



Background & Introduction

- Undergraduate students with learning disabilities and attention deficit hyperactivity disorder (LD/ADHD) experience college-related occupational performance challenges.²
- These challenges can impact students' academic productivity as well as expectations for managing personal wellness and daily life tasks as a college student.²
- Students must find ways to compensate for these difficulties by creating and utilizing strategies to overcome the multifaceted aspects of time-related challenges.¹
- Purpose: Explore time-related experiences of undergraduate students with LD/ADHD and consider how time impacts various aspects of life and how occupational therapists can help students manage these challenges and their wellness.**

Methods

- Participants were 52 undergraduates with LD/ADHD that were registered with the campus disability office, and enrolled in a larger four year study testing a holistic multi-component model of campus-based LD/ADHD supports.
- Undergraduates met monthly as a group; meetings included presentation of psychoeducational material (e.g., campus resources, time management) followed by guided discussion which included strategy and experience sharing.
- Data were transcripts, field notes and focused questions from 30 group meetings and 15 individual interviews from year one participants.
- Structural coding was used to identify data pertaining to time-related experiences or perceptions.
- Focused coding was then used to reduce the data and finalize themes and subthemes.
- Rigor was enhanced through constant comparison of the data to emerging themes, peer debriefing, and researchers prolonged interaction with participants.

Results

Final Themes and Subthemes	Description	Representative Quotes
Temporal Challenges <ul style="list-style-type: none"> Academic and career Daily living Social 	Obstacles that college students with LD/ADHD face related to managing time	"...I have always been really good at math, science, and pretty good at English. But it takes me so much longer to do it than everybody else." [U1]
Environmental facilitators and barriers <ul style="list-style-type: none"> Misconceptions from others Supports Unhelpful supports or other barriers 	Influences that helped and/or hindered students in managing their time	"...but people you know when you say you are slow people automatically think you are stupid. That's what the word slow has its connotation with slow equals stupid, fast equals smart." [U1]
Strategies	Tactics that students develop and use to cope with and compensate for time-related challenges	"I found that making lists of things that I need to do even if it is just like stupid stuff like put cover on food before you microwave it, or yeah." [U24]
Wellness <ul style="list-style-type: none"> Negative feelings/mental health (i.e. frustration, stress) Balancing a healthy lifestyle 	How obstacles of time affect students' mental and physical health	"When I'm stressed I automatically think I can't solve this problem, then I can't do it. Nope, not going to happen." [U29]

Figure 1: Final themes, subthemes, operational definition, and representative quotes

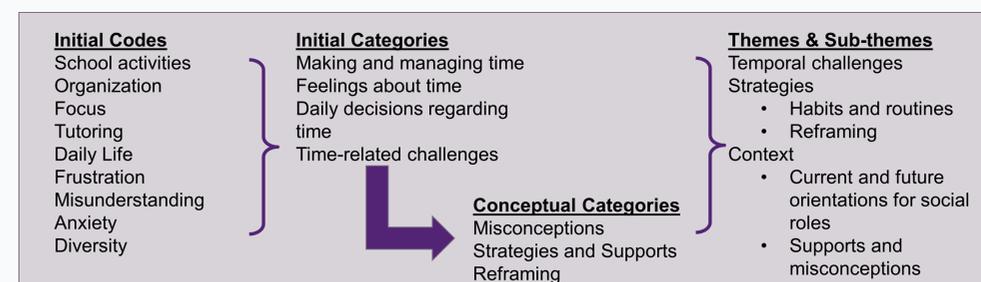


Figure 2: Progression of Code Reduction

Conclusion & Discussion

- Four themes emerged from the data: 1) Temporal Challenges, 2) Environmental facilitators and barriers, 3) Strategies, and 4) Wellness.
- Time-related challenges affect the way undergraduates with LD/ADHD balance the multiple areas of their lives which can contribute to sense of wellbeing
- Understanding how undergraduates with LD/ADHD manage productivity expectations can help OT practitioners guide interventions to facilitate health and wellness for this population.

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