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## College Students' Relationship with Attention Deficit Hyperactivity Disorder and Learning Accommodations at the University of Nebraska-Lincoln

Brianna Danehey

*University of Nebraska-Lincoln*

Kim Hansen Dr.

*University of Nebraska - Lincoln*

Chelsea Witt Dr.

*University of Nebraska - Lincoln*

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College students' relationship with attention deficit hyperactivity disorder and learning accommodations at the University of Nebraska-Lincoln

An Undergraduate Honors Thesis  
Submitted in partial fulfillment of  
University Honors Program Requirements  
University of Nebraska-Lincoln

by  
Brianna Danehey, BS  
Biological Sciences  
College of Arts and Sciences

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Faculty Mentors:  
Chelsea Witt, PhD, Psychology  
Kim Hansen, PhD, Biological Sciences

## **Abstract**

Attention deficit hyperactivity disorder (ADHD) can provide many challenges for college students due to difficulties focusing, multi-tasking, and staying organized. Colleges are required to offer academic accommodations to students with disabilities in an attempt to provide students with an equitable learning environment. However, accommodations may be ineffective if they are highly unattainable, unused by the student once granted, or hindered by university faculty.

The objective of this study was to identify barriers to receiving effective and beneficial academic accommodations for individuals with ADHD at the University level and to provide insight into college students' knowledge and relationships relating to the disability. To do this, a survey was created and distributed to undergraduate students at the University of Nebraska-Lincoln and our results were analyzed with ANOVA, T-tests, F-tests, and Chi-squared tests.

Findings indicated that while students who used accommodations found the accommodations to be mostly beneficial to their learning, several factors, linked to symptoms of ADHD, may cause students to struggle in obtaining and using accommodations. Further, this research outlines these specific factors and suggests potential actions that may improve learning conditions for students with ADHD.

## **Dedication**

I would like to express my appreciation for the support that I received from my faculty mentors, Dr. Kim Hansen and Dr. Chelsea Witt, throughout the entirety of my senior project and thesis. My mentors were extremely encouraging, knowledgeable, and passionate about my project. I could not have asked for a better experience for my first research project.

# **College students' relationship with attention deficit hyperactivity disorder and learning accommodations at the University of Nebraska-Lincoln**

## **Introduction**

Attention deficit hyperactivity disorder (ADHD) is a mental health disorder that encompasses a variety of symptoms including but not limited to disorganization and problems prioritizing, poor time management skills, trouble multitasking, problems focusing, low frustration tolerance, and trouble coping with stress (Mayo Clinic, 2023). The disorder is physiologically associated with impaired brain activity in distinct neuronal networks (Albrecht et al., 2015).

ADHD can provide additional obstacles to learning in an already challenging and stressful collegiate environment for students with the disorder. In comparison to typically developing peers, college students with ADHD tend to have poor adjustment to college, greater rates of class withdrawal and academic probation, and lower rates of retention (Ahmann et al., 2018).

According to section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, all post-secondary institutions must provide reasonable accommodations to all students with disabilities (ADA National Network, 2017). Learning accommodations are designed to provide students with the means that are necessary to improve their learning conditions in spite of the disorder. The Services for Students with Disabilities (SSD) Office at the University of Nebraska-Lincoln (UNL) arranges and facilitates accommodations at the University of Nebraska-Lincoln (UNL). Accommodations offered by the SSD Office include but are not limited to extended time

on exams, a quiet and distraction-reduced test environment, and access to powerpoints prior to class (University of Nebraska-Lincoln, 2023).

Learning accommodations should be beneficial to students with ADHD and increase their likelihood of graduating college with a degree. However, accommodations may be ineffective if they are highly unattainable, unused by the student once granted, or hindered by university faculty.

The purpose of this project was to identify barriers to receiving effective and beneficial academic accommodations for individuals with ADHD at the University level and to provide insight into college students' knowledge and relationships relating to the disability.

