers Brotman and Mensah (2012) also concluded that the establishment of rapport between teachers and students is key to the creation of students’ personal identity (i.e., recognizing their interests, strengths, future ambitions). Interestingly, the study stated that providing individualized attention to students through counseling services is beneficial to high school students’ growth (Brotman & Mensah, 2012).

Peers, family members, and life experiences can shape the cognitive growth of high school students, effecting how they think, behave, and perceive the world around them. Researchers Barnea-Goraly et al. (2005) investigated the nerve tissues or fibers called white matter inside the brain of 37 normally developing participants 6-19 years of age. The participants’ brains were examined through a neuroimaging device, revealing the overall structure of the brain. According to Barnea-Goraly et al. (2005), the development of white matter in the brain is responsible for learning memory, solving problems, and logical reasoning. Barnea-Goraly’s et al. (2005) study compared the white matter density of children and adolescent subjects. They found that as children get older, white matter in the brain becomes denser, an indication of proper developing cognitive maturity and functioning.

Authors Roaten and Roaten (2012) mentioned that during the critical stage of cognitive development from childhood to adolescence, high school students often explore and develop their talents, aptitudes, interests, ideas, values, principles, and viewpoints. High school is a time that provides individuals with the opportunity to absorb and master
challenging activities and tasks, prior to their degeneration of neurons (Roaten & Roaten, 2012). Authors Roaten and Roaten (2012) indicated that continual cognitive growth is one of the most essential high school developmental stages that assist adolescents with making difficult life decisions. Therefore, high school for adolescents may serve as a vital time period for self-exploration and identity formation, where teens are expected to set long-term goals, prepare themselves for the real world, and establish plans for their future.

*Middle to Late Adolescence and Puberty*

Individuals reach middle to late adolescence around 15-19 years of age. High school students in this particular developmental time frame are frequently faced with life tasks of planning their future education goals that, at times, foreshadows their ultimate career endeavors. As middle to late adolescent teens learn to identify their own unique interests, hobbies, and talents, they also experience an expansion of cognitive development. During puberty, some teens enjoy the thrill of engaging in precarious behavior as well. As a part of the National Institute of Mental Health, researcher Giedd (2008), worked with 387 participants who ranged from 3-27 years of age, an ideal age range that includes high school students. The researcher conducted a longitudinal study in which the changes in participants’ MRI brain scan results were compared to one another over a period of two years. Interestingly, the researcher noted the behavioral changes and compared them to the developmental changes of the brain (Giedd, 2008). The study’s findings indicate that factors, such as genes, environment, and heredity influence adolescent brain growth (Giedd, 2008). The researcher discovered that the problem with teenage impulsivity is not solely based upon hormonal changes, but rather due to the
brain’s continuous development that prohibits youngsters from engaging in logical reasoning (Giedd, 2008). With the hope of navigating high school students toward a healthy cognitive development, the author concluded that it is imperative for role models, such as parents, teachers, and school counselors, to properly support and guide these teens throughout their high school years (Giedd, 2008).

According to the author Steinberg (2011), many high school adolescents engage in risky behavior because the part of their brain that provides them with the ability to control their impulsive actions is not yet fully developed. The author Steinberg (2011) concluded that when adolescents from western cultures reach their high school years many begin to want more independence from their family and authority figures, while leaning more towards peers and their social environment. The author Steinberg (2011) also discussed that at around 15-17 years of age, teenagers’ ability to plan and think ahead, visualize the penalties of risky behavior, and weigh the costs versus benefits of their actions is continuously growing. Therefore, Steinberg (2011) emphasizes the importance of educators working with high school students to create education plans that will help shape and foster their cognitive growth with the hope of choosing a beneficial path in life.

According to authors Papalia, Olds, and Feldman (2005), major fluctuations in the adolescent brain structure are connected to “emotions, judgment, organization of behavior, and self-control” (p. 403). According to authors Zarrett and Eccles (2006), fully developed cognitive skills allow middle to late adolescents to skillfully plan ahead and make life decisions, such as moving away to college. As students experience the effects of puberty while making the transition from middle school to high school, they feel a
sense of support when their high school environment attends to their fluctuating adolescent needs (Zarrett & Eccles, 2006). Authors Zarrett and Eccles (2006) noted the importance of helping high school students’ maintain their academic performance level and their enthusiasm about school by offering education services tailored to meet their students’ needs. Most often, when high school students sense a welcoming atmosphere from their school environment, their motivation and desire to seek educators, including teachers and school counselors for help with education plans may increase and flourish (Zarrett & Eccles, 2006).

Researcher Fleming (2005) examined the understanding and awareness of autonomy during the pubescent changes of 7,264 participants from Portugal who were between 12-19 years of age. The socioeconomic status of the participants was a mixture of low, middle, and high-income backgrounds. Fleming (2005) had participants complete a survey regarding their level of autonomous behavior. Autonomy is defined as “self-directing freedom and especially moral independence” (Merriam-Webster dictionary, 2013). The participants were asked to rate their independency level through phrases, such as “I choose to decorate my room as I wish;” “I choose to spend money without supervision;” “I choose to stay out at night;” and “I choose to solve my own problems without the help of parents.” The results of the study revealed a positive connection between autonomy and academic achievement, as measured by the autonomy questionnaire. More specifically, Fleming (2005) found that the participants who showed signs of parental closeness by sharing their emotions and engaging in physical and intellectual communication with their parents had a higher likelihood of doing better in school than students who were more autonomous and revealed limited parental
attachment. Fleming (2005) stated that the significance of autonomy during middle to late adolescence is linked to an indication of early adulthood. For many high school students, autonomy is an important characteristic that allows teens to seek out and communicate with community and school related resources, such as educational organizations and school counselors who can guide students to the tools they need to succeed.

**Cognitive Development in Adolescence**

To get a better understanding of the process of brain development, biologist Jean Piaget proposed the Theory of Cognitive Development. Piaget’s theory emphasizes the importance of how adolescents think and learn about the world around them. According to Piaget, there are four stages of cognitive development normally developing humans experience in their lifetime. According to Piaget (1929), healthy functioning adolescents are usually in the formal operations stage of cognitive development that occurs from 11 years of age to adulthood. During the formal operations stage of development, adolescents have the ability to effectively apply their rational thoughts to abstract concepts as well as engage in logical reasoning and theoretical concepts (Ormrod, 2008). As high school teens learn to develop and maintain long-lasting friendships, they often experience an increase in their cognitive competencies that contributes to a greater sense of self-awareness and self-regulation (Ormrod, 2008). The normal progression of the formal operations stage during adolescence involves the growth of teenagers’ social relations and communications with others. This stage of cognitive development allows youngsters’ to acquire appropriate social skills that ultimately affect their behavior in society (Simatwa, 2010).
Incorporating awareness of Piaget’s formal operations stage into a comprehensive school curriculum coupled with an enlightening learning environment can foster adolescents’ scholastic growth (Simatwa, 2010). For instance, educators must be welcoming, supportive, and tolerant towards their students’ shared ideas and opinions, encouraging the youngsters to think concretely while uniquely expressing their understanding of various concepts (Simatwa, 2010). Researcher Simatwa (2010) states that it is important for educators to assess their students’ level of cognitive growth in order to develop an effective individualized school curriculum and optimize the youngsters’ learning. During the formal operations stage of cognitive development adolescents are better able to fully investigate, problem-solve, make interpretations, assess, and link common ideas to one another (Ojose, 2008). However, Piaget specified that the length of time that it takes each adolescent to reach and accomplish certain aspects of the formal operations stage depends on the environment in which the teen is brought up (Ojose, 2008). A strong systematic support throughout students’ adolescent years can help stimulate normal cognitive growth.

**Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is defined as a chronic “hyperkinetic, neurodevelopmental disorder related to immature or different functioning of the brain compared to non-affected controls, characterized by symptoms encompassing inattention, impulsivity, and hyperactivity” (McArdle, 2012, p. 40). Symptoms of ADHD inattention are often described as a cognitive inadequacy (i.e., disorganization) that may be displayed in a home and school environment, usually arising when the diagnosed individual is already knowledgeable about a subject area being discussed in which case their interest is quickly lost (McArdle,
Typically, signs of ADHD impulsivity include the inability to control one’s behaviors along with the failure to foresee negative consequences of one’s actions (Lange, Reichl, Lange, Tucha, & Tucha, 2010). Indications of ADHD hyperactivity are often described as restless or jittery movements of the body and as a result the individual often struggles to complete tasks (Lange et al., 2010). According to Lange, Reichl, Lange, Tucha, and Tucha (2010), individuals with ADHD often have difficulty fulfilling the request of others since they struggle to pay attention and focus on what is directly being said to them. As stated by researchers Overtoom et al. (2002), individuals with ADHD struggle with withholding their replies to unfinished questions or during daily conversations, repeatedly disrupting others. As a result, they frequently have difficulty maintaining long-term relationships with people in social, school, and work settings (Overtoom et al., 2002).

Other range of ADHD symptoms include the inability to achieve feelings of fulfillment in daily activities as the individual with the disorder experiences difficulty with inhibitory motor control, planning, organizing, staying aware of their surroundings, and solving problems (Wadsworth & Harper, 2007). The American Academy of Child and Adolescent Psychiatry (aacap.org, 2013) reported that the segment of the brain that is responsible for planning and preparation is affected in adolescents who have ADHD. According to the Center for Disease Control and Prevention (2013), in order for a doctor to diagnose an individual with ADHD, their patient must exhibit inattentive, impulsive, and hyperactive behaviors that are abnormal and conflicting with a child’s normal developmental stages of growth. In addition, an individual must display six hyperactive or inattentive signs of ADHD for a minimum duration of six consecutive months along
with signs of social, personal, or scholastic deficiencies present in various environments (i.e., school and home) (Center for Disease Control and Prevention, 2013). As a part of the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5), the Center for Disease Control and Prevention (2013) indicated that the individual must also meet the criteria of having symptoms of ADHD present before the age of 12.

The diagnosis of ADHD is often confirmed through close observations and communication among parents, teachers, and doctors (McArdle, 2012). According to researchers Adamou et al. (2013), approximately two to five percent of all school-aged children in the United States (U.S.) are diagnosed with ADHD each year. Longitudinal studies have found that approximately 40% of children diagnosed with ADHD continue to live with their disorder throughout their adulthood (Biederman, 2004). ADHD is more prevalent among males than females; as every four males diagnosed with ADHD, one female is diagnosed with the disorder (Neece, Baker, Crnic, & Blacher, 2013). During adulthood, signs of ADHD, such as hyperactivity and impulsivity may decrease, however it is common that signs of inattentiveness remain during adulthood (Wadsworth & Harper, 2007). A risk factor for an ADHD diagnosis includes genetics or a family history of the disorder (McArdle, 2012). Interestingly, an environmental factor, including alcohol consumption during pregnancy may lead to abnormal brain growth, potentially causing an individual to be diagnosed with ADHD early on in their childhood (McArdle, 2012).

Researchers Sibley et al. (2012) used the Pittsburg ADHD Longitudinal Study (PALS) when recruiting 164 participants diagnosed with ADHD ranging from 11-17 years of age. The researchers also had a control group, consisting of 119 participants who were not affected by ADHD. Participants completed self-report questionnaires regarding
their signs of ADHD and the types of deficiencies they face when engaging in daily activities. The researchers presented the Impairment Rating Scale (IRS) to the adolescents, their teachers, and their parents instructing them to rate the deficiency level of the teens’ scholastic performance and interpersonal interactions (Sibley et al., 2012). Individuals taking the survey selected choices ranging from “definitely does not need treatment” and “definitely needs treatment.” The authors of this study found that in accordance with the DSM-5, doctors had accurately diagnosed the adolescents with ADHD. The researchers also found that individuals without ADHD exhibited some signs of the disorder, but did not meet all of the DSM-5 criteria to be diagnosed with ADHD. Therefore, the researchers recommended that the threshold for an ADHD diagnoses should be carefully reexamined (Sibley et al., 2012). Lowering the criteria for an ADHD diagnosis can help provide treatment services to a better representation of the general population. This way youngsters are better able to cope with their symptoms, develop stronger peer relations, and raise their academic performance (Sibley et al, 2012).

