

INSTRUCTIONS FOR CHART OF ADHD SYMPTOMS, IMPAIRMENTS AND ACCOMMODATIONS IN THE POST-SECONDARY ENVIRONMENT

Medical Professionals,

In order to receive ADHD related accommodations and support, post-secondary schools require that students submit a report outlining their ADHD diagnosis, the impairments they experience in the post-secondary setting and requested accommodations. The following information and attached chart are intended to serve as a resource to support your development of this report. In addition to meeting with your patient and discussing the chart, writing a thorough report will require accessing documentation on your assessment process, symptoms and past history.

MEET WITH YOUR PATIENT

If you have been following the patient for some time you will be well aware of their ADHD symptoms. Regardless of how well you know their symptoms, it is imperative that you meet with your patient to review their symptoms and impairments and the potential impact of them in the post-secondary environment. It is also important to review accommodations that your patient has found helpful in the past or believes may assist him/her in this environment. The chart provided can be used as a tool to help facilitate this discussion.

REPORT REQUIREMENTS

Post-secondary institutions require detailed documentation on:

- The student's ADHD diagnosis and how it was achieved (assessment process outlined in detail)
- The patient's symptoms directly linked to expected impairments in the post-secondary environment
- Impairments directly tied to appropriate accommodations

A chart outlining ADHD symptoms, common associated impairments, tied to appropriate accommodations has been provided to assist you in preparing your report. While speaking with your patient, use the chart to mark off the appropriate impairments and chosen accommodations that come up during your conversation. This might be best achieved by asking your patient to give examples of past difficulties in an academic environment. When your assessment is complete the chart can be used as a reference to develop a detailed report for the school.

ACCURATE DOCUMENTATION

Please remember that these reports need to accurately reflect the disability needs of your specific patient. Post-secondary institutions will rely on your report to be an accurate assessment of the students' impairments and a fair and appropriate list of requested accommodations for their disability.

ADHD SYMPTOMS, IMPAIRMENTS AND ACCOMMODATIONS IN THE POST-SECONDARY ENVIRONMENT

DSM-5 Symptom [ASRS-6 Q#]	DSM-5 Symptom	Possible Resulting Impairments in PSE	Possible Accommodations
INATTENTION			
1a ASRS-6 Q1 Trouble wrapping up details	Fails to give close attention to details OR makes careless mistakes	<ul style="list-style-type: none"> • Difficulties with details in an essay, such as bibliography, checking sources & citations; forget to double check grammar, spelling, & references • Poor quality of work – inaccurate, careless mistakes • Poor time management so doesn't leave time to complete details or check for mistakes 	<ul style="list-style-type: none"> → Allow to write exams on computer with spellcheck software → Work with Accessibility staff, coach, or supervisor to review assignment, check details, assist with time management & due dates → Flexibility in due dates – with opportunity to complete details & correct mistakes → Allow clarification of questions on an exam or test and clarification of an assignment
1b No ASRS-6 item	Difficulty sustaining attention	<ul style="list-style-type: none"> • Difficulties remaining focused during lectures, conversations, or reading lengthy material • Day-dreaming or mind-wandering during lectures or reading text books etc • Difficulty focusing on & completing large amounts of written work (essays, reports etc) • Gaps in learning due to inability to stay focused during lectures, Lab demonstrations etc 	<ul style="list-style-type: none"> → Allow student to audiotape lectures, use audiotaped textbooks, receive notes & copies of PowerPoint presentations → Allow use of a note-taker → Use of computer for tests or exams → Allow testing/exams to be completed over several shorter sessions rather than one long session → No more than one exam per day → Substitute a non-compulsory subject → Reduced course load
1c No ASRS-6 item	Difficulties listening when spoken to directly	<ul style="list-style-type: none"> • Mind often wanders when discussing something with peers; • Often misses social cues or key words during one-on-one or small group interactions 	<ul style="list-style-type: none"> → Provision of notes from class discussions & presentations → Work with Accessibility staff to learn strategies for keeping mind on conversations, watching for social cues → Allow clarification of an assignment