### **Method**

A survey was created and separated participants into four conditions based on the participants' response. The conditions are as follows: I. Suspected ADHD, no diagnosis; II. Diagnosis, no accommodations; III. Diagnosis, accommodations; and IV. No personal experience with ADHD. Further questions asked participants about their experience with receiving an ADHD diagnosis, receiving and using learning accommodations at UNL, and attitude and knowledge about the disorder. The survey was designed to produce both quantitative and qualitative data from a wide range of question types (See Appendix A. Questionnaire).

After obtaining approval from the Institutional Review Board, the survey was distributed to students in undergraduate psychology and physiology courses through their respective Canvas course sites. These students were selected to obtain representative data across several college grade levels and majors. The data was

stored anonymously via Qualtrics. SPSS software was used to analyze and compare the data using ANOVA, T-tests, F-tests, and Chi-squared tests.

In total, 567 individuals participated in the survey. Of these participants, 194 individuals were placed in Condition I. Suspected ADHD, no diagnosis, 40 individuals were placed in Condition II. Diagnosis, no accommodations, 18 individuals were placed into Condition III. Diagnosis, accommodations, and 315 individuals were placed in Condition IV. No personal experience with ADHD. Overall, 35.2% of participants reported themselves as majoring in psychology (n = 200), while 63.3% of participants reported majoring in a non-psychology related field (n = 359). Around 18% of participants indicated being in their first year of college (n = 101), 26.6% in their second year (n = 151), 33.5% in their 3rd year (n = 190), 18.2% in their fourth year (n = 103), and 1.8% either in their fifth year, sixth year, or graduate school (n = 10). Around 74% of individuals reported themselves as female (n = 421), 23.3% as male (n = 132), and 1.1% as nonbinary (n = 6).

## **Results**

### Condition I. Suspected ADHD, no diagnosis

Of the students who suspect they may have ADHD, but have not been diagnosed, 10.3% (n = 20) of individuals have sought a medical diagnosis and 89.2% (n = 173) of individuals have not sought a medical diagnosis. Individuals reported fear of diagnosis, insufficient financial funding, and a lack of necessity as some reasons for not seeking a diagnosis.

Participants were asked to rate their perceived difficulty learning in the classroom as a result of ADHD on a scale for 1 to 10 (1 being not difficult at all, 10 being extremely difficult). The mean perceived difficulty value was 5.17 (SD = 1.94).

Students in this condition were asked to select all of the classroom accommodations that UNL offers that they feel would enhance their learning environment. Participants felt that extended time on exams (51.3% n = 100), quiet, distraction-reduced test environment (68.2%, n = 133), access to PowerPoints prior to class (66.7%, n = 130), and reduced course load (51.8%, n = 101) would most enhance their learning environment. See **Table 1**.

**Table 1.**

Students indication of which accommodation(s) they feel would enhance their learning

<b>Accommodation</b>	<b>Percentage of students who feel would enhance learning environment</b>	<b>Number of students who feel would enhance learning environment</b>
Electronic texts	31.3%	61
Extended time on exams	51.3%	100
Quiet, distraction-reduced test environment	68.2%	133
Reader and or scribe for exams	5.1%	10
Sonocent	25.6%	50
Peer notetaker	13.8%	27
Access to PowerPoints prior to class	66.7%	130
Ability to audio record lectures	39.5%	77
Priority registration	24.1%	47



Reduced course load	51.8%	101
Single room housing	17.4%	34

Condition II. ADHD diagnosis, no accommodations

Students in Condition II. reported their perceived difficulty in obtaining a diagnosis and learning in the classroom as a result of ADHD on a scale from 1 to 10; the mean values were found to be 3.82 and 6.72 respectfully.

Students with a diagnosis and no accommodations reported several reasons they may not have acquired accommodations. Forty percent of these individuals indicated that they did not know that classroom accommodations can be provided (n = 16). Students who were unaware that accommodations can be provided (M = 7.44, SD=1.26) were more likely to report that learning due to ADHD is more challenging than students who did not indicate that as a reason for not having accommodations (M = 6.25, SD=1.33),  $t(38)=-2.83$ ,  $p = 0.01$ ,  $d = -0.91$ .