The U.S. Department of Education’s article entitled *Identifying and Treating Attention Deficit Hyperactivity Disorder: A Resource for School and Home* states that while there is no cure for ADHD, there are several treatments that have been tested to be effective for individuals with the disorder (2003). Authors Wadsworth and Harper (2007) discussed medicinal and counseling treatments used to subdue the disruptive effects of ADHD. A stimulant known as amphetamine is the main component in Adderall, a commonly prescribed drug for ADHD patients that helps control hyperactive behavior (National Institute on Drug Abuse, 2008). A stimulant known as methylphenidate is the key constituent in Ritalin, another commonly prescribed drug for ADHD that balances
the brain with a normal amount of dopamine, a chemical that is responsible for helping
the diagnosed individual stay focused for long periods of time (National Institute on Drug
Abuse, 2008). According to authors Wadsworth and Harper (2007), some parents are
hesitant to put their child diagnosed with ADHD on medication for fear of harmful side
effects, such as sleeplessness and even the risk of substance abuse or addiction.
Nevertheless, 80% of individuals diagnosed with ADHD respond well to the medicinal
approach with regards to lowing signs of the disorder (Spencer et al., 2005). The basis of
the counseling treatments suggested by Wadsworth and Harper (2007) focus on self-
monitoring and motivating individuals with ADHD to become accountable for their own
behaviors. Therefore, individuals with ADHD are taught to alter their cognitive process
towards more positive thoughts and emotions to help reduce feelings of depression and
dissatisfaction with ones abilities and daily outcome of events. Topics discussed and
taught during ADHD counseling treatments include effective ways of handling and
improving attention impairments, developing strategies for social skills, coping with
anxiety and anger issues, and learning about the disorder itself (Wadsworth & Harper,
2007). The authors indicated that both children and adults with ADHD often experience
feelings of loneliness and depression as they struggle to build lasting friendships in
social, occupational, and academic settings. Thus, the authors suggested therapeutic
group counseling interventions for children and adults diagnosed with ADHD. According
to authors Wadsworth and Harper (2007), therapeutic group sessions given individuals
diagnosed with ADHD the opportunity to relate to one another, exchange effective
coping mechanisms, and understand that they are not alone. The authors Wadsworth and
Harper (2007) also recommended that patients with ADHD and their families join a
resourceful organization known as Children and Adults with Attention Deficit Hyperactivity Disorder that can be found on the website, www.chadd.org.

*High School Students with ADHD*

One of the objectives of high school is to prepare students for college regardless of gender, race, economic status, ethnicity, culture, language, and intellectual functioning abilities (Los Angeles Unified School District (LAUSD) Reference Guide, 2012). Since the population of normal and healthy students usually outweighs the number of students with ADHD in school settings, high schools direct more of their attention towards the normal functioning groups of students in regards to college preparation. In addition, students with ADHD may be less likely to ask questions regarding college than regular education students and often fall between the cracks when it comes to advocating for themselves and seeking out college preparation services (Litner, 2003).

A longitudinal study investigated the psychological effects ADHD has on children during their adolescent years (Barkley, Fischer, Edelbrock, & Smallish, 1990). Over the course of eight years, the researchers followed 100 ADHD children and 60 healthy functioning youngsters ages 12 to 24. Researchers examined the ADHD participants’ relations with parental figures during their childhood. In addition, parental interactions were observed a second time during the participants’ adolescent years (Barkley et al., 1990). Based on parental self-reported reflections, the researchers found that the hyperactive participants engaged in more destructive behaviors while exhibiting more emotional and mental distress than the control (healthy functioning) group (Barkley et al., 1990).
Author Litner (2003) touched upon Barkley’s et al. (1990) research study in order to emphasize the importance of how ADHD symptoms affect high school students’ overall well being. Litner (2003) interpreted that adolescent students with ADHD often experience feelings of solitude, as they tend to remove themselves from social settings, peers, and interactive activities. The author described the impact of ADHD on high school students who are diagnosed with this disorder (Litner, 2003). She provided recommendations for educators, such as having teachers of high school students with ADHD collaborate with one another regarding the student’s education needs, including modifications, accommodations, and individualized education services. As educators work together they are better able to supervise and have a stronger understanding of these students’ academic development (Litner, 2003). Another method recommended by Litner (2003) for assisting high school student diagnosed with ADHD is the establishment of achievable and solid action planning. According to author Litner (2003), the action-planning approach refers to students’ commitment to following through on school related assignments and tasks in order to achieve desirable and perceptible results (i.e., taking notes during class, participating in class discussion, and handing in homework on its due date). Litner (2003) states that with the action planning approach, students with ADHD are able to progress and set more challenging goals for themselves and achieve them with confidence. However, teachers and school counselors must monitor and evaluate these students’ progress to help them stay focused on their goals and ultimately achieve them (Litner, 2003). Investigating the various intervention methods, such as collaboration among educators and the action planning approach, applicable to high school students with ADHD helped author Litner (2003) make analytical interpretations. Litner (2003)
found that high school students who have ADHD and lack social recognition by their peers are prone to developing other detrimental problems, including problems with academic organization, as well as behavioral and emotional issues (Litner, 2003). In addition, Litner (2003) found that high school students with ADHD who had limited support from parents and educators with their academic, personal, and social lives often experienced devastating outcomes such as, isolation, depression, anxiety, academic underachievement, low levels of self-confidence, and psychosocial problems. The author noted the importance of establishing a teamwork-centered alliance with students who are diagnosed with ADHD in hopes of elevating their self-confidence, advocacy skills, and autonomy (Litner, 2003).

Sibley et al. (2013) stated that parental involvement often supports the development of proper social and speaking skills for high school students with ADHD, while strengthening the diagnosed youngsters’ ability to speak up in society and advocate for themselves. Sibley et al. (2013) conducted a study that included 23 high school students and their parents. The students and their parents were placed in a behavioral therapy program that lasted for a duration of two months. The researchers implemented an interactive experimental approach between high school students with ADHD and their parents. As a part of the treatment sessions, researchers instructed parents and students to work collaboratively on schoolwork (Sibley et al., 2013). Parental strategy trainings were held for parents that focused on problem solving techniques, ways of implementing routines into their child’s daily life, and encouraging the parents to be more involved in homework. Students were instructed to attend a study skills group that taught topics related to academics, social skills, planning, listening, and time management (Sibley et
al., 2013). At the end of every behavioral therapy session, parents and students reconvened and worked together on an assignment. Student academic performances were monitored throughout the course of the intervention. From their study, Sibley et al. (2013) found a positive relationship between the implementation of a collaborative environment for parents and high school students with ADHD and the teens’ academic achievement. Furthermore, the interpretation of these findings infer that joint partnerships among parents and high school students who have ADHD motivate these youngsters to aim high in their academics and ultimately value the importance of college preparation (i.e., independence, self-advocacy). The results of this study indicated that the active involvement of family members in the lives of high school students with ADHD positively influence these teens’ academic achievement, self-esteem, and emotional and behavioral well-being.

High school students with ADHD may face academic challenges as they are making an effort to display their intellectual abilities in school due to their hyperactive behavior, inattentiveness, and disorderly work habits (Langberg, Molina, Arnold, Epstein, & Altaye, 2011). Langberg, Molina, Arnold, Epstein, and Altaye (2011) recruited 579 participants, 463 males and 116 females between the ages of nine to 17. The participants had previously been diagnosed with ADHD. The researchers of this study examined the intensity of participants’ ADHD disorder (i.e., signs and symptoms), measuring it through a diagnostic screening (Langberg et al., 2011). The adolescents were placed in one of four groups through random assignment, which included supervision of medication distribution, rigorous behavioral intervention, a joint program of both treatments, or a control group. At the end of the study, parents and students
completed a survey measuring any behavioral changes and ways in which they planned on incorporating learned strategies into their daily lives. In addition, the indicators of scholastic success of teens with ADHD were examined and determined through students’ state testing results, class scores, completion of assignments, and effort put forth into the class (Langberg et al., 2011). The researchers found that common ADHD symptoms, including the lack of time management and organizational skills is associated with academic problems for students diagnosed with the disorder. The researchers concluded that ADHD symptoms decrease the autonomy level of high school students with ADHD, lowering the teens’ motivation to seek guidance in high school (Langberg et al., 2011). The researchers of this study also found that the high school students with ADHD and their parents who were assigned to the rigorous behavioral intervention had better outcomes than those parents and students who were placed in the medication distribution group. The results indicated that behavioral therapy aimed at improving the organization and time management skills of high school students with ADHD was most advantageous for students who have mild symptoms of ADHD (i.e., inattentiveness, unorganized, frequently off task, easily distracted) (Langberg et al., 2011). The results of the joint program that included a combination of medication distribution and behavioral intervention did not have a strong correlation with increased attention outcomes. In fact, the researchers found that attention outcomes were more closely associated with students’ academic achievement. The results of the study showed an increase in collaborative communication skills, healthier behavioral coping mechanisms, higher levels of independence, improved grades, and a more orderly lifestyle. A weakness of this study was that the researchers did not specify the socioeconomic status of the participants.
Researchers Kuriyan et al. (2013) sought to identify the predictors of college aspirations for high school students with ADHD. In order to determine the relationship among adolescent ADHD symptoms, college attendance, and success rates, 516 participants ages 11-25, were given a questionnaire that assessed the severity of their ADHD symptoms and other factors. As a longitudinal study, the researchers followed and reassessed these students throughout high school and into their adult years (Kuriyan et al., 2013). Follow-up consultations with each student were conducted yearly, where participants were asked about who they currently lived with, their financial status, and if they were single or married. Additionally, during their follow-up consultations participants were asked to complete a questionnaire regarding their academic history that focused on their number of truancies, repeated grade levels, readiness courses, failing grades, and colleges attended (if any) (Kuriyan et al., 2013). For cases where students suffered serious ADHD symptoms and may have had behavioral problems, researchers surveyed participants on how frequently they might have faced school suspension as well as relocation to another school. Researchers Kuriyan et al. (2013) findings indicate that high school students with ADHD who display severe symptoms of the disorder have a higher likelihood of displaying poor academic performance and an increased probability of dropping out of high school compared to the general population of students. From their study, the researchers reported that only 21% of young adults with ADHD continue on to college and a mere 5% of them actually graduate with a college degree (Kuriyan et al., 2013).
College Preparation Services

According to the National Association for College Admission Counseling (NACAC) (2012), college preparation services offered at a high school setting are defined as preparation for college attendance provided by school counselors to high school students intended to fulfill college admission requirements and pursue a college education. Researchers Farmer-Hinton and McCullough (2008) looked at eight school counselor participants who were divided equally within the gender domain; four female and four male school counselors. The participants engaged in in-person interviews designed to reveal the college preparation services provided to high schools students. The interviews entailed questions regarding the structure and the type of college services the school counselors provided to their students, the level of rapport built among the students and the school counselors, and the assessment of their students’ scholastic performance (Farmer-Hinton & McCullough, 2008). The researchers found that the type of college preparation services school counselors expose their high school students to center mainly on promoting the enrollment of after-school college support classes, encouraging the students to attend college campus tours, and simply having conversations with the students about college as often as possible (Farmer-Hinton & McCullough, 2008). The findings of the study showed that the school counselors’ mission was to foster a college-going atmosphere for students by empowering the youngsters to adopt a mindset of attending college after high school. The results showed that the school counselors strived to achieve this goal by encouraging their students to enroll in college level classes, study abroad, and participate in college preparation courses offered at local college or university campuses (Farmer-Hinton & McCullough, 2008). Interestingly, for the
purposes of this study, the school counselors added one class period to their students’ schedules as all students in grades 9th-12th took a College Prep course. More specifically, in the College Prep course for students in grades 9th and 10th, the school counselors taught the students how to develop effective study and testing skills, informed the youngsters about the classes they need to complete high school, and explored different occupational paths (Farmer-Hinton & McCullough, 2008). In the college preparation course for 11th and 12th grade students, the school counselors provided guidance regarding college selection, preparing for college entrance exams, writing college essays, and filling out college and financial aid applications (Farmer-Hinton & McCullough, 2008). The researchers found that the College Prep course taught by high school counselors helped the majority of high school seniors stay on track and submit college applications on time prior to the college or university deadlines.