<p>1d No-ASRS-6 item</p>	<p>Difficulties following through on instructions AND fails to finish</p>	<ul style="list-style-type: none"> • Begins but unable to remain focused to complete assignment or task, easily side-tracked • Moves from one incomplete assignment to another 	<ul style="list-style-type: none"> → Work with Accessibility Staff, Coach, or Supervisor to chunk & review progress on assignments → Allow clarification of questions on an exam or test and clarification of an assignment → Substitute a non-compulsory subject → Reduced course load
<p>1e ASRS-6 Q2. Trouble getting things in order</p>	<p>Difficulty organizing tasks & activities</p>	<ul style="list-style-type: none"> • Unable to chunk assignments into manageable pieces – easily overwhelmed • Difficulty organizing thoughts • Difficulty sequencing or organizing steps in complex Lab project, creating an outline, trying to make a schedule to finish projects etc. • Difficulty getting things together for school, organizing things needed for the day • Have to go over and over instructions and still cannot organize in my head what has to be done in what order 	<ul style="list-style-type: none"> → Ability to access ‘prompt’ sheets with outline of steps, formulas etc. → Allow clarification of questions on an exam or test and clarification of an assignment → Provision of organizational/planning software plus instruction & support in its use → Work with Accessibility Staff, Coach, Supervisor to help set up work plan, lists of essential items to bring to class etc. & review steps
<p>1f ASRS-6 Q4. Delay getting started</p>	<p>Avoids, dislikes OR reluctant to engage in effortful tasks</p>	<ul style="list-style-type: none"> • Puts off starting assignment –procrastinates • Leaves assignments to the last minute then runs out of time to complete & hand in • Gets anxious about procrastinating • Overwhelmed and unable to identify how to start an assignment • Can’t get started and articulate ideas in my head on to paper 	<ul style="list-style-type: none"> → Work with access staff, coach or supervisor to review assignments and discuss first steps, chunk assignments and review progress → Additional time for assignments if too many due at same time → Flexibility on due dates when load of assignments are overwhelming → Allow clarification of questions on an exam or test and clarification of an assignment → Substitute a non-compulsory subject → Reduced course load

<p>1g no ASRS-6 item</p>	<p>Often loses things necessary for tasks or activities</p>	<ul style="list-style-type: none"> • Loses electronic organizers, laptop, books, papers, keys, phone, wallet • Loses things that are vital to completing assignments, duties, life activities 	<ul style="list-style-type: none"> → Provision of additional copies of course materials (Master Binder) → Work with Accessibility Staff, Coach, Supervisor to develop effective habits or strategies for keeping needed items in one place & how to retrace steps to remember where item was last used
<p>1h no ASRS_6 item</p>	<p>Easily distracted by extraneous stimuli</p>	<ul style="list-style-type: none"> • Distracted in lectures by noise, visual distractors, movement of others • Daydreams or gets distracted by own thoughts when supposed to be listening • Unable to remain focused during academic or social activities • Misses educational information and instructions due to distractibility 	<ul style="list-style-type: none"> → Allow to take tests/exams in quiet environment with few people → Provision of or Allow use of (noise-cancelling) headphones when working in distracting environments → Priority seating away from sources of distraction → Provide description of assignment in written format → Allow extended time on timed-tests (usually time and a half)
<p>1i ASRS-6 Q3 Difficulty remembering appointments</p>	<p>Often forgetful in daily activities</p>	<ul style="list-style-type: none"> • Often misses classes, key appointments & due dates • Over-reliance on electronic reminders or on others to remind • Gets mixed up with days so ends up by missing class or other important appointments • Forgets to record appointment in electronic scheduler/iphone etc. • Forgets commitments resulting in difficulty sustaining work, social/friendship, academic activities 	<ul style="list-style-type: none"> → Provision of electronic organizers & visual reminders → Ability to access reminder sheets with steps, formulas etc. → Reduced course load → Permit prior course registration with someone from the disability center

DSM-5 Symptom [ASRS-6 Q#]	DSM-5 Symptom	Possible Resulting Impairments in PSE	Possible Accommodations
HYPERACTIVITY/ IMPULSIVITY			
2a ASRS-6 Q5 Fidgets or squirms	Often fidgets with or taps hands or feet OR squirms in seat	<ul style="list-style-type: none"> • Particularly when having to sit for several hours • Fidgets to the point of distracting others • Fidgets with objects, leg-jiggling, shifting positions frequently • Bites nails, cracks knuckles 	<ul style="list-style-type: none"> → Permit preferred seating so squirming & shifting position will not distract others → Allow use of stress balls to help control fidgetiness → Allow for more frequent breaks to stand & move around
2b No ASRS-6 item	Often leaves seat in situations when remaining seated is expected	<ul style="list-style-type: none"> • In lecture halls, class there is no room to move around so have to get up and leave class & walk around 	<ul style="list-style-type: none"> → Allow student to stand at side or back of lecture room → Provision of standing desk or allow to stand as needed
2e ASRS-6 Q6 Compelled to move or do things, overactive	Often 'on the go', acting as if 'driven like a motor'	<ul style="list-style-type: none"> • When working at desk or computer feels compelled to get up and move about • Get bursts of energy and just have to move around • Unable to function, remain still in quiet environment, such as exams, libraries, confined work spaces • Get anxious if cannot move around – compelled to move • Cannot shut off creative side, streams of ideas, so constantly writing notes or muttering, recording voice notes because cannot write as fast as thinks 	<ul style="list-style-type: none"> → Provision of frequent breaks → Allow preferred seating so pacing or leaving area will not distract others → Allow controlled movement such as use of stress balls → Provision of standing/elevated desk → Allow for independent work so movement will not distract others → Work with Accessibility services to participate in mindfulness or meditation classes
2g, 2h, 2i No ASRS-6 item	Often blurts out, unable to await turn, interrupts or intrudes	<ul style="list-style-type: none"> • May be disruptive in class & annoy others • May become ostracized by instructors & peers 	<ul style="list-style-type: none"> → Instructors to be notified to accommodate for disruptions → Allow to work independently – excuse from group work