Of these students, 57.5% said they did not get accommodations because they do not desire accommodations (n = 23). Individuals who indicated they chose not to receive accommodations because they did not want them (M = 6.39, SD = 1.44) were marginally more likely to indicate that learning due to ADHD is not as challenging compared to students who did not indicate this as a reason for not seeking accommodations (M = 7.18, SD = 1.29),  $t(38) = 1.78$ ,  $p = 0.08$ .  $d = 0.57$ . Additionally, 25% of students reported that they do not know how to request accommodations (n = 10). These students were more likely to indicate learning as a result of ADHD to be more challenging (M = 8.10, SD = 0.99) than those who did not indicate an issue with

knowing how to request accommodations ( $M = 6.25$ ,  $SD = 1.33$ ),  $t(38) = -2.83$ ,  $p = 0.01$ ,  $d = -0.91$ . Those who did not receive accommodations because they 'do not know how to request accommodations from the University' ( $M = 5.10$ ,  $SD = 1.79$ ) were more likely to perceive the diagnosis process as difficult as compared to those who did not report this as a reason for not receiving accommodations ( $M = 3.38$ ,  $SD = 1.78$ ).

A remaining 17.5% of individuals indicated one of the following reasons for not obtaining accommodations at UNL: 'began the process, but never followed through to finish the requesting accommodations,' 'the process for applying was too difficult to complete by themselves,' and 'had difficulty communicating with the SSD office.' Participants selected all of the classroom accommodations that they felt would enhance their learning environment (See **Table 2**).

**Table 2.**

Students indication of which accommodation(s) they feel would enhance their learning

Accommodation	Percentage of students who feel would enhance learning environment	Number of students who feel would enhance learning environment
Electronic texts	20%	8
Extended time on exams	50%	20
Quiet, distraction-reduced test environment	62.5%	25
Reader and or scribe for exams	5%	2
Sonocent	15%	6
Peer notetaker	20%	8
Access to PowerPoints prior to class	62.5%	25
Ability to audio record lectures	32.5%	13

Priority registration	37.5%	15
Reduced course load	55%	22
Single room housing	10%	4

Condition III. ADHD diagnosis, accommodations

Of participants who have been diagnosed with ADHD and have received accommodations, 58.8% reported that they began using accommodations during their first year of college (n = 10).

Students in this condition indicated the accommodations they were given by the University, the accommodations they used, and the accommodations they found most beneficial to their learning. Most notably, 11 individuals were given and used a quiet, distraction-reduced test environment accommodation, while only 6 individuals felt they benefited from this accommodation. This data is further shown in both **Table 3.** and **Figure 1.**