As a part of the National Center for School Counseling Outcome Research (CSCOR), researchers Militello, Carey, Dimmitt, Lee, and Schweid (2009) examined 18 high schools that have exceptionally high enrollment in college preparatory courses as well as a high enrollment in college and universities. The high schools were selected from various states, including California, Florida, Texas, New Jersey, North Carolina, New York, and New Mexico. The schools nominated for award recognition included students that came from low-income families as indicated on the school’s free and reduced lunch application (Militello, Carey, Dimmitt, Lee, & Schweid, 2009). The researchers administered a survey to the school counselors employed at the 18 schools, investigating the types of college preparation services school counselors presented to their students (Militello et al., 2009). In order to receive detailed responses from the
school counselors, the researchers used opened-ended questions concerning the distinct methods of organizing and administering college preparation services in their high school. Implemented college services included having alumni of the high school come back to their school as guest speakers to share their college success story with high school students (Militello et al., 2009). In their study, they found that a majority of high school counselors collaborated with parents, teachers, and administrative staff, along with colleges and universities when promoting college attendance. Melitello et al. (2009) emphasized the importance of school counselors showing their significant contributions (i.e., number of high school graduates that attend college each year) to their school site through the production of school data. Their study revealed that recording valuable school data regarding successful outcomes of two and four-year college attendance rates, allows funding for college preparation programs (i.e., Advanced Placement (AP)/Scholastic Aptitude Test (SAT) exams, high school College Prep classes) to continue (Militello et al., 2009).

A study done by Reece (2008) had professional high school counselors select 24 male seniors to be a part of a high school program that is known as College Access. The participants selected would be first generation college students. The researchers also specified that the participants came from a low socioeconomic status family as determined on their free and reduced lunch application (Reece, 2008). The college access program, previously designed by an organization known as Collegiate Candidates, Inc. (CCINC), was implemented into the high school curriculum twice a month, and every session was divided into an hour and a half intervals. During the first session of the program, school counselors familiarized high schools seniors with the college application
process, tips on composing a strong personal statement, various ways of paying for college, and college admission guidelines (Reece, 2008). The school counselors offered the high school seniors time to complete college applications during the CCINC’s College Access program with the support of school counselors. More specifically, the school counselors helped to make sure that all sections of the students’ application were completed with accuracy (i.e., course grades, college selection, test scores, extracurricular activities, volunteer work, personal statement). Reece (2008) stated that during the second session of the program, students were taught how to join supplementary student services most high schools and colleges offer, such as student clubs, tutoring, writing centers, and beneficial workshops. At the end of the College Access program, researchers measured the college attendance rates by keeping track of the number of the seniors who submitted a high school transcript to a college or university, and comparing that number to the non-participating seniors (Reece, 2008). The researcher of this study found that 71% of seniors who completed the college access program attended college after graduating high school, compared to 20% of seniors who did not participate in the program. Reece’s (2008) findings indicated that the college access program benefited high school seniors as it increased their college-going rates.

*College Preparation for Students with Low Socioeconomic Status*

Recently, the Obama administration has spoke out on the importance of helping low socioeconomic status students prepare for college. While speaking about this topic, President Barack Obama stated that, “Young people, low-income students in particular, must have access to a college education” (National Public Radio (npr.org), 2014). During his speech concerning college attendance rates, Obama informed the nation that, with the
help of school counselors, motivating and teaching low-income students to reach out to colleges at an early age is sorely needed (huffingtonpost.com, 2014). The Obama administration plans on “increasing college access” for low socioeconomic students through collaboration amongst university leaders. The administration has pledged to encourage intervention strategies, such as providing low socioeconomic status students with fee waivers for college preparation and entrance exams, access to college financial organization intended for low socioeconomic status students, and ensuring that students having an equal opportunity to meet with their guidance counselor (huffingtonpost.com, 2014). President Obama has advised schools to open more counseling positions in order to decrease counselor to student ratios and ensure that students have an equal opportunity to work with their academic advisor when preparing for college (The Executive Office of the President, 2014).

According to a 2011 study done by The College Board, approximately 58% of U.S. high school students who come from a low socioeconomic background attend college compared to 78% of students who are raised in middle to high-class families (Wyatt and Mattern, 2011). The barriers that financial disabilities create may block the road to achieving a successful education for some students who are raised in a low socioeconomic status household. Often times, as these youngsters are growing up, they are not exposed to the goals of expanding their education after high school due to their beliefs of being unable to afford college.

A study carried out by Berzin (2010) was intended to increase knowledge and spread awareness of the factors that inhibit college-going rates, such as socioeconomic status, that are correlated with students’ degree of ambitious attitudes towards furthering
their education beyond high school. Participants of the study consisted of 11,154 middle and high school students between the ages of 12-18 (Berzin, 2010). The low socioeconomic status sample was selected by researcher access to the middle and high school students who qualified for free and reduced lunch. Students who came from low socioeconomic families were asked to complete a survey about their college plans and ideal goals, in addition to their perception of parental connectedness to the students’ schoolwork, currently enrolled courses, extracurricular activities, and college aspirations (Berzin, 2010). Factors such as grade point average (GPA), parents’ level of education, and peer relations (i.e., how often they were acknowledge by others) were used to measured students’ college ambitions (Berzin, 2010). Serving as another measurement of students’ college ambitions, the researcher of this study had the students indicate their likelihood of attending college after graduating high school by responding either “yes”, “no”, “don’t know”, or “don’t think so.” Berzin (2010) found that students from low socioeconomic status families are more likely to aim lower in their goals related to college than their classmates who come from economically advantaged households as these less fortunate teens more often lack social support from parents, friends, as well as educators. The data of this research showed that the responses of students who came from low socioeconomic families indicated lower ambitions and plans for their future objectives compared to students who came from middle and high socioeconomic status families (Berzin, 2010). In addition, the students who were found to have low ambitions regarding their future plans indicated receiving less support from their friends, teachers, family members, and community setting compared to students who were found to have high ambitions for their future. (Berzin, 2010). The findings of this study suggest that a
supportive family is especially imperative for students who struggle with financial hardships since it is pivotal to foster a cohesive scholastic surrounding (i.e., parental involvement in academics at home) that supports students’ behavior, performance level, and college ambitions (Berzin, 2010).

Facing financial pressure may leave some high school students unmotivated to explore various college options and even prevent them from preparing for college early on in high school. A study conducted by researchers Bos and Berman (2009), recruited a total of 1,000 11th grade high school students coming from low socioeconomic families in the Los Angeles Unified School District (LAUSD). The participants were guided by an organization known as Student Outreach for College Enrollment (SOURCE). According to Bos and Berman (2009), the SOURCE program is designed to assist students in achieving a healthy transition from high school to college. In this study, SOURCE’s college counselors provided counseling services to participants regarding college tuition fees, different college routes (i.e., four-year universities, community college transfers), prerequisites for college entrance during high school, completing college applications, and how to pay for college. In their study, Bos and Berman (2009) investigated whether or not a counseling seminar for low socioeconomic status high school students and their parents would increase the students’ likelihood of applying to college. The intent of their financial opportunity program was to dispel the myths of college tuition and instead provide parents and students who come from low socioeconomic status neighborhoods with correct financial information about college (i.e., financial aid eligibility, cost of attendance, expected family contribution). The researchers of this study concluded that credible information concerning college financial matters presented to students and their
parents, increases college attendance rates for students who come from low socioeconomic status families (Bos and Berman, 2009). In their study, the researchers used college-related financial interventions for affording college, including helping students determine their state and federal grant eligibility based on their high school GPA and steps on how to properly complete the Free Application for Federal Student Aid (FAFSA) (Bos and Berman, 2009). The researchers stated that the majority of students with low socioeconomic status who underwent a college related financial intervention in high school applied to four-year universities, such as a University of California and a California State University (Bos and Berman, 2009). Informing high school students and their parents about financial facts regarding college may alleviate some of their anxiety and increase students’ probability of college attendance (Bos and Berman, 2009).

Throughout the years that lead up to the senior year in high school, it is important to distinguish the factors, aside from parental support, that assist students who come from economically disadvantaged families with their decision to attend college. Researcher King (1996) examined the family income section on the Scholastic Aptitude Test (SAT) and recruited 300 high school seniors with financially underprivileged backgrounds, exposing them to college preparation counseling services. In her study, researcher King (1996) included college preparation services such as signing up for and taking the SAT, educating students on SAT scoring requirements for various college and university institutions, teaching the importance of passing AP examinations, and maintaining an acceptable GPA (King, 1996). Students filled out questions regarding their gender, race, parent’s education level and career paths, languages spoken, and college plans, in addition to rating their confidence levels in their math, science, and writing proficiencies.
(King, 1996). King’s (1996) study found that the attitudinal mindset and intellectual assessments of low socioeconomic status teens are factors that lead to these adolescents’ decision of attaining a college education. More specifically, these factors may include the motivation to aim beyond the high school course requirements, preparing for and taking standardized college entrance exams, and how confident students coming from low socioeconomic status families are in their academic aptitudes and performances (King, 1996). King (1996) found that students coming from a low socioeconomic status family who enroll in more challenging coursework during high school, such as honors and advanced classes, set high educational standards for themselves and are more likely than low achieving students to plan for and attend four year college institutions. In addition, the researcher stated that high school students with low socioeconomic upbringings who expected scholarships and federal grants for earning good grades had a higher probability of preparing for and going to a college or university (King, 1996). Bridging the gap between the college attendance ratios among low and high socioeconomic status families may help in expanding equality within diverse populations (King, 1996).

Researchers Roderick, Coca, and Nagaoka (2011), observed the college-promoting environment of predominantly low socioeconomic status high school settings involving college application workshops, financial aid presentations conducted by school counselors, and exposure to various college options. The researchers studied 5,194 high school graduates of minority decent, including African American, Hispanic, and Asian, who came from high schools in financially disadvantaged neighborhoods (Roderick, Coca, & Nagaoka, 2011). In addition, many of the participants were identified as being first generation college students. As a longitudinal study, researchers monitored their
participants’ college goals seven years after graduating from high school (Roderick et al., 2011). The researchers examined students’ high school transcripts, college entrance exam scores, college goals, and two-year college attendance rates in relation to four-year university attendance ratios through students’ self-reported questionnaires (Roderick et al., 2011). From their study, the researchers found a strong relationship between college-promoting environments between low socioeconomic status high school graduates and college attendance rates. According to Roderick et al. (2011), a beneficial college-going environment includes school counselors who help students create concrete plans for college, engage in college searches, complete the college application process, and enroll in a college or university. The researchers also noted the importance of implementing a college match strategy into the college preparation curriculum of high school settings. According to Roderick et al. (2011), the college match approach allows students, especially those that come from a low socioeconomic status background, to explore a wide range of college options and choose a college that would best fit their education needs. Roderick et al. (2011) indicated that exposure to a college advocating culture in students’ high school increased their likelihood of finding a college in which they would more than likely succeed. Access to college information and readiness resources played key roles in motivating high school students who come from economically instable families to ask questions, explore their options, and apply to the right match-colleges (Roderick et al., 2011).

The Role of a Professional High School Counselor

In U.S. public schools, high school counselors are expected to function and be experts in the realm of personal, social, and academic counseling. Some school
counselors may even take on the responsibilities of administrative roles and perform tasks that help ensure that the school’s activities and systems are run smoothly (McKillip et al., 2012). According to the American School Counselor Association (ASCA) (2013) website, professional school counselors function as student advocates who are qualified to diligently meet the needs of students’ scholastic, individual, social, college, and career related goals through the application of a comprehensive school counseling curriculum that focuses on stimulating and expanding students’ overall achievement. High school counselors also advocate for parent/guardians, the educational setting, and the community surrounding the school (Huey, 2011). School counselors are trained to display a multicultural perspective, while putting aside a judgmental attitude and being open-minded and understanding of their students’ needs and concerns. Professional high school counselors often embrace and perform an immense range of tasks in order to help safeguard and advance the welfare, academic, and college objectives of their students. As qualified professionals who have earned a master’s degree along with their state credential to practice, high school counselors respond to real life personal, social, and emotional situations of students, such as depression, family problems, and coping with peer pressure (ASCA, 2004). School counselors are educated in the realm of identifying and stabilizing student problems and family crises as they engage in comprehensive evaluations (i.e., suicidal, self-harm) on a regular basis. In addition, school counselors are well equipped with guiding their students to learn new stress management and problem solving techniques, as well as developing an action plan for their future (ASCA, 2004).

