



LANDMARK COLLEGE X MORE THAN BEHAVIOR

**Narrative self-advocacy letters & workshop series for
neurodivergent learners**

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Shared Population- Shared Realities

Landmark students are often navigating:



Executive Function Demands

- Initiation, planning, time blindness, sustaining focus, task completion



Academic Self-Advocacy

- Understanding expectations, communicating with professors, emailing effectively



Regulation & Anxiety

- Overwhelm, freeze/avoidance, perfectionism, shutdowns, impulsivity, and stress-based emotional reactions



Identity & Belonging

- Masking, feeling “behind,” internalized shame from past school experiences



Transition Demands

- Moving from K-12 structure to self-managed college life

More Than Behavior™ plugs into these existing realities—not as a new problem, but as a new language.

Landmark already leads the field in...

- Neurodiversity-affirming higher education across multiple paths
- Explicit instruction in executive function & learning strategies
- Diagnosis-informed, integrated supports
- Teaching students to understand and advocate for their brains
- Whole-student campus life and belonging
- Research, innovation, and career-ready neurodiversity leadership



What More Than Behavior Letters & Workshops Can Add on Top of This

What Students Gain When Profiles Become Feelings

- **Adds an empathy layer** – translating profiles into how it actually *feels* inside.
- **Reduces shame and grows self-compassion** – “Of course this is hard for me, and here’s what helps.”
- **Builds a self-coaching toolbox** – “When X happens, here’s what I can do to help myself.”
- **Gives words for overwhelm, anxiety and strengths** – clearer early-warning signals and “these are the conditions where I shine.”
- **Creates safer conversations and a hopeful, strengths-based identity** – not just “I have ADHD/LD,” but “this is how I work, what I’m good at, and how you can support me.”



The Identity Shift

**“I went from “I’m a mess-up” to
“I’m a legit learner with my own settings,
my own voice, and actual tools that
work.”**

Oliver (19) - AuDHD-diagnosed, student at University of Tampa

What More Than Behavior™ Letters Actually Are

More Than Behavior Letters: a narrative “plug-in” for Landmark’s existing structures