**Table 3.**

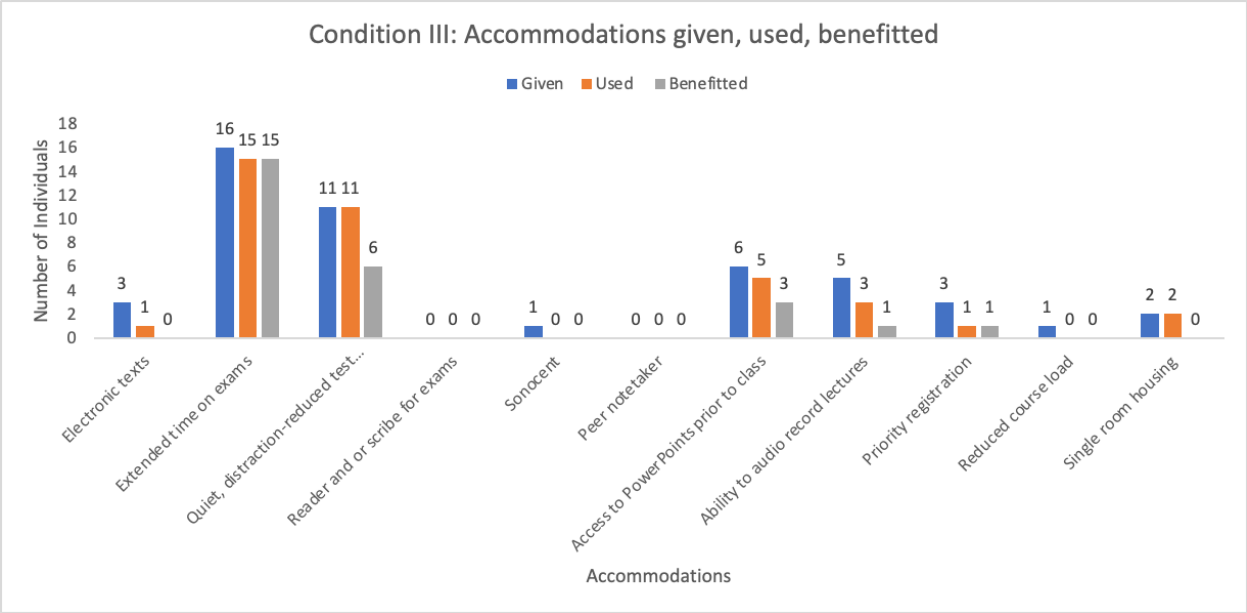
Students indication of which accommodation(s) they feel would enhance their learning

Accommodation	Number of Individuals who were Given	Number of Individuals who Used	Number of Individuals who Benefitted
Electronic texts	3	1	0
Extended time on exams	16	15	15
Quiet, distraction-reduced test environment	11	11	6
Reader and or scribe for exams	0	0	0
Sonocent	1	0	0

Peer notetaker	0	0	0
Access to PowerPoints prior to class	6	5	3
Ability to audio record lectures	5	3	1
Priority registration	3	1	1
Reduced course load	1	0	0
Single room housing	2	2	0

**Figure 1.**

Accommodations that were given, used, and benefitted from



Of students in this condition, 38.9% reported having stopped using their accommodations (n = 7). Some reasons that students noted for ceasing to use their accommodations included experiencing difficulties with professors, being embarrassed,

and finding out the exams given during the accommodation time were longer and more difficult as confirmed by teaching assistants of the course.

Students rated their perceived difficulty on a scale from 1 to 10 relating to the following prompts: obtaining accommodations through the SSD office at UNL, using accommodations in UNL classrooms and or with UNL instructors, learning in the classroom as a result of ADHD before receiving accommodations, and learning in the classroom as a result of ADHD after receiving accommodations (See **Table 4**). Students who reported more difficulty to use accommodations noted that they have more difficulty learning after receiving accommodations ( $r = 0.50, p = 0.04$ ).

**Table 4.**

Students' mean perceived difficulty ratings from 1 to 10

Perceived difficulty of-	Mean	Standard Deviation
obtaining accommodations through the SSD office at UNL	3.31	2.57
use accommodations in UNL classrooms and or with UNL instructors	4.47	2.81
learning in the classroom as a result of ADHD before receiving accommodations	7.12	2.23
Learning in the classroom as a result of ADHD after receiving accommodations	5.12	2.36

Condition IV. No personal experience with ADHD

Students reported their familiarity with ADHD on a scale from 1 to 10 (1 being “I am not familiar and know nothing about the disability, 10 being I am very familiar and know a great amount about the disability”). The mean value was 5.38 (SD = 2.08).

Approximately 67% of participants reported someone close to them (e.g. friend, sibling, parent, roommate) as having ADHD ( $n = 212$ ). Of the students in this condition,

41% indicated that prior to taking this survey, they did not know that UNL has academic accommodations available for individuals with ADHD (n = 112).

Those who reported knowing UNL had ADHD accommodations for ADHD (M = 5.72, SD = 2.06) were more likely to report being familiar with ADHD as compared to those who did not know UNL had ADHD accommodations (M = 4.91, SD = 2.03),  $t(268) = 3.18$ ,  $p < 0.01$ ,  $d = 0.39$ . Similarly, students who know someone with ADHD are more likely than expected to report knowing that UNL has accommodations for ADHD,  $X^2(1) = 10.19$ ,  $p < 0.01$ , Cramer's V = 0.18.