Aside from working for the safety and well being of their students, high school counselors are also responsible for providing academic counseling. More specifically,
they work diligently in preparing students for college and encouraging a college-going culture on campus. In order to present innovative interventions and college information about particular college and university campuses, school counselors stay proactive in collaborating with colleagues, visiting colleges, attending school counseling conferences, and developing partnerships with college organizations. According to author Hann-Morrison (2011), high school counselors perform tasks both within and outside the perimeters of the school setting to aid with students’ success and accomplishments. School counselors organize events, such as College and Financial Aid Night for parents and College and Career Fairs for both students and parents that are often presented in multiple languages.

A fundamental responsibility of a professional school counselor is to educate high school students on college preparation skills. According to ASCA (2012), professional school counselors “contribute substantially to reaching the goal of increasing college enrollment and persistence.” Moreover, school counselors strive to eliminate barriers, such as education inequality or disparities that function as blockades when it comes to preparing students for college (McKillip, Rawls, and Barry, 2012). In a study conducted by McKillip, Rawls, and Barry (2013), school counselors’ interactions with their high school students concerning college readiness was examined. Researchers studied multiple aspects regarding school counselors’ college-readiness services practiced at their school site. College-readiness factors observed by McKillip et al. (2012) included collaboration and partnerships with high school teachers and school counseling colleagues, college advocating programs or interventions at the start of high school (i.e., classroom college presentation facilitated by school counselors), and informational college-related materials
distributed to all high school grade levels. College preparation programs in a high school setting included organizing students to visit college and university campuses through class field trips, and exposing students to a college-going culture through an educational method known as a college-for-all approach. In this study, McKillip et al. (2012) define the college-for-all approach as motivating all high school students to apply and attend college after graduating from high school. McKillip’s et al. (2012) study, although it did not specify the total number of school counseling participants, helped reveal successful ways that school counselors can be more actively involved in providing college preparatory services to high school students (McKillip et al., 2012). The researchers’ results found an increase in college attendance when school counselors encouraged high school students to pursue college admission resources on their own (McKillip et al., 2012). In addition, the researchers discovered the benefits of having school counselors run college-based small group interventions, where students get the opportunity to share with each other the benefits of seeking college resources, including college admission and roadmap brochures and visiting the financial aid office and college center (McKillip et al., 2012). College-based group interventions may include peer college counselors or peer advisor programs where a group of high school seniors are trained by school counselors to provide college services to their student peers in a school setting. The researchers concluded that it is essential that school counselors distribute concrete resources to all high school students, such as application packets, college pamphlets, financial information, and personal statement advisement in order to promote the value of going to college.
When professional school counselors build rapport with students early on in high school, it may encourage the teens to trust their school counselors and feel comfortable enough to communicate with them. Researchers Lapan and Harrington (2010) surveyed 164 high school counselors and 39 high school principals regarding the amount of non-counseling related duties they perform and individual college preparation services offered at their schools. In their study, Lapan and Harrington (2010) had school counselors join a student transition program known as the 12 Touch Program, supported by the Center for School Counseling Outcome Research and Evaluation, that promotes faculty and peer alliances within a school setting. During this program, school counselors engaged in activities such as parent conferences regarding course planning, helping students establish strong peer relations through personal/social counseling, holding parent night events, and educating parents about the importance of planning and preparing for college (Lapan & Harrington, 2010). According to Lapan and Harrington (2010), school counselors who established a supportive atmosphere with their students provided these teens with a sense of belongingness and connectedness to others. Often times, this enhances high school students’ level of self-esteem and self-worth in setting high standards for themselves. It was noted in this study that according to ASCA (2005), school counselors should devote about 25% to 35% of their time to guiding students towards college assessments and career development searchers (Lapan & Harrington, 2010). The researchers found that school counselors employed in low scholastic performing areas devote more of their time performing non counseling related duties and administer less individualized college preparation services to students when compared to school counselors employed at high academic performing schools (Lapan & Harrington,
Individualized and group counseling settings are effective methods of administering college awareness information to high school students. The authors of this study suggest the creation of professional developments for school counselors involving college preparation that focuses on individualizing counseling services to best meet the needs of every student (Lapan & Harrington, 2010). Individualized counseling services consist of school counselors conducting one-on-one in-person interviews with students applying to college with the intentions of learning about the students’ talents, interests, and academic abilities in order to write customized letters of recommendations for colleges (CSUN College Counseling graduate studies course, fall 2013).

Bryan, McCoy, Moore-Thomas, and Day-Vines (2009) discussed high school students’ demographic backgrounds and the likelihood of students speaking with their school counselor about the college preparation process. The researchers took a look at 4,924 high school seniors who identified themselves as being either American Indian, Asian, African American, Hispanic, or White, and who attended a private, public, or Catholic school in a rural, urban, or suburban region (Bryan, McCoy, Moore-Thomas, & Day-Vines, 2009). The gender breakdown consisted of 54% female participants and 46% male participants. The participants were asked to complete a survey, in which they rated their school counselors’ expectations of them in regards to their future goals. The students rated areas concerning: confusion as to what their school counselor expected of them, belief that the school counselor expected the student to join the army or work after high school, belief that the school counselor expected the student to make futuristic decisions on their own, belief that counselor is indifferent to the students’ goals after high school, or the belief that the counselor expected the student to attend college (Bryan et
The results of the study showed that African American females are more likely to seek counseling services from their school counselor compared to students from other demographic backgrounds (Bryan et al., 2009). A central point made by the researchers clarify the benefits of having a small school size with more school counselors in middle to high-class areas, as students in these schools showed a higher probability of communicating with their school counselors about college. On the other hand, this study showed that students who are enrolled in larger schools with less school counselors and live in poor areas, have a lower probability of seeking out college preparation services from their school counselors (Bryan et al., 2009). Given the overwhelming caseloads of students many school counselors are assigned to, it is important that schools hire more school counselors to lower the student to counselor ratio. As a result, this may allot school counselors more time and effort to reach out to more students and provide them with more effective college preparation guidance.

Researchers Bell, Rowan-Kenyon, and Perna (2009) measured high school students’ and parents’ understanding and familiarity with college entrance preparation. College topics including financial aid, cost of college attendance, and scholastic college requirements were examined in relation to families’ socioeconomic status and parents’ level of education completed. Bell et al. (2009) studied a total of 596 participants at 15 different high schools in the United States, located in five different states and of varying socioeconomic status regions. Researchers interviewed high school students, asking questions regarding how they were planning for college, such as taking the SAT, maintaining a good GPA, and enrolling in AP courses (Bell et al., 2009). The results of the surveys asked of students attending middle and high socioeconomic status
neighborhood high schools revealed that the students were more academically competitive through the enrollment of advanced courses compared to the high school students in low socioeconomic status areas (Bell et al., 2009). Through in-person student interviews, the researchers found that the school counselors in the low socioeconomic status neighborhood schools did not encourage their students enough to attend college. In addition, the high school students in the low socioeconomic areas revealed that the school counselors were “not that helpful” with providing college related information to the students (Bell et al., 2009). Moreover, the researchers found that the high school juniors in all of the schools had a better understanding of more accurate information about college tuition fees and academic requirements for college than the high school freshmen. In regards to financial aid, both freshmen and junior level students had a limited understanding of the application procedure and its benefits (Bell et al., 2009). Some high school students may even be unaware that they can be awarded grants for meeting the eligibility requirements of maintaining good grades. This lack of college knowledge can dwindle the students’ motivation to do well in high school, thus potentially lowering the likelihood that they will attend college (EPC 687: CSUN College Counseling graduate studies course, fall 2013). Therefore, it is important that school counselors inform students early on in high school about the advantages of upholding a good GPA all throughout high school (CSUN College Counseling graduate studies course, fall 2013).

Researcher Milsom (2007) studied 126 high school counselors, between the ages of 25-70, who were an active member of ASCA. For the purposes of their study, the researcher designed a survey known as the Postsecondary Transition Questionnaire that specified information regarding the types of college preparation services the high school
counselors offer to students with mild disabilities (i.e., ADHD) and more severe disabilities (i.e., intellectually disabled) (Milsom, 2007). In the survey, a total of 15 different college planning activities were presented, in which the school counselors rated his/her level of participation in the activities on an “always, usually, sometimes, rarely, and never” scale. Each time participants answered “never” to a question, they were required to provide an explanation as to why they had never engaged in that specific activity (Milsom, 2007). Some of the school counseling college related activities listed in the survey included engaging in college searches with students, educating students regarding self-advocacy, informing students about disability services available in college, engaging in Individualized Education Plan (IEP) meetings, enrolling students in college examinations (i.e., SAT and ACT), organizing college campus visits for students, and evaluating students’ skills and interests (Milsom, 2007). The of Milson’s study found that school counselors more often provide face-to-face college preparation services to students with mild disabilities (i.e., ADHD) than to students with severe disabilities (i.e., intellectually disabled). The results also showed that school counselors more often engage in implicit college preparation services (i.e., attending IEPs) for students with severe disabilities than for students with mild disabilities (Milsom, 2007). For questions answered as “never,” most of the participants specified that the reason for not involving themselves in that particular activity was because they thought that another staff member had already taken on that responsibility. According to Milsom (2007), training school counselors with regards to providing direct services to mild and severe disabled students is sorely needed. Since the instrument used was a self-reported questionnaire, a weakness of this study may be relying on a self-report measure exclusively. The researcher found
that the probability of attending college increases for high school students with problems, such as attention setbacks and organizational issues (displayed by ADHD students), as they become well informed and knowledgeable about successfully transitioning into college during their high school career (Milsom, 2007). The researcher clarified the significance of positive outcomes when school counselors provide college preparation services to high school students with learning disabilities (Milsom, 2007). During high school, college preparation services for students with disabilities has shown to be beneficial in providing them with the opportunity to develop self-advocacy and self-consciousness qualities, preparing them to be activists for their own college education (Milsom, 2007). School counselors play influential roles regarding college planning and services in a high school setting that can function as a portal for assisting high school students in seeking a higher level of education, ultimately leading the students towards a healthier, brighter future (Milsom, 2007).

**Professional Development Programs**

According to researchers Shroyer and Yahnke (2012) the purpose of a professional development program in an educational setting is to have educators, such as administrators, school counselors, and teachers, share ideas and work together in developing renewed school-based curriculums with the goal of increasing students’ academic performances. During school professional developments, updated educators develop a strong partnership with all educators, serving to provide current learning and education services to all professional staff members (Shroyer and Yahnke, 2012). According to researchers Shroyer and Yahnke (2012), through collaborative teamwork, educators work professionally to acquire knowledge and flourish together discovering
which implemented programs work best for students and ways they can be improved. Professional developments allow school counselors and other educators to take on the role of visionaries and leaders, using up-to-date information to create fresh and successful programs that meet the needs of their students (College Board Fall Counselor Workshop, 2013).

