- My role: Specialist 1-1 study skills tutor supporting and researching neuro-diversities, such as ADHD, in higher education

- Situated within Disability Services, Student Services

Adapting a time management tool for neurodiverse students – communication

Coursework for the PG Cert in Academic Practice in the Creative Arts by Denise Aitken

Artwork by Lily Jenkins

Time Horizon – how far into your future can you perceive?

a person with ADHD is likely to struggle conceptualizing time beyond a week or two, and some have a time horizon of only a few days (Mahen, 2021).

Internal clock pulse beat is not registering (Fontes et al., 2016)

Time perception is damaged by changes of dopamine (Coull et al., 2011, cited in Fontes et al., 2016)

Negative perspective on time use – wasting a precious resource,

It is important to 'keep a healthy perspective on time' (Zimbardo et al., 2012)
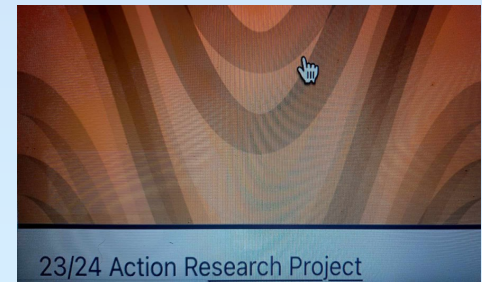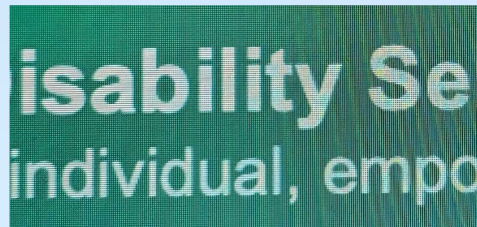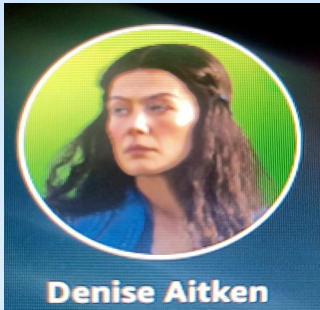
Sensory integration – ability to integrate senses – time is related to the proprioceptive sense (Fernandes and Garcia-Marques, 2019)

'Sensory Processing Sensitivity- 'SPS has been associated with higher levels of stress [5], anxiety and depression [6], low self-esteem [7], agoraphobia [8], negative affectivity and heightened shyness [9] and attention-deficit hyperactivity disorder (ADHD) [10]. (Malinakova, 2021)

Affective pedagogy – 'feelings and emotions are inseparable from the learning outcomes' (Patience, 2008, p.4)

It is 'the intelligent integrating of intellect and emotion' (Patience, 2018),

'… emotions look at the world from the subject's own viewpoint, mapping events onto the subject's own sense of personal importance or value' (Nussbaum, 2001, 33, cited in Patience, 2008).

Denise Aitken

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individual, empo

National
Autistic
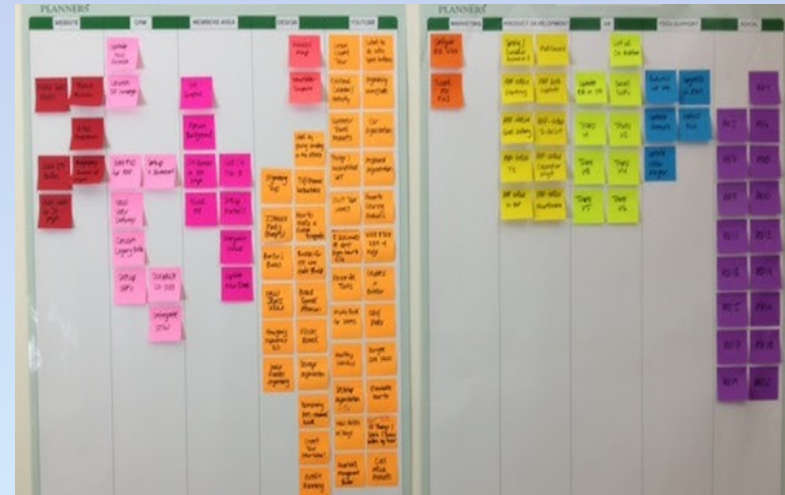Society

23/24 Action Research Project

ADHD mind's incoming thoughts

Neurotypical mind's incoming thoughts

VS

Constant effort to order incoming thoughts create fatigue, stress, confusion, exhaustion.
- persistent and long-term effect

RQ: how can I adapt the time management tool - enquiry

Specialist skills tutor
Positionality and power dynamics within 1-2-1 tutorials upon ADHD students

NO ETHICAL APPROVAL TO RECRUIT STUDENT SAMPLE IN THE STUDY

DUE TO POWER DYNAMICS WITHIN THE ONE-TO-ONE STUDY SKILLS TUTORIALS

educational privileges

professional status - tutor and expert

motherhood/family

Seniority and experience

status quo - heteronormative and home ownership.

Chan et al. (2018)

APPROACHED COLLEAGUES INSTEAD. - process

Attention Deficit Hyperactive Disorder ADHD/ADD and Disability

ADHD is a '**persistent** pattern of inattention and/or hyperactivity-impulsivity that **interferes with functioning** or development' (American Psychiatric Association, 2022)

'You're disabled under the Equality Act 2010 if you have a physical or mental **impairment** that has a **'substantial' and 'long-term' negative effect** on your ability to do normal daily activities' (GOV.UK, 2023).