Students with no personal experience with ADHD selected learning accommodations that they think should be made available to people with ADHD (See **Table 5.**)

**Table 5.**

Students indication of which accommodation(s) they feel would enhance their learning

Accommodation	Percentage of students who feel would enhance learning environment	Number of students who feel would enhance learning environment
Electronic texts	32.1%	101
Extended time on exams	70.8%	223
Quiet, distraction-reduced test environment	86.3%	272
Reader and or scribe for exams	21.3%	67
Sonocent	37.8%	119
Peer notetaker	12.1%	38
Access to PowerPoints prior to class	58.7%	185
Ability to audio record lectures	52.7%	166

Priority registration	17.1%	54
Reduced course load	12.4%	39
Single room housing	15.2%	48

### Across the Conditions and Demographics

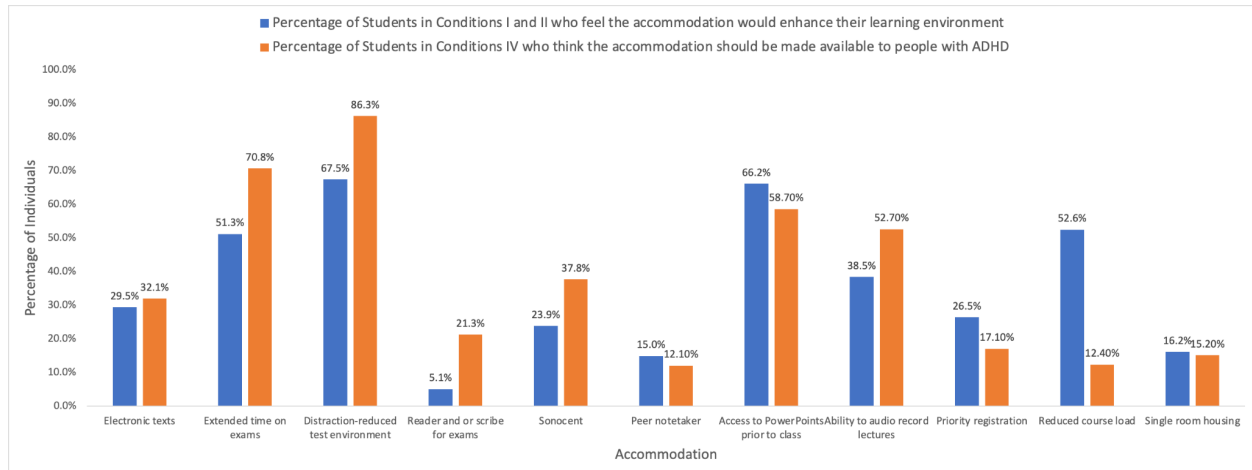
Overall, women in this study reported more difficulty obtaining an ADHD diagnosis than men,  $t(37) = 1.84, p = 0.07, d = 0.64$ ). Women were also diagnosed at a later age than men,  $F(1, 38) = 15.31, p < 0.001, \eta_p^2 = 0.28$ .

We found a significant effect of those with ADHD and various accommodations status and reports of difficulty learning with ADHD,  $F(2, 245) = 11.23, p < .001, \eta_p^2 = .08$ . Specifically those who have been diagnosed with ADHD but have no accommodations ( $M = 6.43, SD = 1.41$ ) reported more difficulty learning in the classroom compared to those who have been diagnosed but have accommodations ( $M = 5.12, SD = 2.37$ ) and those who suspect they have ADHD but have not been diagnosed ( $M = 5.17, SD = 1.95$ ),  $p = .01; p < .001$ , respectively.

Students in Conditions I. and II. indicated which accommodations they feel would enhance their learning environment. Students in Condition IV. were asked which accommodations they think should be made available to people with ADHD. We compare this data in **Figure 2**.