In a study done by Shroyer and Yahnke (2012), 512 experienced teachers were selected to train 1,211 elementary school teacher participants new to the education system. Their study had teaching advisors examine local school districts (K-12 schools) using a holistic approach. This longitudinal study was conducted over a 6-year time span and administered by an organization known as Professional Development Schools (PDS) Summer Institutes. The beginner teachers were taught by experienced teaching advisors how to efficiently develop and analyze school data to determine the proficiency levels of their teaching techniques. They learned strategies for examining ways to reform and enhance their curriculum to meet the education standards of a diverse population of students (Shroyer & Yahnke, 2012). During professional development staff meetings, advisors and teachers engaged in collaborative teamwork, investigating student scores in all subject areas, assessing students’ strengths and weakness. During these staff meetings, experienced and new teachers presented new proposals as to how they planned on fulfilling the education needs of students. In their study, Shroyer and Yahnke (2012) found that as a result of this program, measured through extensive school data analysis (i.e., standardized test scores), student academic performance increased during the six-year span of professional development implemented by the PDS organization.
Researchers Carpenter and Sherretz (2012) did a study concerning professional development, leadership, and role models in a school environment. The researchers selected a public elementary school where a large majority of the student population included low socioeconomic status children as determined by the schools’ free and reduced lunch applications. As a sponsor for the study, an education support organization called the Signature Partnership Initiative, sought out this underprivileged, poverty stricken school (Carpenter & Sherretz, 2012). This Professional Development School organization created a partnership between university professors and the teachers of this selected elementary school with the hope of developing new and improved school programs aimed at supporting student academic achievement. During the course of this six-month study, elementary school teachers were coached during professional development meetings regarding effective student mentoring strategies. One of the primary goals of this study was to assist teachers in gaining valuable leadership skills for professional development sessions (Carpenter & Sherretz, 2012). Teachers gained practice in becoming comfortable with voicing their opinions and communicating effectively with other staff members regarding new education approaches and programs. The results of Carpenter and Sherretz’s (2012) study indicated that schools that foster professional development partnerships among teachers, school counselors, and administrative staff members produce higher academic performance rates than schools that lack professional development collaborations. The researchers also found that teachers feel competent in their leadership abilities, motivating them to build strong collaborative bonds with other staff members (Carpenter & Sherretz, 2012). The authors concluded that the implementation of professional developments helps shed light upon
the most successful ways of improving school-wide curriculum, while empowering educators to discover a variety of innovative education support systems (Carpenter & Sherretz, 2012).

**Conclusion**

Authors Weyandt and DuPaul (2013) suggest a growing need for investigating high school students who have ADHD and come from low socioeconomic status families. The authors reviewed past research on high school college preparation services and identified that students with ADHD who are placed in regular education classrooms are entitled to individualized services (Weyandt & DuPaul, 2013). It is imperative that students with ADHD raised in low socioeconomic status families are provided with individualized college preparation services, making them cognizant of instructional support, including the development of organizational strategies and effective time management and self-advocacy skills (Weyandt & DuPaul, 2013). Substantial amounts of evidenced centered research discoveries highlight a strong need for college preparation services in high school settings particularly for students who come from low socioeconomic status families (Weyandt & DuPaul, 2013).

According to the research reviewed in this chapter, researchers in the field of counseling and education conclude that there is a strong need for college preparation services provided to high school students with ADHD coming from low socioeconomic status families (Weyandt & DuPaul, 2013). To fulfill this need, a professional development workshop will be created for high school counselors to use and guide students with ADHD who come from low socioeconomic status families towards academic and lifelong success. Assisting high school counselors in recognizing the
importance of producing innovative ideas through collaborative partnerships can help these student advocates generate beneficial academic outcomes and make a difference within their school.
CHAPTER 3

PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

Introduction

Based on the comprehensive literature review of Chapter 2, and collaboration with experts in the field of school counseling, a professional development workshop has been designed to take an original approach to offering college preparation services to a particular group of students. During times of stress, students with ADHD may exhibit emotional and mental frustration as they may lack the ability to work in an orderly and time efficient manner (Barkley, Fischer, Edelbrock, and Smallish, 1990). With this in mind, equipping high school counselors with an organized, efficient, and resourceful college preparation guide may help ease the tension and anxiety that many high school seniors with ADHD experience while attempting to apply for college on their own. This professional development workshop is designed to provide high school counselors with an organized yearly overview of college preparation and financial services they can use when assisting students with ADHD coming from low socioeconomic status families.

Project Development

The process of developing a professional development workshop for school counselors began with my exploration of current and relevant scholarly research articles. More specifically, particular attention was directed toward the effective intervention methods implemented by researchers in their research studies. The development of this graduate project was inspired by the review of effective college preparation services implemented by organizations such as the National Association for College Admission...
Counseling (NACAC) (2009) and Student Outreach for College Enrollment (SOURCE), a college counseling mentorship program (Bos and Berman, 2009). The benefits of additional effective college interventions, including College Match (collegematchla.org) (Roderrick, 2011), College Track (The Executive Office of the President, 2014) and College Possible (The Executive Office of the President, 2014) are that they provide college preparation services designed for students who come from low socioeconomic status families. Information and ideas for this college preparation professional development workshop were also collected from organizations including the College Board, the Attention Deficit Disorder Association (ADDA), and the American Academy of Child and Adolescent Psychiatry (AACAP). These educational organizations and other reliable college preparation sources inspired the formation of this professional development workshop that consists of a PowerPoint presentation and three supplementary handouts for professional school counselors.

Interventions tested by and presented in the literature review along with other successful approaches to college preparation implemented by researchers were incorporated into the creation of this professional development workshop.

From the college preparation presentations I attended and co-led at my high school internship site, I obtained resourceful presentational handouts, various handouts related to college preparation, along with relevant websites and organizations that promote the importance of college preparation services. One beneficial college preparation presentation I co-facilitated at a high school setting included a college information workshop for students and parents regarding various college options (i.e., UC, CSU, transferring, out of state, private schools). I also attended a professional school
counselor financial aid training at my fieldwork site on how to effectively fill out the Free Application for Federal Student Aid (FAFSA) and other scholarship applications. This professional development workshop is comprised of a wealth of educational material modified from the high school college preparation presentations and financial aid workshops listed above.

To gain more expertise knowledge for the development of this project, I attended and co-facilitated college preparation workshops and classroom presentations for high school students with learning disabilities at an urban high school in the greater Los Angeles area. As I discussed the number of students who had a learning disability with school counselors, the school counselors and I discovered that in my fieldwork site a majority of the students with a learning disability had ADHD. Therefore, the counselors and I realized that the creation of a professional development workshop on college preparation for school counselors would be most valuable and advantageous for a high school setting. My collaborative experience with school counselors and college counselors has made me realize that teamwork and partnerships can help school counselors discover and bridge education gaps.

An ideal time for the facilitation of this professional development workshop would be during the first month of the academic school calendar. This way, school counselors are prepared early-on to administer college preparation services to high school seniors with ADHD coming from low socioeconomic status families. This professional development has been created to educate high school counselors on providing college preparation services to students with ADHD to help the students cope with some of the challenges related to their disorder and low socioeconomic status. It focuses on college
preparation and financial services designed for the fall and spring semesters of a high school setting.

**Intended Audience**

The intended audience for this professional development workshop is professional high school counselors who often work with students who have ADHD and come from low socioeconomic status families. The high school counselors participating in this professional development may be of any age, gender, or ethnicity. All school counselors are welcome to attend this professional development. The goal of this professional development is for high school counselors to have the opportunity to learn successful educational strategies and practices for preparing high school students who have ADHD coming from low socioeconomic families for college.

**Personal Qualifications**

In order to successfully lead this professional development workshop intended for school counselors, it is ideal for the facilitator to be a professional high school counselor who has expertise working with high school students who are diagnosed with ADHD. The facilitator should also be knowledgeable about the common challenges that students with ADHD face in a school setting while preparing for college. The professional school counselor facilitating this professional development workshop should ideally have attended conferences and informational seminars that provide information regarding counseling services for students with ADHD. Since it is assumed that the high school counselors attending this professional development communicate using the same spoken language, an interpreter may not be a necessary component for this workshop.
Environment and Equipment

For the purposes of this professional development workshop a classroom or conference room would be an appropriate environmental setting. The space reserved for this professional development workshop should also be equipped with tables and chairs so that the school counseling staff members have a comfortable space to take notes, ask questions, and collaborate with one another. It is suggested that the environment of the professional development workshop be of minimal noise level during the PowerPoint presentation.

To add to the productivity of this professional development workshop, the equipment needed include a staff sign-in sheet, whiteboards and dry erase markers, a laptop, and a projector for successful viewing of the Road to College PowerPoint presentation. It is suggested that each school counselor attending this professional development be provided with a paper copy of the PowerPoint presentation as a reference and as a space to take notes on the side of the PowerPoint slides. The facilitator should prepare copies of the three supplementary handouts to the PowerPoint for the school counselor attendees, titled ADHD College Guide for School Counselors, Managing the Challenges of ADHD, and Access to College Opportunities. These handouts have been designed to assist high school counselors with providing college preparation services to students with ADHD coming from low socioeconomic status families throughout the entirety of the academic school year.

Project Outline

This professional development workshop is designed as a staff collaboration meeting. Therefore, it is recommended that it take place during the high school’s
scheduled Staff Professional Development Day. The duration of this professional
development workshop should range between an hour to two hours long, depending on
length of time allotted to discussion. The school counselor attendees should also be
provided with a copy of the PowerPoint presentation slides that inform the high school
counselors on statistics and facts about ADHD, the challenges of the disorder, and
college preparation services and financial aid opportunities designed for students with
ADHD coming from a low socioeconomic status family.

After being introduced to the disorder by the facilitator, the high school counselor
attendees should be provided with two supplementary handouts to accompany the
PowerPoint presentation titled Managing the Challenges of ADHD and Access to College
Opportunities. It is recommended that these two handouts be presented to the high school
counselor attendees at this time in order to properly guide the attendees in their
discussion and collaboration with one another regarding the student scenarios presented
to them in the PowerPoint presentation. During the student scenario segment of the
PowerPoint presentation, the high school counselor attendees should be given the
opportunity to discuss with one another and brainstorm the most effective strategies they
can use to counsel students with ADHD who come from a low socioeconomic status on
how to successfully prepare for college. The high school counselor attendees should also
be encouraged to discuss past experiences they may have had counseling students with
ADHD or students coming from a low socioeconomic status family.

At the close of this proposed professional development workshop, the third
handout titled ADHD College Guide for School Counselors should be provided to the
high school counselor attendees. This handout has been designed to provide high school
counselors with an organized month-to-month annual outline of the recommended college preparation services they should offer to students who come from low socioeconomic status families and have been diagnosed with ADHD. This beneficial handout contains important information school counselors should present to high school seniors regarding when the youngsters should be engaging in specific planning for college activities. The activities discussed in the handout include taking college entrance exams, the completion of personal statements, enrolling in college-related workshops, submitting college applications, exploring scholarships, and applying for financial aid. Professional school counselors facilitating this professional development workshop may modify the recommendations of this project outline as needed to suit their specific high school setting.
CHAPTER 4

CONCLUSION

Summary

Some high school students with ADHD struggle with long-term planning, especially in the realm of college preparation. These challenges may stem from a lack of awareness of college preparation services available to high school students with ADHD, which could prevent them from attending college. For some students, low socioeconomic status may also be a contributing factor to their difficulties with college preparation. A professional development workshop has been designed to be led by professional high school counselors who will educate their fellow school counseling colleagues regarding providing effective college preparation services to low socioeconomic status high school students who have ADHD. Guiding low socioeconomic status high school students who have ADHD to prepare for college and seek financial opportunities may increase these high school students’ likelihood of attending college and achieving optimal educational success.

Evaluative Summary

After creating my professional development workshop for school counselors, I sought the expertise and recommendations of three high school counselors to read and review my proposed graduate thesis project. I requested the guidance of three high school counselors from my fieldwork site who are employed at an independent charter high school in the greater Los Angeles area. Two of the high school counselors who assessed my thesis project have a Master of Arts degree in school counseling and a Pupil Personnel Services (PPS) credential in school counseling. The third high school
counselor who evaluated my thesis project has a Master of Art degree in school
counseling, a PPS credential in school counseling, and a Marriage and Family Therapist
license. The purpose of conducting a school counselor evaluation was to obtain additional
insight and valuable feedback from educators as to how I could enhance the development
of my project.