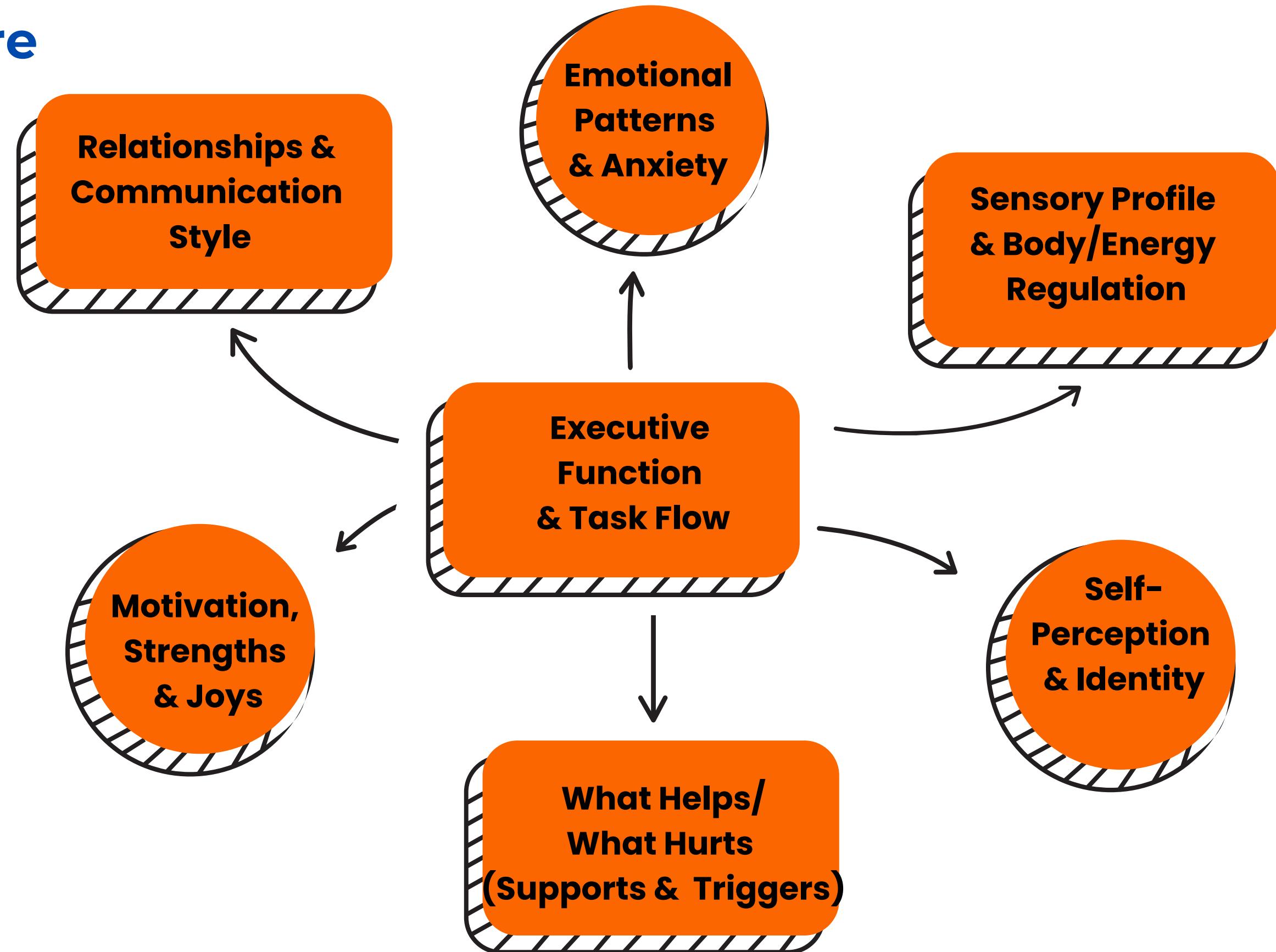
- Personalized advocacy narratives that help students translate “what’s going on inside” into **clear, practical language** for college settings.
- Letters are written from the **student’s perspective**, in plain language, about:
 - How my brain works under stress and load
 - What helps me focus, plan, and follow through
 - How to approach me when things go off track
- A tool that **connects self-understanding to real-world communication**.



The MTB Questionnaire

Domains

- These domains represent only the broad categories.
- The MTBL engine behind the letters integrates multi-layer behavioral indicators and a narrative-mapping system



What More Than Behavior™ Letters Do

- **Reveal patterns** in learning, focus, and stress responses.
- **Build accurate self-awareness and academic self-concept**
- **Reframe** students from 'accommodations case' to 'emerging expert on **their own learning profile**.
- **Give** students a **non-shaming** script for **self-advocacy**
- **Deliver** faculty a **clear snapshot** beyond diagnostic labels
- **Create shared language** for EF, stress, and support
- **Anchor workshops**, Advocacy Lab, and portfolio artifacts

 "Dear Advisor" Letter™
A bridge between student and support – revealing the person behind the paperwork.

Dear Accessibility Services Team,

My name is Jamie [Last Name], and I'm a first-year student majoring in [Major]. I'm writing to give you a clearer picture of how my ADHD and executive-function challenges show up in real life, and what has helped me in the past.

I was diagnosed with ADHD (combined type) in [4th grade]. Since then, I've tried a combination of:

- Medication
- Executive-function coaching
- Structured planning systems (calendars, to-do apps, paper planners)
- Support from my family and school counselors

Even with these supports, certain patterns keep repeating:

- **Decision paralysis:** When I have several assignments or emails to deal with, I freeze and don't know which one to start first. I often end up doing nothing or picking the least important task.
- **Time blindness and last-minute sprints:** I underestimate how long work will take, assume I have "plenty of time," and then suddenly realize I'm in crisis mode. I can produce good work under pressure, but it's exhausting and not sustainable.
- **Over-focus on one subject:** If I get really into a project or topic, I can lose track of everything else, including sleep, meals, and other classes.
- **Emotional crash after big pushes:** After I finally get something done, I sometimes feel drained and avoidant for days.