**Figure 2.**

Students indication of which accommodation(s) they feel would enhance their learning or should be made available



## Discussion

Although students who suspect they have ADHD, but are not diagnosed reported that they experienced difficulty in the classroom as a result of ADHD, the majority have not sought a diagnosis. Some reasons students listed for not having sought a diagnosis included fear and insufficient funding. While some students may not find a diagnosis necessary, a lack of a diagnosis halts students from being able to have access to learning accommodations they may need to succeed.

Many students who had an ADHD diagnosis, but no accommodations were unaware that classroom accommodations could be provided. Similarly, students who did not know how to request accommodations were more likely to struggle in the classroom as a result of ADHD. Perhaps this gap in procedural knowledge could be attributed to symptoms of ADHD— i.e. distraction during instructors' announcements, difficulty viewing disorganized information addressing accommodations, etc. The finding that



students who did not know how to request accommodations were likely to perceive both learning in the classroom and the diagnosis process as more difficult further suggests a link between these students and the challenges they face.

Students reported intentions of obtaining a diagnosis and/or accommodations but not following through with any action. It is not surprising that a student with ADHD, who is likely stressed as a result of academic challenges finds themselves unable to take on an additional multi-step task. So, the students continue to struggle. Additionally, students who had sought a diagnosis reported struggling to make an appointment due to limited availability at local health facilities. Accommodations are designed to alleviate challenges directly caused by the disorder. However, the application process to receive accommodations requires multiple steps, which is often a challenge for individuals with ADHD (Stoppelbein et al., 2019). The means of receiving a diagnosis and accommodations must be made more accessible. Perhaps college institutions could allocate the personnel and resources necessary to increase mental health specialists capable of providing diagnoses at university-associated health centers. A specific emphasis on increasing the number of specialists in women's mental health or increasing education about ADHD symptoms and diagnosis in women-focused facilities (i.e. the Women's Center at UNL) may prove beneficial as women were both diagnosed at a later age than men, and experienced greater difficulty obtaining a diagnosis,

Most students (i.e. 67.5%) with ADHD or suspected ADHD but with no accommodations felt they would benefit most from the quiet, distraction reduced test environment accommodation; however, only 6 out of 11 students (i.e. 54.5%) who had been given this accommodation believed they benefited from it. Perhaps the

environment is not truly quiet and distraction-reduced and should be further evaluated for effectiveness.

Many students without a personal relationship with ADHD indicated they did not know that UNL has academic accommodations available for individuals with ADHD. Yet a majority of these students reported knowing someone close to them who has ADHD. This statistic continues to support the finding that a large percentage of students are unaware of these services and prompts us to believe further education is necessary in some capacity to better reach and serve students in need of accommodations.

This study has potential to continue and progress in the future. The small population sizes of Conditions II. and III. limited the generalizability and robustness of our results; future research should more intentionally recruit these individuals. Our findings could inform SSD offices on potential changes that may improve the learning environment for students with ADHD. Additionally, questions relating to participants' responses from this survey could be asked in a secondary survey. For example, a following survey could ask participants why they might have found certain accommodations beneficial, or how they might best be assisted in trying to receive a diagnosis or accommodations. Overall, this project provides a solid foundation that could lead to improving students' learning experience and ultimately increasing their likelihood of academic success.

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# Appendix A

## Survey Questionnaire

- Condition Question
  - Select what is most true
    - A. I suspect I have ADHD, but have not been diagnosed
    - B. I have been diagnosed with ADHD, but have not acquired classroom accommodations through the University
    - C. I have been diagnosed with ADHD, and have acquired classroom accommodations through the University
    - D. I have not been diagnosed with ADHD, have no suspicion of having ADHD, and do not receive ADHD accommodations through the University
  