When determining which school counselors would be most suitable to evaluate
my thesis project and complete my questionnaire, I put careful consideration into which
school counselors would have the most knowledge about college preparation services and
ADHD students. One high school counselor who I choose works mainly in the high
school’s college office, therefore she has a wealth of knowledge concerning college
planning and financial opportunities for students coming low socioeconomic status
families. The second school counselor who I selected is highly knowledgeable about
special education students, including students with ADHD. She worked as a high school
special education counselor for several years prior to her current position as a high school
counselor for general education students. The third school counselor who I selected has
her MFT license and therefore has received additional training related to mental health
services. She also has her PPS credential and many years of experience providing
effective college preparation services to high school students.

Throughout the process of developing an evaluative questionnaire, I made sure
that I created the evaluation in such a way that I would receive professional feedback that
was relevant to my graduate thesis project. Therefore, I used a Likert scale and
constructed statements for which the professional school counselors would circle a
number, on a scale of one to four, that best represented what they thought about my
proposed professional development workshop for school counselors. My formative evaluation was comprised of three statements that measured the evaluators’ thoughts and perspective regarding my proposed workshop. Lastly, the school counselor evaluators were asked to provide me with suggestions, comments, and feedback concerning my professional development workshop.

After the three school counselors completed the formative evaluation and provided me with feedback on my professional development workshop, I reviewed and analyzed their responses. The formative evaluation of my workshop directed the professional school counselors to circle a number, on a scale of one to four that best represented what they thought about the proposed professional development for school counselors. The rating scale for questions one to three was as follows: 1= strong disagree, 2= disagree, 3= agree, and 4= strongly agree. The first question asked the school counselor evaluators if they believed that this professional development workshop seemed valuable and would make an important contribution to high schools. The results of this question showed that all three school counselor evaluators answered, “strongly agree.” The second question asked the evaluators if they believed that it would be easy to implement this professional development workshop in a high school setting. The results of this question revealed that all three school counselor evaluators answered, “strongly agree.” The third question asked the evaluators if they would like to see this professional development workshop on college preparation services implemented at their school site. Two of the three school counselor evaluators selected, “strongly agree” and one of the evaluators selected, “agree.”
The last question asked the evaluators to provide me with suggestions, comments, and feedback regarding the professional development workshop designed for school counselors. This question was created to determine which parts of the workshop the evaluators liked the best and how the professional development could be improved. One of the three evaluators responded to this question by saying, “This is a great way to help students with ADHD stay organized and motivated while preparing for college. The facilitator’s guide is also very informative and the instructions are easy to understand. Great job!!” The second evaluator stated that, “Students who struggle with ADHD definitely need guidance when it comes to preparing for their future college plans. Teaching school counselors strategies of how to help students with ADHD manage the challenges they face with their disorder and low socioeconomic status as well as planning for college is extremely beneficial.” The third evaluator stated that, “The facilitator’s guide is very comprehensive. As a school counselor, I believe that the timeline for college preparation is especially helpful for students with ADHD since there are so many details and deadlines that the students must keep track of. Well done! The only feedback I would give is to change the title of handout #2, Low-Income Access to College Opportunities, to something more positive like College for All or a title that indicates college opportunities regardless of income. Parents and students would probably be more likely to raise their hand when the title of the handout is directed to all families. Even though this workshop is intended for school counselors, it would be helpful if this handout were in parent friendly format as well.”

The high school counselor evaluators provided me with some informative and constructive feedback for my proposed professional development workshop. I made
changes to the workshop according to their suggestions that enhanced the creation of my graduate project. After reading through the three school counselors’ recommendations, I reviewed my PowerPoint presentation and my three handouts, making sure that they were not only school counselor friendly, but also welcoming to parents and students. Therefore, high school counselors can use the three handouts when making parent and student college presentations as well.

Future Work/Research

The literature review presented in chapter two indicates a strong need for the implementation of professional development workshops for high school counselors regarding college preparation services, and developing college preparation services for high school students with ADHD coming from low socioeconomic families. Implementing professional development workshops for school counselors in middle school settings to promote early college awareness and planning among students is also sorely needed. I look forward to enhancing the content of my workshop while working with professionals in the field of school counseling and education by designing an evaluation instrument for school counselor feedback. As a school counselor in the near future, I hope to implement my professional development workshop in high school settings and teach it to high school counselors throughout the Los Angeles area to spread knowledge and reinforce the importance of college preparation services.
References


doi: 10.1007/s11422-012-9451-x.


doi: 10.1007/s10802-012-9658-z.


Appendix A: Facilitator Guide

This facilitator’s guide is designed to guide high school counselors in leading a professional development workshop on college preparation services for high school students with ADHD coming from a low SES background.

Dear Workshop Facilitator,

Thank you for your time and interest in facilitating this professional development at your school. This Facilitator’s Guide is intended to support you in conducting a professional development for school counselors. The following information is provided to you so that you can adopt it during your presentation. You are welcome to make changes to the implementation of this professional development based on your school’s needs and environment. In addition, to better guide you when facilitating this professional development workshop, I have designed three resourceful handouts that accompany the PowerPoint presentation. The handouts include the following:

1. Handout #1: Managing the Challenges of ADHD
2. Handout #2: Access to College Opportunities
3. Handout #3: ADHD College Guide for School Counselors

Helpful Tips

- A classroom or a conference room with tables and chairs would be a suitable physical space for this professional development.
- This staff collaborative meeting may last about two hours, depending on the length of the time allotted to discussion among colleagues.
- Encourage school counselor attendees to share their experiences regarding college preparation with students who have ADHD or a similar disorder that may be
beneficial to the professional development.

- Provide attendees with the opportunity to share and discuss their ideas with one another to enhance the effectiveness of this collaborative meeting.

- Present the attendees with the handouts during the presentation to encourage collaborative discussions.

- Allocate time for attendees to engage in small group discussion for about five to ten minutes. Then have all attendees reconvene into a full circle and share their thoughts and ideas with the entire group.

**Attendee Arrival:**

I. Provide pen and a sign-in sheet for attendees of the professional development. Instruct them to write their name and the title of their position (e.g., school counselor, principal, school administrator)

II. Ask the attendees to take the three handouts titled *Managing the Challenges of ADHD, Access to College Opportunities, ADHD College Planning Guide* and the PowerPoint presentation titled *Road to College* that can be placed next to the sign-in sheet.

III. As the attendees are entering the room, ask them to take a seat and review the informational resources provided to them until the start of the presentation.

**Slide 1: Road to College**

- Display this first slide that includes the title of the professional development workshop, *Road to College: Students with ADHD and Low SES*, as the attendees are walking into the room.
After the attendees are seated, introduce yourself and the title of your position. You may say, “Hello, my name is [place name here] and I am a [place title of position here] at [place name of school employed at here].

**Slide 2: Greetings High School Counselors!**

- Greet the attendees and thank them for attending this professional development. The leader of the professional development may say, “I greatly appreciate you taking the time to attend this collaborative meeting. I hope that this meeting will provide you with beneficial information you may use when working with your students.”

- Begin the topic of the professional development workshop by asking, “What do you think of when you hear the words ‘teamwork’ and ‘collaboration’?” Allow attendees to share their thoughts and outlook on teamwork.

- Continue by saying, “Often times, teamwork is a key indicator to success in the realm of education. Working together as educators can help make positive changes in our students’ lives. In order to provide better guidance regarding college preparation to the ADHD and low socioeconomic population of students at our high school, it is important to learn about ways we as school counselors can collaborate with one another and prepare these youth for pursuing a college education.”

- Continue by saying, “During this PowerPoint presentation, it is essential to consider that coming together is a beginning, staying together is progress, and working together is success. Throughout this presentation please feel free to share
any counseling experiences and knowledge you may have with regards to the topics that will be discussed today.”

**Slide 3: Discussion Topics**

- Introduce the topics that will be discussed so that the attendees have a general idea of the presentation’s outline. The facilitator can say, “The topics that we will be covering today include specific college preparation services that we can provide to our students with ADHD coming from a low socioeconomic status family. In order to properly implement these college preparation services to students, it is imperative that we have a concrete understanding of ADHD by taking a closer look at the statistics, facts, and challenges of this particular disorder. To help build collaborative partnerships, you will be presented with some student scenarios where you will be encouraged to communicate with one another and determine the most effective counseling skills you can use to help the student in the scenario succeed. At the end of the presentation, we will be discussing some great ways that school counselors can reach out to students and parents concerning college preparation activities.”

- Inform the attendees that they are welcome to take notes on the paper copy of the PowerPoint slides during the presentation.

- Next tell the attendees, “You may use the handouts titled *Managing the Challenges of ADHD* (handout #1), *Access to College Opportunities* (handout #2), and *ADHD College Guide for School Counselors* (handout #3) as a reference while engaging in discussions with your school counselor colleagues during this professional development workshop.”
Slide 4: College Statistics (ADHD/Low SES)

- Discuss the importance of focusing on high school students with ADHD coming from a low socioeconomic status family.
- Start off the topic of ADHD by talking about the annual prevalence of children diagnosed with ADHD in the United States.
- Next, discuss the statistics on the college attendance rates of young adults with ADHD.
- Clarify that many students with a disorder, such as ADHD, possess passive characteristics and do not stand up for themselves. Explain that students with ADHD may lack self-advocacy skills that are essential when reaching out for college assistance.
- Inform the attendees of the small college attendance rate of low socioeconomic status high school students. You may say, “After taking a look at and reviewing the statistics on how factors such as ADHD and low socioeconomic status affect college-going rates, it is crucial to begin developing counseling interventions to help these students better prepare for college.”
- To encourage collaborative partnerships between attendees ask, “How can school counselors work together in creating college preparation services for students with ADHD coming from a low socioeconomic status family?” [Allow a few attendees to share their answer with the entire group].

Slide 5: Questions to Consider

- Review the questions listed on this slide with the attendees.
Continue by saying, “Throughout this presentation, please keep in mind these questions and think of ways you can help students with ADHD and a low SES prepare for college.”

Inform the attendees that these questions serve as a guide for school counselors as they are developing strategic college preparation services for students with ADHD.

Keep in mind, that at this point approximately 30 minutes has elapsed since the start of this professional development workshop.

**Slide 6: Facts about ADHD**

Familiarize the attendees with some facts and background information about ADHD.

Explain and give examples of the three symptoms of ADHD.

1. Inattentiveness: arises when the diagnosed individual is already knowledgeable about a subject area being discussed in which case their interest is quickly lost. Say, “For example, a high school student with ADHD attends a college assembly with their classmates. If the student believes that they already have knowledge concerning college preparation or if the assembly lasts for a long period of time (20 minutes or more), he or she will quickly lose interest and fail to remain focused.”

2. Hyperactivity: restless or jittery movements of the body and as a result the individual often struggles to complete tasks. Continue by saying, “For example, high school students with ADHD may feel frustrated, impatient, and agitated when faced with the large task of planning for college.”
3. Impulsivity: the inability to control one’s behaviors along with the failure to foresee negative consequences of one’s actions. Continue by saying, “For example, when attempting to engage in a conversation with others, a high school student with ADHD struggles to withhold their replies or questions, repeatedly disrupting others. They also do not have the ability to control their behaviors, failing to foresee negative consequences of their actions.”

❖ At this point you may answer any questions the attendees may have about ADHD.

❖ Discuss the additional symptoms, external difficulties, and internal difficulties of ADHD that affect the daily lives of high school students with the disorder.

   o Say, “Examples of external difficulties for students with ADHD include depression, loneliness, and solitude. Individuals affected by this disorder often have difficulty maintaining friendships due to their impulsive and inattentive behaviors. Therefore, they frequently remove themselves from social settings. It is important to encourage students with ADHD to join enrichment activities, clubs, or a sports team held by their school to increase their interpersonal interactions with others.”

   o Continue by saying, “Students with ADHD also face internal difficulties such as frustration, mood swings, along with mental and emotional distress. For example, when they are presented with a long-term task of preparing for college, they encounter feelings of giving up quickly, as they are unable to stay focused on one task for a long period of time. Providing students with ADHD with an organized plan for preparing for college can
help alleviate some of the stress and anxiety they struggle with, allowing them to successfully accomplish tasks necessary for college.”