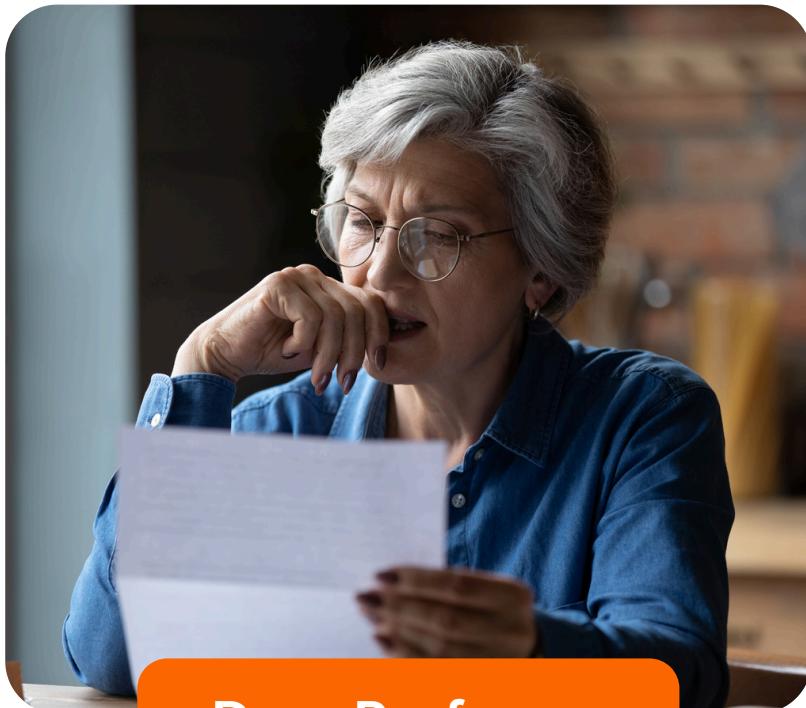
What has helped in the past includes:

- **Breaking large assignments into smaller, dated checkpoints** (for example: topic selection, outline, first draft, final draft).
- **Short, regular check-ins** (bi-weekly or monthly) to look at upcoming deadlines and adjust my plan before things pile up.
- **Written follow-up after meetings**, summarizing what we decided and the next 1-3 steps.

www.morethanbehavior.com

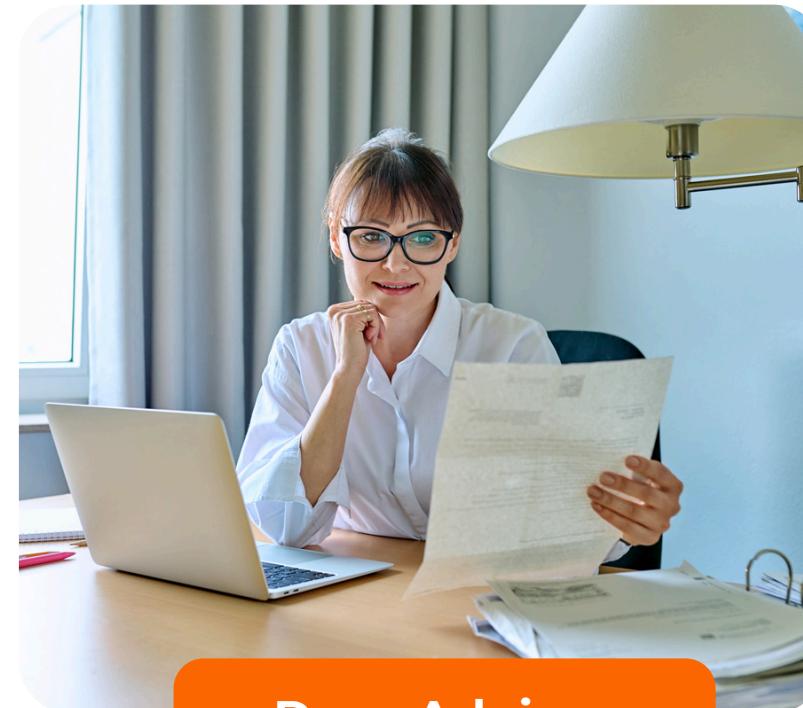
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Empowering kids, families, and schools with tools for growth and understanding.