- Condition I: Suspected ADHD, no diagnosis
  - At what age did you, your family, parents, friends, or teachers suspect you might have ADHD?  
Free response
  - Have you sought out a medical diagnosis?
    - A. Yes
    - B. No
  - If you have sought out a diagnosis why were you unable to obtain a diagnosis?  
Please describe in necessary detail.  
Free response
  - If you have not sought out a medical diagnosis, please explain why.  
Free response
  - Please rate your perceived difficulty learning in the classroom as a result of ADHD (1 being not difficult at all, 10 being extremely difficult).  
Rate 1 to 10
  - Select all of the following classroom accommodations that you feel would enhance your learning environment.
    - A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
    - B. Extended time on exams
    - C. Quiet, distraction-reduced test environment
    - D. Reader and or scribe for exams
    - E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
    - F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
    - G. Access to PowerPoints prior to class
    - H. Ability to audio record lectures

- I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
- J. Reduced course load
- K. Single room housing
- L. Other: please describe

M. Condition II: Diagnosis, no accommodations

- a. At what age were you diagnosed with ADHD?

Ages listed 0-89 years

- b. What type of facility were you diagnosed at?

- A. Medical Hospital
- B. Medical Clinic
- C. Psychiatric facility
- D. Other: please list

- c. Please rate your perceived difficulty in obtaining a diagnosis (1 being easy, 10 being extremely difficult).

Rate 1 to 10

- d. Please rate your perceived difficulty learning in the classroom as a result of ADHD (1 being not difficult at all, 10 being extremely difficult).

Rate 1 to 10

- e. Select all of the following classroom accommodations that you feel would enhance your learning environment.

- A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
- B. Extended time on exams
- C. Quiet, distraction-reduced test environment
- D. Reader and or scribe for exams
- E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
- F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
- G. Access to PowerPoints prior to class
- H. Ability to audio record lectures
- I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
- J. Reduced course load
- K. Single room housing
- L. Other: please describe

- f. Why have you not obtained classroom accommodations at UNL?

Select the answer that best fits. -- other, explain

- I did not know that classroom accommodations can be provided
- I did not/do not desire to receive classroom accommodations
- I do not know how to request accommodations from the University
- I began the process, but never followed through to finish requesting accommodations
- The process for applying for accommodations was too difficult to complete by myself

- I had difficulty communicating with the UNL Services for Students with Disabilities Office (SSD Office)
- Other: explain
  
- Condition III: Diagnosed, accommodations
  - What age were you diagnosed with ADHD?  
Scale 0-89
  - What type of professional provided you with your diagnosis?
    - A. Family physician
    - B. Clinical psychologist/Psychotherapist
    - C. Pediatrician
    - D. Psychiatrist
    - E. Self diagnosed
    - F. Other: please list
  - Please rate your perceived difficulty in obtaining a diagnosis (1 being easy, 10 being extremely difficult).  
Rate 1 to 10
  - What year did you begin receiving accommodations through the university?  
Years 1933 to 2022 listed
  - What year in college were you at this time?
    - A. 1st year
    - B. 2nd year
    - C. 3rd year
    - D. 4th year
    - E. other
  - What accommodations have you been given during your undergraduate experience?
    - A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
    - B. Extended time on exams
    - C. Quiet, distraction reduced test environment
    - D. Reader and or scribe for exams
    - E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
    - F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
    - G. Access to PowerPoints prior to class
    - H. Ability to audio record lectures
    - I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
    - J. Reduced course load
    - K. Single room housing
    - L. Other: please describe
  - Of these, which accommodations-- if any, have you used?

- A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
  - B. Extended time on exams
  - C. Quiet, distraction reduced test environment
  - D. Reader and or scribe for exams
  - E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
  - F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
  - G. Access to PowerPoints prior to class
  - H. Ability to audio record lectures
  - I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
  - J. Reduced course load
  - K. Single room housing
  - L. Other: Please describe
- Of these, which accommodations-- if any, have been most beneficial to your learning?
    - A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
    - B. Extended time on exams
    - C. Quiet, distraction reduced test environment
    - D. Reader and or scribe for exams
    - E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
    - F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
    - G. Access to PowerPoints prior to class
    - H. Ability to audio record lectures
    - I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
    - J. Reduced course load
    - K. Single room housing
    - L. Other: Please describe

Are there any other accommodations that you have not yet used that you believe would be beneficial to your learning? If so please describe. If not, please put NA.