- Ask attendees to take five minutes to briefly discuss in small groups (two to four people), “What types of college preparation intervention strategies do you think would be most effective for students with ADHD? You may base your answers on the information presented to you about ADHD.”
  - Here, the facilitator can walk around the room, encourage communication, and provide beneficial feedback to attendees’ responses.
  - Reconvene the attendees and ask them to share their ideas and thoughts in a full circle.

- Ask if any of the attendees have ever counseled high school students who have ADHD or students who have displayed some signs of the disorder during one-on-one counseling sessions.
  - If there are some “yes” responses, continue by saying, “What successful strategies have you used as a school counselor when counseling students with ADHD or students who appeared to have attention issues?”

- Reinforce that sharing experiences with professional colleagues fosters a collaborative environment, assisting with the development of successful outcomes within the school.

- Keep in mind, that at this point approximately 1 hour has elapsed since the start of this professional development workshop.

**Slide 7: Low SES Students**

- Incorporate current news events (i.e., Obama Administration) related to college
and students who come from low socioeconomic status families into the group discussion.

- Discuss with the attendees that the Obama Administration has announced a strong need for high schools to focus more closely on students who come from a low SES background when it comes to college preparation.

- Ask attendees to take about five minutes to discuss in small groups (two to four people), “What types of college preparation intervention strategies do you think would be most effective for students who come from a low socioeconomic status family? How can we encourage students to understand that financial struggles are usually not a determining factor of college attendance?”

- In their small groups, motivate the attendees to provide some examples concerning strategies they have used in the past when counseling students who come from a low socioeconomic status family.
  - Here, the facilitator can walk around the room, encourage communication, and provide beneficial feedback to attendees’ responses.
  - Reconvene the attendees and ask them to share their ideas and thoughts in a full circle.

- After facilitating small group discussions, reveal some intervention strategies for students who come from a low socioeconomic family, recommended by the Obama Administration (i.e., exam fee waivers)

  **Slide 8 & 9: The Challenges of ADHD**

- Instruct the attendees to refer to the handout titled *Managing the Challenges of ADHD* (handout #1) as it relates to the content presented in this slide.
Address the most common challenges students with ADHD often face including anxiety, staying focused, organization, and time management.

Inform the attendees of the recommended coping strategies for students with ADHD when they are planning for college.

- Tell attendees that, “Encouraging students with ADHD to engage in sports, listen to soft music, and get between seven to eight hours of sleep per night can help ease feelings of tension and anxiety about planning for college.”

- Next say, “When students with ADHD are completing college applications they must sit in the least distractive environment such as their room or the library. This helps the student stay focused and complete college tasks in a timely manner.”

- Inform attendees that, “Students with ADHD must also take short breaks (i.e., stretch, read a magazine) in between filling out sections of their college application to avoid feelings of frustration, tension, and boredom.”

- Educate attendees that students with ADHD have difficulty staying organized.
  - “Creating a college portfolio with test scores, personal statements, extracurricular activities, and transcripts using labeled folders/notebooks helps students with ADHD keep their college papers organized.”
  - “Students with ADHD should keep a printed copy of all college documents for their records and future reference.”
Educate attendees that, “Students with ADHD struggle with time management. Guide students in planning ahead of time for college activities by setting deadlines using a checklist or a calendar.”

“Students with ADHD lack the ability to self-advocate. Motivate them to practice verbal/social skills with their family and friends.”

“Ensuring that students with ADHD surround themselves with a strong support system of peers and parental guidance can help influence college attendance.”

At this time, encourage attendee discussion by allotting attendees time to express their thoughts and share ideas concerning the challenges of ADHD.

Before moving on to the next slide, check-in with the attendees and ask if there are any questions so far.

**Slide 10: Collaborative Partnerships**

Inform the attendees that they will now be presented with a student scenario.

Read aloud the student scenario along with the discussion question at the bottom of the scenario.

Direct the attendees to now break into small groups (two to four people) and begin a discussion regarding the student scenario.

- Encourage the attendees to refer to their handouts titled *Managing the Challenges of ADHD* (handout #1) and *Access to College Opportunities* (handout #2).

- Walk around the room, encourage communication, and provide valuable feedback to attendees’ responses.

- Direct attendees to determine possible interventions related to college
preparation and financial assistance for the student in the scenario.

- Encourage small group discussion to lead attendees towards effectively addressing the student’s problem in the scenario.

- Reconvene the attendees and ask them to share their ideas and thoughts about the student scenario in a full circle.

- Keep in mind, that at this point approximately 1.5 hours have elapsed since the start of this professional development. The workshop should last for about a half an hour longer.

**Slide 11: College Preparation Services**

- Instruct the attendees to refer to the handout titled *ADHD College Guide for School Counselors* (handout #3) as it relates to the content presented in this slide.

- Discuss suggested fall semester college preparation services for students with ADHD.

- Provide a month-by-month description of the college preparation services that should be provided to students with ADHD coming from a low socioeconomic status family.

- Explain that the college planning services have been designed to help the youngsters plan for college while encouraging him or her to work on managing the challenges of their disorder.

  - Say, “In September, school counselors should work with students who have ADHD on managing their time to help the youngsters fulfill college entrance requirements as well as high school graduation requirements.”
  
  - Continue by saying, “For the month of October, inform and encourage
students with ADHD to engage in college campus visits and attend college fairs.

- “In November, it is important that school counselors guide students with ADHD on submitting their college applications on time during college workshops.”
- “During the month of December, educate students with ADHD about keeping copies of submitted college documents for own personal records.”
- At this point, the facilitators may answer attendees’ questions.

**Slide 12: Collaborative Partnerships**

- Inform the attendees that they will be presented with one more student scenario.
- Read aloud the student scenario along with the discussion question at the bottom of the scenario.
- Direct the attendees to now break into small groups (two to four people) and begin a discussion regarding the student scenario.
  - Walk around the room, encourage communication, and provide valuable feedback to attendees’ responses.
  - Direct attendees to determine possible interventions related to college preparation and financial assistance for the student in the scenario.
  - Encourage small group discussion to lead attendees towards effectively addressing the student’s problem in the scenario.
- Reconvene the attendees and ask them to share their ideas and thoughts about the student scenario in a full circle.
Slide 13 & 14: College and Financial Opportunities

- Discuss suggested spring semester college preparation services and financial opportunities for students with ADHD.

- Instruct the attendees to refer to the handout titled *ADHD College Guide for School Counselors* (handout #3) as it relates to the content presented in this slide.

- Provide a month-by-month description of the college preparation services that should be provided to students with ADHD coming from a low socioeconomic status family.

- Explain that the services have been designed to help the youngsters plan for college while encouraging them to work on managing the challenges of their disorder.
  
  - Say, “In January, school counselors should work with students who have ADHD on managing their time when working to complete financial applications, and submitting applications for scholarships using suggested scholarship match websites.”
  
  - “In the month of February, school counselors should encourage and guide students with ADHD on completing scholarship applications. Facilitating events such as Parent College Night or FAFSA Night for parents and students are beneficial.”
  
  - “In March, educate students with ADHD about Student Search Services on the College Board website that connects students to suitable colleges. This makes deciding which college to attend easier for students, such as students with ADHD, who have difficulty finding the right college.”
“During April, encourage students to make an appointment and speak with a college counselor for enrolling in the appropriate college coursework.”

In the month of May, school counselors should remind students with ADHD to submit their Student Intent to Register (SIR), sign up for classes, submit their high school transcripts, and sign up for subject placement tests.”

Slide 15: Low SES Access to College Opportunities

- Educate the attendees on the college organizations that offer college assistance for students who come from a low socioeconomic status family.
- Encourage the attendees to refer to their handout titled *Access to College Opportunities* (handout #2) as it relates to the content presented in this slide.
- Refer to the recommended low-income college organizations and describe the services they provide to families who come from low SES backgrounds.

Slide 16: Reaching Out to Students and Parents

- Share college workshop ideas with the attendees to encourage facilitation of these workshops within their school setting.
- Facilitator may discuss their experiences regarding college workshops and effective methods of facilitation.
- Ask attendees, “Has anyone facilitated or had experience with any of these college workshops?”
  - If there are some “yes” responses, then ask the attendees, “What did you find was most beneficial about the college workshop?”
- Motivate attendees to share suggestions for successful facilitation of these
Workshops.

- Explain that involving parents in college workshops including Financial Aid Night, Cash for College Weekend, College and Career Fair, and College Tuition Night can spread college knowledge and better prepare students with ADHD coming from a low socioeconomic status family for college.
- Ask the attendees if they have any general questions or comments.
- Mention to attendees that they may reference the handouts presented to them during this professional development when providing college preparation services to students with ADHD coming from a low socioeconomic status family.
- Thank the attendees for their participation and teamwork in striving to enhance student success.

End of Facilitator Guide
Graduate Project Evaluation

Dear School Professional,

My name is Mojdeh Massachi and I am a master’s degree/PPS credential student studying School Counseling in the Educational Psychology and Counseling (EPC) Department at California State University, Northridge. I am working with the direction of my thesis project advisor, Dr. T. Sands, professor in the university’s EPC department. Dr. Sands may be reached by phone: 818-677-3197 or email: tovah.sands@csun.edu.

For my graduate thesis project, I have designed a professional development workshop for high school counselors. The purpose of my thesis project is to educate school counselors on providing college preparation services to students with ADHD who come from low socioeconomic status families.

I would greatly appreciate your feedback and comments regarding the professional development workshop I have created. I have attached a copy of the workshop for you to read and review. Thank you very much for your time and participation.

Please indicate your position at your current employment site:

_____ High School Counselor
_____ High School College Counselor
_____ School Psychologist
_____ Principal
_____ Administrative Staff
_____ Teacher
Please circle the number that best represents what you think about my proposed professional development workshop for school counselors.

1. This professional development workshop for school counselors seems valuable and would make an important contribution to high schools.

   1  2  3  4
   Strongly Disagree  Disagree  Agree  Strongly Agree

2. It would be easy to implement this professional development workshop in a high school setting.

   1  2  3  4
   Strongly Disagree  Disagree  Agree  Strongly Agree

3. I would like to see this professional development workshop on college preparation services implemented at my school site.

   1  2  3  4
   Strongly Disagree  Disagree  Agree  Strongly Agree

Please provide me with suggestions, comments, and feedback regarding my professional development workshop designed for school counselors:
Appendix B: PowerPoint Presentation

Road to College
Students with ADHD and Low SES

Developed by: Mojdeh Massachi
Facilitated by: Insert name here

Greetings High School Counselors!

“Coming together is a beginning, staying together is progress, and working together is success.”
- Henry Ford

Reference: Psychologytoday.com
Discussion Topics

- College Statistics: ADHD/Low SES
- Questions to Consider
- Facts about ADHD
- Low SES Students
- The Challenges of ADHD
- Student Scenario
- College Preparation Services
- Student Scenario
- Financial Opportunities
- Reaching out to Students and Parents

College Statistics: ADHD/Low SES

- In the United States, about 5 million youth between the ages of 3-17 are diagnosed with ADHD every year.

- In the US, only 21% of young adults with ADHD continue on to college and a mere 5% of them actually graduate with a college degree.

- The college attendance rates of high school students who are low SES decreased by 25% between 1985 and 2005.

- Approximately 58% of U.S. high school students who come from a low SES family attend college compared to 78% of students who are raised in middle to high-class families.

References: Centers for Disease Control and Prevention, 2013, California Postsecondary Education Commission, 2006, Kuriyan et al., 2013, and Wyatt and Mattern, 2011
Questions to Consider

a) What do you think students with ADHD struggle with inside and outside of school?

b) How does the disorder disrupt students’ lives?

c) Think about some ways you can help high school students with ADHD plan for college.

d) How can we better encourage and prepare them for applying to college?

e) Do you think having a low SES influences college attendance rates among students with ADHD? Why?

f) Please feel free to share any relevant counseling experiences.