The MTB Letter Types (College Edition)



Dear Professor

One-page learning & support overview for your course



Dear Advisor

Whole-student learning, EF & support overview for advising and accessibility



Dear (Younger) Me

Guided insight & self-coaching letter for this semester



Dear (Younger) Me

Future-focused encouragement & wisdom letter for the road ahead

Dear Professor Letter

Purpose

- Help students introduce themselves to instructors with clarity, confidence, and context—without needing to “start from scratch” every time.

What It Covers (at a high level)

- Key learning preferences and strengths
- Executive-function challenges that affect coursework (planning, time, follow-through)
- Sensory or stress factors that may show up in class
- Concrete examples of what helps them stay engaged, organized and successful

How It Supports Landmark Students

- Gives professors a quick, human snapshot beyond diagnosis labels
- Reduces misinterpretation of behavior as disinterest or disrespect
- Makes early professor-student communication easier and more compassionate



The narrative is generated from the MTBL engine and then reviewed/edited by the student; the underlying structure and mapping process remain proprietary.

Dear Advisor / Dear Accessibility Office Letter

Purpose

- Provide advisors and accessibility staff with a big-picture view of how a student functions across classes, time, and stress levels.

What It Highlights

- Executive-function patterns (initiation, organization, follow-through)
- Typical stress responses (freeze, avoidance, overload, shutdown)
- Early warning signs that a student is starting to struggle
- Strategies, supports, and environments that have worked in the past
- Communication approaches that help the student stay engaged

How It Supports Landmark Students

- Informs advising, coaching, and case-management from day one
- Connects directly to Landmark's self-advocacy and EF outcomes
- Offers a common language for conversations between student, advisor, and faculty



Content is derived from the same MTBL questionnaire domains, but the specific logic, scales, and narrative rules behind the letters are part of a protected system.

The Insight Letters: Dear Me / Dear Younger Me -1-

Purpose

- A guided narrative exercise where students speak to themselves across time — rewriting internal stories, reducing anxiety, and installing a healthier self-belief.

Focus Areas

- Experiences that shaped their self-image (“behind,” “too much,” “not enough”)
- Fears, blocks, avoidance patterns, and what they’re protecting themselves from
- Strengths, values, and “what I want more of this year”
- The human meaning underneath their stress and EF patterns

How It Supports Landmark Students

- Many arrive with years of academic shame and “I can’t” stories
- Anxiety spikes when identity feels threatened
- Self-belief predicts persistence during EF strain



The exact wording is individually generated; educators see only what students decide to bring into the conversation.

The Insight Letters: Dear Me / Dear Younger Me -2-

The Unique Power of Dear Younger Me™

A letter written from their future self — a compassionate voice saying:

- “You make it through.”
- “Here’s what helped you get back up.”
- “You become someone capable and grounded.”

This creates a form of positive prophecy:

Students borrow confidence from a future version of themselves that has already succeeded.

Future-self messaging is a well-researched anxiety-reduction technique.

It supports:

- cognitive reframing
- identity-based motivation
- self-compassion
- long-term goal anchoring
- Students who see themselves as capable in the future feel more confident advocating today.



The exact wording is individually generated; educators see only what students decide to bring into the conversation.

Workshop Series Overview



Each workshop begins with a **More Than Behavior™ Letter**, which becomes the foundation for every tool, script, and practice task.

Decode Yourself™

The Advocacy Lab

Emotional Side of EF™

Advocacy Conversation
Role-Plays™

Owner's Manual of My Brain

Portfolio Builder™

Workshop 1

Decode Yourself™

Ideal placement: Pre-arrival summer program · Week 1 of semester · Bridge programs

Purpose:

Help students translate their neuropsych profile, EF patterns, and emotional experience into Landmark-aligned advocacy language — the foundation for all later communication.

Students Create:

- Dear Professor™
- A Dear Advisor™ / Accessibility Office™ letter
- A short “Owner’s Manual for My Brain” version for their Advocacy Portfolio

Skills Practiced:

- Translating neuropsych/EF language into human language
- Identifying strengths, barriers & emotional patterns
- Naming what works (and why)

Immediate Impact: Students begin the semester with self-understanding and the words to communicate it.