Disability is a SOCIAL JUSTICE ISSUE – Rationale for the Action Research

Educational inequalities produce social inequalities (Gadotti, 2017)

ADHD Profile:

Lower educational achievement (Department for Education, 2012)

Disproportionate prison population representation (Breakthrough, 2023)

Greater incidence of suicide and depression (Fuller-Thompson et al., 2020)

Low mood, poor mood regulation, low dopamine, poor time management (Jeong et al., 2015)

☹️

Intervention Adaptation

THE EISENHOWER MATRIX

	Urgent	Not Urgent
Important	Do First	Do Later
Not Important	Delegate	Eliminate

Change: phrases and colours

'takes a long time to do'

OR   (LENGTH OF TIME A TASK TAKES)

'takes **me** a long time to do'

'Important'

OR

'Urgent'

	Urgent or Important	Non-urgent or Unimportant
Takes me a long time to do		
Doesn't take me a long time to do		

	Urgent or Important	Non-urgent or Unimportant
Takes me a long time to do		
Doesn't take me a long time to do		

	Urgent or Important	Non-urgent or Unimportant
Takes me a long time to do		
Doesn't take me a long time to do		

Methods and findings - process

Closed questionnaire: quantitative

4 staff colleagues

'takes a long time to do'

OR

'takes *me* a long time to do' (100%)

'Important'   (75%)

OR

'Urgent'

**Post-questionnaire discussion: qualitative...**

4 staff colleagues

- *change the label 'unimportant' to 'less important'*

- *used the phrase 'takes **me** a long time to do' to personalise it*

- *Consider colour-blind people and semiotics of colour*

- ==*adapt the time management model WITH the student to reflect their choices/needs (100%)*==

- *consider digitalising the time management model to increase a range of choices*

Moving forward

Co-create/co-produce within the tutorial

Personalise and digitalise

McNiff (2006)
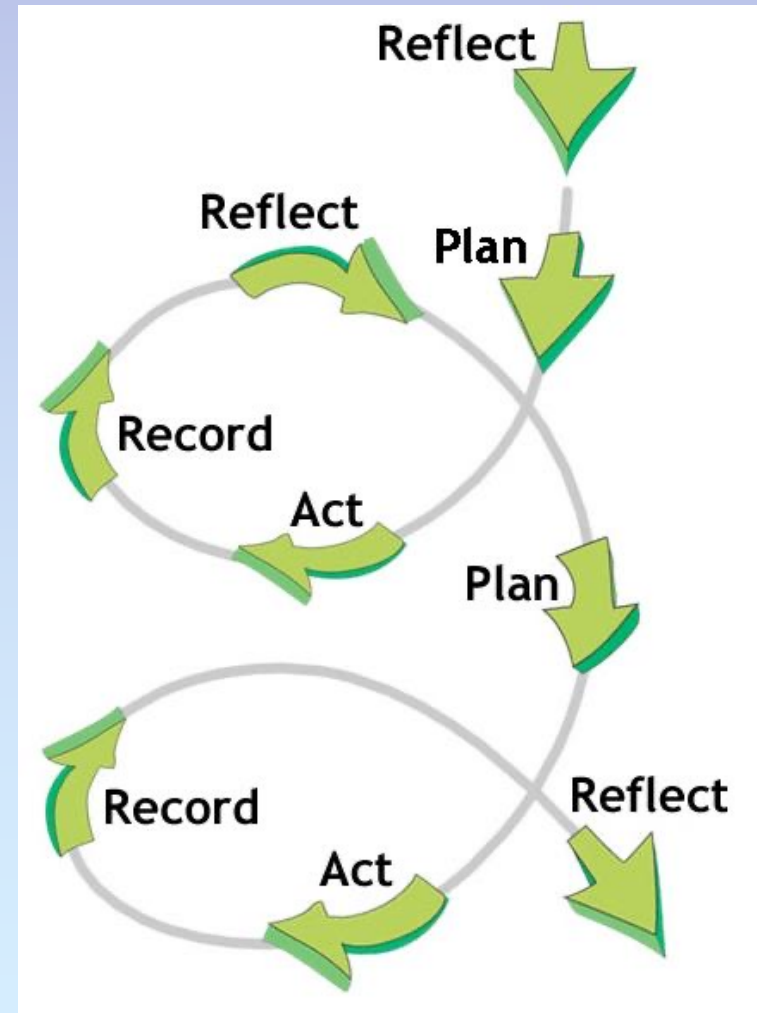
Reflections on Lessons from Freire's pedagogy - realisation

1 Reason and emotion are interconnected (affective pedagogy)

2 Knowledge is emancipatory

3 There is no teaching without learning, and no learning without teaching

4 Pedagogy involves both being and knowing

5 Meaningful pedagogy is meaningful to daily living (making meaningful changes –action research)

6 Interdisciplinarity is essential because it is true to the nature of the world

7 Transdisciplinarity seeks to understand holistically, to synthesize and share, not divide

8 Educational inequalities produce social inequalities (supporting neurodiverse students – my practice)

Gadotti (2017)

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