Facts about ADHD

• Neurodevelopmental disorder
• Symptoms of inattentiveness, hyperactivity, and impulsivity
• External Difficulties
  – Depression, solitude: removing oneself from social settings, peers, and interactive activities
  – Difficulty engaging in interpersonal interactions
• Internal Difficulties
  – Frustration, mood swings, mental and emotional distress
  – Inability to pay attention for long periods of time
  – Easily distracted and forgetful; impatient

Low SES Students

The Obama Administration (January 2014)

- Supports the need for schools to focus on students who come from low SES families regarding college preparation.

- President Obama indicated a need to increase access to a college education for low SES students in elementary, middle, and high school.

- Intervention Strategies: SAT/ACT and Advanced Placement exam fee waivers, reducing counselor to student ratios by adding more school counselors to schools, and assigning college mentors to students.

Reference: The Executive Office of the President, 2014

The Challenges of ADHD

Anxiety

Encourage students to:
- Relieve Stress: meditation, sports, exercise, listen to soft music, & get enough sleep

Focusing

Encourage students to:
- Sit in a quiet area, free from distractions
- Divide large tasks into smaller ones
- Take short breaks in between tasks

Organization

Encourage students to:
- Create a college portfolio/planner
- Print out & save college documents

Reference: The Edge Foundation, 2013
The Challenges of ADHD, Continued

**Time Management**
*Encourage students to:*
- Use a calendar, make a checklist
- Prioritize and plan activities (one or two days ahead of time)

**Self-advocacy**
*Encourage students to:*
- Practice social skills with family or friends
- Become aware of college resources and where to find them

**Support System**
*Encourage students to:*
- Surround him/herself with supportive friends and family to strengthen college attendance

Reference: The Edge Foundation, 2013

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**Collaborative Partnerships**

Jamie is a high school senior with ADHD. She struggles to pay attention and often experiences feelings of anxiety and sadness. Her friends have already started the college application process, but she feels so overwhelmed that she doesn’t know how to go about searching for the right colleges. She feels very lost and discouraged about even going to college since she believes that she can never afford it. She is smart, yet needs some additional support and guidance on college preparation.

- What collaborative measures can you take as a school counselor to help this student apply to college?

Reference: http://telosnet.com/review/adhd_1.html
College Preparation Services

Fall Semester

September
- Assist students with ADHD with managing their time with college entrance exams & high school graduation check
- Explore college options with students with ADHD

October
- Encourage students with ADHD to engage in college campus visits, attend college fairs, & college workshops.

November
- Guide students with ADHD on reviewing and submitting college applications

December
- Encourage students to say organized and save a copy of all submitted college documents for own personal records.

Reference: Big Future by the College Board

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Collaborative Partnerships

As a senior in high school, Henry is nervous about attending college next year. After being diagnosed with ADHD just two years earlier, he has been struggling to make friends, focus in class, and stay organized. Coming from a low SES family only adds to his anxiety as he fears that he has no money to pay for college. Henry feels overwhelmed and is hoping that someone would acknowledge his frustration and make things better.

➢ What can school counselors do to help this student reduce their anxiety and help him plan for college?

Reference: http://telosnet.com/review/adhd_1.html
College & Financial Opportunities

Spring Semester

January
- Encourage students with ADHD to retrieve information for financial aid from parents; (www.fafsa.gov)
- Inform students with ADHD about scholarship match (add.org, fastweb.com, www.studentaid.ed.gov, Project Grad, College Track, icanaffordcollege.com)

February
- Guide students in filling out scholarships (ADDA website), Cal-grants (California Student Aid Commission)
- Facilitate Parent College Night & FAFSA workshop

Reference: Attention Deficit Disorder Association and College Board

College & Financial Opportunities, Continued

March
- Motivate students with ADHD to stay on track with college by using Student Search Services by College Board (connects students to suitable colleges)

April
- Encourage students to make an appointment and speak with a college counselor for enrolling in the appropriate college coursework for the fall

May
- Remind students with ADHD to submit their Student Intent to Register (SIR), send high school transcripts to colleges and sign up for English and Math college placement exams.

Reference: Attention Deficit Disorder and College Board
Low SES Access to College Opportunities

College Organizations

- Project Grad
- College Track
- I Have a Dream Foundation
- CollegeSpring
- The Posse Foundation
- College Possible


Reaching Out to Students and Parents

College Workshops

- Financial Aid Night/FAFSA Workshop
- Cash for College Weekend
- College and Career Fair
- Personal Statement Workshop
- Community College Workshop
- Common Application Workshop
- Peer College Counselors (Mentors)
- College Tuition Workshop
- Resume Building Workshop
- College Application Review Workshop
- Scholarship Match Workshop

References


References Continued


Appendix C: Facilitator Handouts

MANAGING THE CHALLENGES OF ADHD

Below are some common challenges many high school students with ADHD face when preparing for college. School counselors can offer these coping strategies to students struggling with ADHD.

### Anxiety

<table>
<thead>
<tr>
<th>Guide student with ADHD on identifying daily stressors (i.e., procrastination, lack of sleep) that cause feelings of anxiety and frustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students with ADHD to relax his/her mind by engaging in extracurricular activities or exercising on a regular basis</td>
</tr>
<tr>
<td>Inform students diagnosed with ADHD to engage in sports, listen to soft music, or deep breathing exercises to release tension</td>
</tr>
<tr>
<td>Educate student with ADHD on getting enough sleep in order to help reduce stress levels (minimum of 7-8 hours each night)</td>
</tr>
</tbody>
</table>

### Focusing

<table>
<thead>
<tr>
<th>Inform students with ADHD to sit in a quiet area free from distractions while exploring college options and completing college applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach students with ADHD to divide up his or her time into small sections in order to be more productive while applying to colleges</td>
</tr>
<tr>
<td>Motivate students diagnosed with ADHD to take quick breaks after completing each portion of their college application to optimize productivity (i.e., read a magazine, stretch)</td>
</tr>
</tbody>
</table>

Handout #1
### Appendix C: Facilitator Handouts

#### Organization

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach students with ADHD how to effectively use a planner/calendar</td>
<td>Check off completed tasks for college and plan for upcoming college events (i.e., Cash for College and Personal Statement workshop)</td>
</tr>
<tr>
<td>Direct students with ADHD to print out and keep a copy of all</td>
<td>Keep a copy of all submitted college forms for own personal records (i.e., FAFSA and college application submission receipts, scholarship documents)</td>
</tr>
<tr>
<td>Encourage students with ADHD to make use of shelves, binders,</td>
<td>Organize college paperwork (i.e., transcripts, SAT scores, extracurricular activities, college essays, confirmations &amp; ID numbers)</td>
</tr>
<tr>
<td>desks to organize college paperwork (i.e., transcripts, SAT</td>
<td></td>
</tr>
<tr>
<td>scores, extracurricular activities, college essays, confirmations</td>
<td></td>
</tr>
<tr>
<td>&amp; ID numbers)</td>
<td></td>
</tr>
</tbody>
</table>

#### Time Management

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise students with ADHD to set reminders using post-its, note-pads, and small whiteboards for college application deadlines, college entrance exam dates, financial aid applications, and transcript submissions</td>
<td></td>
</tr>
<tr>
<td>Help students with ADHD create a schedule for attending important college related workshops offered at the high school</td>
<td></td>
</tr>
<tr>
<td>Guide students with ADHD on how to successfully prioritize and plan ahead (at least a day or two) in order to set aside time for college applications, helping to reduce anxiety and avoid procrastination</td>
<td></td>
</tr>
</tbody>
</table>

Handout #1
### Self-Advocacy

<table>
<thead>
<tr>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students with ADHD to rehearse with a family member or a close friend what he or she may say to their school counselor when they have questions about college.</td>
</tr>
<tr>
<td>Motivate students with ADHD to seek college preparation assistance from school counselors when they need more information regarding the college application process.</td>
</tr>
<tr>
<td>Help students with ADHD become aware of college resources so that he or she knows where to go and who to reach out to for college information (i.e., school counselor, websites, organizations).</td>
</tr>
</tbody>
</table>

### Confidence

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students with ADHD to envision success in their future with the hope of increasing his or her self-esteem and overall well-being.</td>
</tr>
<tr>
<td>Work with students with ADHD on setting attainable education goals, making plans to achieve them, and following through on his or her plans.</td>
</tr>
<tr>
<td>Strive to ensure that students diagnosed with ADHD are surrounded by a positive support team of family and friends.</td>
</tr>
</tbody>
</table>

Adapted from the Edge Foundation [https://edgefoundation.org/blog/category/a-to-z/](https://edgefoundation.org/blog/category/a-to-z/)
Appendix C: Facilitator Handouts

ACCESS TO COLLEGE OPPORTUNITIES

Designed for high school counselors, below are college organizations that offer scholarships and financial opportunities to high school students who come from low socioeconomic status families.

<table>
<thead>
<tr>
<th>Project GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong> College access organization that provides additional services to middle and high school students, especially low-income students, regarding college awareness, college preparation/applications, attainable scholarships, mentoring, and college entrance test preparation support.</td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="http://www.projectgradla.org/">http://www.projectgradla.org/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong> A non-profit college completion organization that strives to support high school students who are low-income prepare for and attend college. College services consist of college presentations, individual college counseling sessions, financial mentoring, and scholarship and FAFSA application assistance.</td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="http://collegetrack.org/main/">http://collegetrack.org/main/</a></td>
</tr>
</tbody>
</table>
## Appendix C: Facilitator Handouts

### I Have a Dream Foundation

**Mission:** Supports and follows low-income students from elementary, middle, until high school, offering them academic counseling services, scholarships, and volunteer opportunities. This foundation promotes equality for post-secondary education.

**Website:** [http://www.ihaveadreamfoundation.org/html/](http://www.ihaveadreamfoundation.org/html/)

### CollegeSpring

**Mission:** An organization that builds partnerships with high schools to support students coming from low-income families. Helps students improve on their college entrance exams, assists with college attendance, and provides financial opportunities. Services also consist of peer counseling and learning about various college degrees.

**Website:** [http://collegespring.org/](http://collegespring.org/)

### The Posse Foundation

**Mission:** To recruit low-socioeconomic status and first generation high school seniors for participation in college workshops, receive college related counseling services, and learn about college scholarships and financial aid.

**Website:** [http://www.possefoundation.org/](http://www.possefoundation.org/)

Handout #2
Appendix C: Facilitator Handouts

<table>
<thead>
<tr>
<th>College Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong> A program that educates and teaches recent college graduates how to provide counseling services to high school seniors who are low-income regarding college requirements and completing the college application.</td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="http://www.collegepossible.org/">http://www.collegepossible.org/</a></td>
</tr>
</tbody>
</table>
Appendix C: Facilitator Handouts

ADHD College Guide for School Counselors

Below is an academic calendar for school counselors to use when helping high school students with ADHD plan and prepare for college.

**Fall Semester: College Preparation**

| September       | • Remind students: SAT/ACT, fee waivers, review graduation requirements  
|                 | • Educate students on exploring college options                      |
| October         | • Encourage students to engage in college campus visits and reach out for college support (college fair)  
|                 | • Promote workshop attendance on college applications/personal statements |
| November        | • Inform students to list extracurricular activities (volunteer work, clubs, sports, talents)  
|                 | • Remind students to complete and submit college applications         |
| December        | • Tell students to keep a copy of all submitted college forms, documents, & applications for own personal records |

Adapted from: Big Future by The College Board
Appendix C: Facilitator Handouts

ADHD College Guide for School Counselors

### Spring Semester: College & Financial Opportunities

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| January  | • Inform students to gather information from guardians regarding financial aid  
           • Educate students on exploring relevant scholarships (add.org) |
| February | • Encourage students to apply for scholarships/grants through ADDA Cal Grant- California Student Aid Commission & FAFSA by March 2nd  
           • Invite students to attend FAFSA workshop |
| March    | • Educate students about the College Board's Student Search Services  
           • Hold brief one-on-one counseling sessions with students discussing college attendance decisions |
| April    | • Encourage students to make an appointment and speak with a college counselor for enrolling in the appropriate college coursework |
| May      | • Inform student to submit their Student Intent to Register (SIR), sign up for English Placement & Entry Level Math tests, pay enrollment fees, & send high school transcripts to colleges |

Adapted from: Attention Deficit Disorder Association (ADDA) and The College Board