Workshop 2

Decode & Do™ Email Lab: Real-Time Advocacy Practice

Ideal placement: Inside Perspectives in Learning or advising cohorts

Purpose:

Practice the exact communication tasks Landmark students struggle with — but with scaffolding for EF overload, anxiety, and avoidance.

Students Create:

- Using their Letter to draft real emails to professors (questions, clarification, missed work, feedback)
- Real scenario labs:
 - “I’m overwhelmed and need clarity.”
 - “I need help breaking down this assignment.”
 - “I need to request an extension without shame.”
- Executive function “micro-skills”: time awareness, chunking, follow-through scripts

Deliverables for Students

- 2–3 polished emails sent
- Personalized communication templates for the rest of the semester



Workshop 3

The Emotional Side of Executive Function™

Ideal placement: Mid-semester • Residence life programming

Purpose:

A trauma-aware, neurodiversity-affirming session that normalizes and works directly with shame spirals, freeze/avoidance, rejection sensitivity, perfectionism, and masking — the emotional patterns that so often sit underneath “executive function problems.”

Students Create:

- Excerpts from Dear Me™ for guided self-reflection
- Reframing scripts such as “I’m not lazy, I’m overwhelmed” and “I’m not disorganized, I’m unsupported”
- Brief, practical nervous-system regulation tools that help students shift from survival brain into executive-function brain before they advocate, plan, or problem-solve

Skills Practiced:

- Regulation strategies
- Reframing EF obstacles
- Confidence-building micro-skills



Workshop 4.1 - Advocacy Conversation Role-Plays™

Track 1: Academic Advocacy

Ideal placement: For first-year students, weeks 4–9

Focus

Building confident communication with professors and advisors during the early- semester challenge window.

Skills Practiced

- Asking for clarification without shame
- Advocating during group projects
- Clarifying structure when overwhelmed
- Navigating misunderstandings with faculty
- Repairing communication breakdowns
- Proactive help-seeking before issues escalate

Primary Outcomes

- Stronger academic self-efficacy
- Increased help-seeking behavior
- Improved communication with instructors
- Reduced freeze/avoidance during EF strain



Workshop 4.2 - Advocacy Conversation Role-Plays™

Track 2: Career & Interview Advocacy

Ideal placement: For pre-internship / pre-exit career preparation

Focus

Preparing students to communicate their strengths, needs, and strategies in professional and workplace settings.

Skills Practiced

- Interview communication & self-presentation
- Articulating strengths and EF strategies in professional language
- Disclosure decisions & boundary-setting
- Asking supervisors for clarity and support
- Navigating workplace overwhelm or ambiguity
- Repairing professional miscommunication

Primary Outcomes

- Increased interview confidence
- Clearer articulation of work style & needs
- Improved workplace advocacy skills
- Smoother transition from college to employment



Workshop 5: Owner's Manual for My Brain

A one-page student tool that distills:

- How I learn best
- What overwhelms me (early indicators)
- What helps me get back on track
- How to communicate with me when I'm stressed
- What supports actually work for me

Why Landmark faculty & advisors value it:

- Fast, human-readable insight
- Clear guidance for supporting follow-through
- Promotes self-awareness and self-advocacy
- Fits naturally into Landmark's portfolio and advising framework



Can be delivered as a standalone workshop or as part of the full MTBL series.

Workshop 6: Portfolio Builder

Goal:

Integrate all workshop outputs into Landmark's Advocacy Portfolio.

Students Compile:

- Refined Dear Professor™
- EF Strategy Map
- Emotional triggers/interventions
- Communication templates
- Personalized academic identity statement
- Owner's Manual for My Brain

Students leave with a comprehensive advocacy portfolio that:

- Integrates self-understanding, executive-function strategies, and emotional-regulation tools into a **coherent learner identity**
- Deepens and accelerates the **social-emotional and executive-function outcomes** taught in *Perspectives in Learning*
- Strengthens students' ability to **communicate needs clearly** across academic, advising, and professional environments
- Provides **practical artifacts** they can use in internships, interviews, and early career pathways
- Builds long-term confidence by helping students recognize **how they learn, how they function best, and how to advocate with clarity**



