Participants: Thirty-eight undergraduate and three graduate student participants were interviewed. Seventeen of 41 qualitative interviews were thematically analyzed.

Measures: Demographic Form: This 22-item measure developed for this study obtains information on age, racial/ethnic identity, GPA, major, number of credits, transfer status, campus support use, campus support, and treatment of ADHD. Individual Interview Guide: This 30-question guide inquired about students’ transition to college, feelings and communication about ADHD diagnosis, supports, and perceived changes for ADHD, campus improvement, and intervention ideas. This study analyzed these questions:

- What was the transition from high school to college like for you?
- Who or what was most helpful to you when adjusting to college?
- How interested were you in getting support/using resources for your ADHD?
- What motivated you to seek help in areas of academic and behavioral accountability, and emotional support?
- What do you wish you had available to you so that you could have had a better transition?

Procedure: This study was derived from a University Needs Assessment of college students with ADHD involving 1 focus groups with faculty and staff, as well as students with ADHD, and 2 individual interviews with students with ADHD. The current study examined only student interviews. Students with ADHD were recruited via campus flyers. Undergraduate students in a service-learning class conducted interviews. Participants signed consents and completed measures before the audio-recorded interview. Interviews ranged from 32 minutes to two hours. Students were given information about on-campus supports and a gift card. The IRB approved the current study.

Data Analysis: Audio-recorded interviews were transcribed by hand, verbatim, by undergraduate students into Microsoft word and examined through Thematic Analysis (Braun & Clarke, 2012). A coding team of two undergraduates and the principal investigator was diverse across multiple identities. Students were trained by the PI on Thematic Analysis. Each member read all interviews and wrote analytical notes for the whole transcript and section transition of questions. Members individually coded by line and then met collectively to share analytical notes, discuss codes until unanimous agreement was reached, and created a coding framework. The coding team individually and collectively extracted themes and held a discussion until the themes identified were unanimously agreed upon.

References


