

ADHD SYMPTOMS & IMPAIRMENTS IN THE POST-SECONDARY ENVIRONMENT / APPROPRIATE ACCOMMODATIONS

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 clarification of an assignment

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<p>1d No-ASRS-6 item</p>	<p>Difficulties following though 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

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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