



TITLE: Academic Coaching for Adolescent Students with ADHD

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ABSTRACT (upto 300 words)

We present a novel approach to treating ADHD in adolescence. This approach was designed and implemented in private practice after some years of expertise in the fields of Occupational Therapy and Psychotherapy with adolescents and young adults. The development of the intervention emerged under the need for specialized and targeted services for adolescents with ADHD and the realization that one of the major problems adolescents with ADHD face is the increased academic demands along with the lack or withdrawal of support during secondary education, making educational failure almost inevitable.

We consider academic success as a very important protective factor for the future development and life course of adolescents with ADHD. We choose to intervene in adolescence as almost every other support is either withdrawn or fails to cover developmental needs and meet specific characteristics and desires of adolescents.

Our intervention does not claim to provide treatment not to be considered as therapeutic. But it claims to be novel - provides a developmentally sensitive approach, is holistic, universal and personalized at the same time and it claims to be flexible enough to meet almost any specific need or difficulty the student brings in.

Academic coaching takes into consideration cultural characteristics thus give parents a central role while respects and enhances autonomy

seeking, making adolescents in charge of the decisions and active partners on their training.

The intervention focuses on executive functions training and has a translational quality. We give “laboratory” exercises to train working memory, inhibition control, planning, and mental flexibility while we help students apply them to real-life situations, addressing real-life problems and difficulties. All the exercises and discussions have as central focus school life: difficulties in learning, difficulties in relating to others and adverse emotional or psychological state related to school (low self-esteem, anxiety, stress, feeling of isolation, etc).

BIOGRAPHY

Liza Pavlou Papagianni holds a BSc in Occupational Therapy and a BSc in Psychology, an MSc Psychiatry and is a holder of European Certificate of Psychotherapy. She is a PhD candidate with main research interest in ADHD in adolescence. She worked for 15 years as a Youth Officer in a national organisation and was the head of Counselling Services. She currently works as head of the Department of Personal Development in a private company providing educational services and vocational counselling.

She has numerous presentations in national and international conferences.

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