Free response

- Have you ever stopped using your accommodations?
  - A. Yes
  - B. No
- If you answered yes to the previous question, please explain why.  
Free response
- Please rate your perceived difficulty in obtaining accommodations through the SSD office at UNL. (1 being not difficult at all, 10 being extremely difficult).  
Rate 1 to 10



- Please rate your perceived difficulty to use accommodations in UNL classrooms and or with UNL instructors. (1 being not difficult at all, 10 being extremely difficult).  
Rate 1 to 10
- Please rate your perceived difficulty learning in the classroom as a result of ADHD before receiving accommodations (1 being not difficult at all, 10 being extremely difficult).  
Rate 1 to 10
- Please rate your perceived difficulty learning in the classroom as a result of ADHD after receiving accommodations (1 being not difficult at all, 10 being extremely difficult).  
Rate 1 to 10
- Condition IV: No experience with
  - Please rate your familiarity with ADHD (1 being I am not familiar and no nothing about the disability, 10 being I am very familiar and know a great amount about the disability).  
Rate 1 to 10
  - What do you know about ADHD? Please list any general facts that you may know about the disability. If you are not familiar with ADHD, please type "NA"  
Free response
  - As far as you know, does anyone close to you have ADHD? (ex. friend, sibling, parent, roommate)  
A. Yes  
B. No
  - If you answered yes to the previous question, what is the relationship of the person close to you with ADHD? (ex. friend, sibling, parent, roommate)  
A. Free Response  
B. NA
  - Prior to taking this survey, did you know that UNL has academic accommodations available for individuals with ADHD?  
A. Yes  
B. No
  - If you answered yes to the previous question, from whom did you find out that accommodations could be offered for students with ADHD?  
A. UNL professor  
B. UNL academic advisor  
C. friend/acquaintance  
D. online (self research)  
E. medical professional  
F. UNL Counseling and Psychological Sevices (Caps)  
G. Other: Free Response
  - What learning accommodations do you think should be made available to people with ADHD. Select all that apply.

(Multi-select)

- A. Electronic texts (a digital file of printed-text-based material can be viewed on a computer and vocalized using text-to-speech technology)
- B. Extended time on exams
- C. Quiet, distraction reduced test environment
- D. Reader and or scribe for exams
- E. Sonocent (software that allows the student to use a recording tool during lectures and discussions to organize and create notes)
- F. Peer notetaker (A classmate is recruited to provide a copy of class notes)
- G. Access to PowerPoints prior to class
- H. Ability to audio record lectures
- I. Priority registration (Early access to class registration to better ensure preferred classroom and professor selection)
- J. Reduced course load
- K. Single room housing
- L. Other: Please describe

- Demographics

- What academic year are you in college?
  - A. 1st year
  - B. 2nd year
  - C. 3rd year
  - D. 4th year
  - E. other
- Gender  
Free Response
- What is your major  
Free Response
- Minor  
Free Response
- Which category would you say best fits your family's financial status?
  - A. Low class
  - B. Lower-middle class
  - C. Middle class
  - D. Upper-middle class
  - E. High class
- What is your ethnicity
  - A. Caucasian/White
  - B. African American/Black
  - C. Hispanic/Latino
  - D. Asian American/Pacific Islander
  - E. Middle Eastern
  - F. Native American
  - G. More than one of these options applies

- If you selected “more than one of these options applies,” please indicate your race/ethnicity below.

Free Response

- What is your race?

Free Response

- Around how many hours per week do you work a job?

A. 0 hours

B. 0 - 5 hours

C. 5 - 10 hours

D. 10-20 hours

E. > 30 hours

- What kind of environment did you spend most of your time growing up in?

A. Rural

B. Suburban

C. Urban