Why More Than Behavior Letters Work

- Grounded in **executive-function science, ADHD psychology, and self-determination research**
- Trauma-aware and **shame-reducing**, translating behavior into feelings, needs, and patterns
- **Low-barrier, semi-anonymous process** – students share via structured questionnaires, **gaining deep insight without having to “bare their soul”** or find all the right words in the moment
- **Bridge high school accommodations to college-level expectations** and self-advocacy
- Give faculty a quick, human snapshot **beyond diagnosis codes** or accommodation lists
- Turn insight into **usable scripts** students can bring to professors, advisors, and employers

Tested with neurodivergent students in 1:1 and small-group pilots at the dePaul School of Dyslexia and in clinical practice



**The dePaul School
for Dyslexia**

Where this can live at Landmark (example use cases)



Transition & Bridge Programs

Curriculum (Perspectives / First-Year)

Advising & EF Coaching

Counseling & SEL Groups



- Dear Professor as Bridge capstone: map “how my brain works” + draft first advocacy emails.
- Dear Younger Me Bridge activity to ease college anxiety and clarify what students need for a strong first year.

- “One MTBL letter as a low-stakes reflection in a neurodiversity/metacognition module.
- “Owner’s Manual for My Brain” mini-unit where students turn self-knowledge into concrete classroom strategies.

- Decode & Do™ letter exercises into EF coaching cycles (plan–do–review) to track patterns over the semester and adjust strategies and accommodations.

- Dear Me letters as prompts in anxiety/EF groups to name patterns, triggers, and what actually helps.

Pilot Options for Landmark College

Option A — 4–6 Week Study Pilot

- 1 student cohort
- Pre/post self-advocacy + EF confidence data
- Faculty communication quality feedback
- Low-lift integration, research friendly

Option B — Curriculum Integration

- Modules embedded into Perspectives in Learning
- Co-facilitation with Landmark instructors
- Advising + EF coaching alignment

Option C — Licensing + Train-the-Trainer

- Co-branded MTBL toolkit
- Landmark faculty fully trained
- Letters + workshops delivered in-house long-term



Thank you for the work you do with neurodivergent learners.

What I'd love to explore together

- A small, low-lift pilot of the More Than Behavior™ Letter-based workshop series
- How these tools could deepen Landmark's existing self-advocacy, SEL, and EF outcomes
- Whether a licensing + train-the-trainer model could make this sustainable for your team

Next step (very simple)

If this feels worth a conversation, I'd be happy to:

- Share sample **letters, workshop outlines, and student artifacts**
- Map the workshops to your **advising / Perspectives in Learning** outcomes
- Co-design a **pilot that fits one cohort** (first-year or transition / pre-internship)

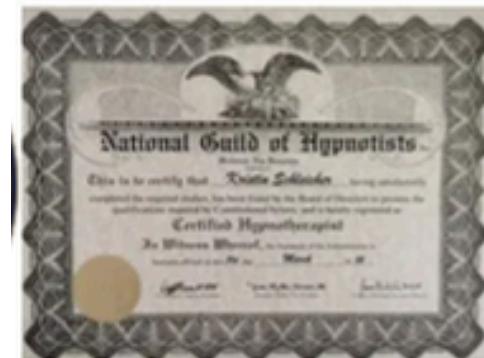
With appreciation,
Kristin Schleicher

About the Founder

Kristin Schleicher, MSc Psychology

Founder of The Happy Core™ & More Than Behavior™

- Neurodivergency specialization; neurodiversity-affirming practice
- Presenter at the **International ADHD Conference 2025**
- Developer of narrative self-advocacy tools, workshop series, and letter frameworks for neurodivergent learners
- **Former HR Manager with nearly 10 years in international recruiting and personnel development**, designing and conducting interviews and training programs
- Brings together clinical psychology, educational practice, and HR experience to help students **speak about their strengths, challenges, and work style in language that lands with professors and employers**



THANK YOU



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How MTB Letters Are Created

Each MTBL Letter is generated through a structured process:

1. **Student (optional +parents) completes the MTBL Questionnaire**
2. **Responses are weighted and mapped to narrative templates**

Using a behavior-based translation model informed by:

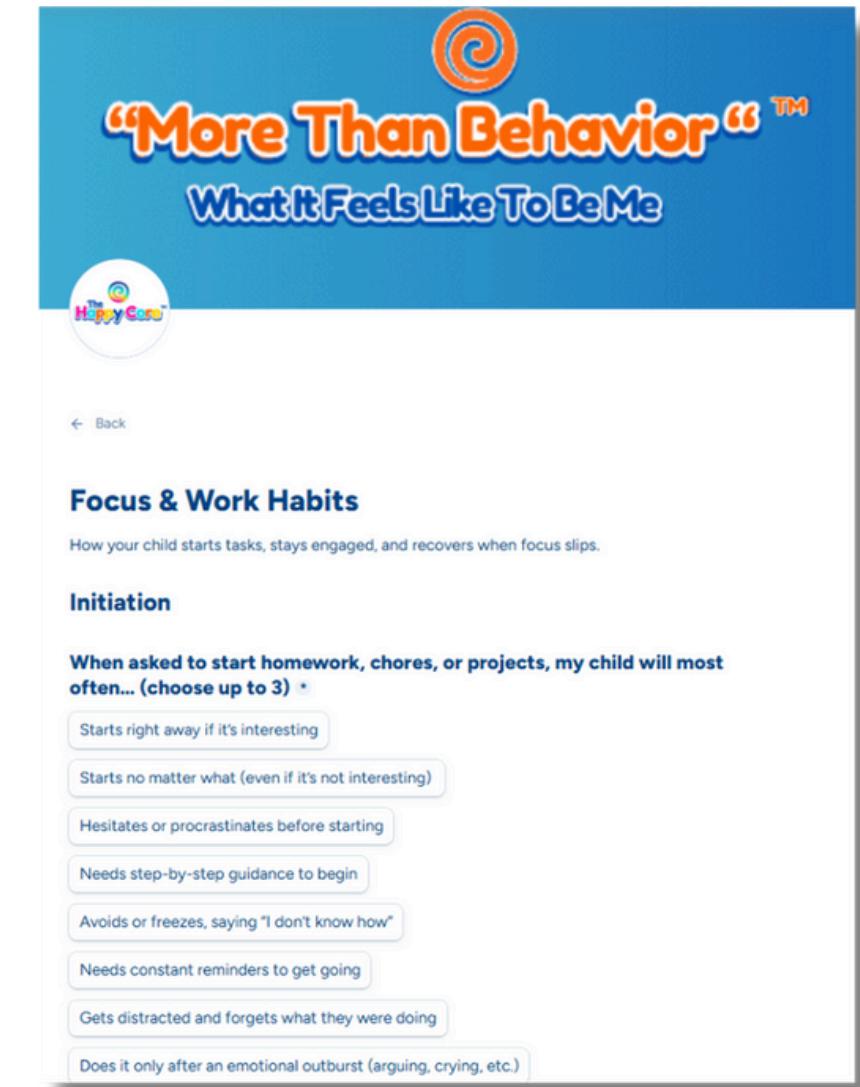
- ADHD + EF + LD research
- Trauma-informed practice
- Motivation science
- Neurodiversity-affirming frameworks

3. **Automation generates a personalized advocacy narrative**

Written in the student's voice, translating behaviors → needs → strategies.

4. **Student + advisor refine the letter**

Making the narrative accurate, empowering, and actionable.



The screenshot shows a digital interface for a questionnaire. At the top, there is a logo with the text "More Than Behavior™" and "What It Feels Like To Be Me". Below the logo, there is a circular icon with a cartoon character and the text "The Happy Crew". On the left, there is a "Back" button. The main content area is titled "Focus & Work Habits" with the subtitle "How your child starts tasks, stays engaged, and recovers when focus slips.". Under this, there is a section titled "Initiation" with the question "When asked to start homework, chores, or projects, my child will most often... (choose up to 3)". Below this question are ten options, each in a separate box:

- Starts right away if it's interesting
- Starts no matter what (even if it's not interesting)
- Hesitates or procrastinates before starting
- Needs step-by-step guidance to begin
- Avoids or freezes, saying "I don't know how"
- Needs constant reminders to get going
- Gets distracted and forgets what they were doing
- Does it only after an emotional outburst (arguing, crying, etc.)

Purpose: A fast, emotionally safe way for students to articulate complex internal experiences in practical language professors understand.