# ADHD Symptoms, Impairments and Accommodations in the Post-Secondary Environment

<table>
<thead>
<tr>
<th>DSM-5 Symptom [ASRS-6 Q#]</th>
<th>DSM-5 Symptom</th>
<th>Possible Resulting Impairments in PSE</th>
<th>Possible Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ASRS-6 Q1                  | Trouble wrapping up details | Fails to give close attention to details OR makes careless mistakes | □ 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 | □ 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 | □ 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 | □ Mind often wanders when discussing something with peers;  
□ Often misses social cues or key words during one-on-one or small group interactions | □ 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 |
| 1c | No ASRS-6 item | Difficulties listening when spoken to directly | □ Mind often wanders when discussing something with peers;  
□ Often misses social cues or key words during one-on-one or small group interactions | □ 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 |
| 1d | No-ASRS-6 item | Difficulties following through on instructions AND fails to finish | □ Begins but unable to remain focused to complete assignment or task, easily sidetracked  
□ Moves from one incomplete assignment to another | □ 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 |
| 1e | ASRS-6 Q2. Trouble getting things in order | Difficulty organizing tasks & activities | □ Unable to chunk assignments into manageable pieces – easily overwhelmed  
□ Difficulty organizing thoughts  
□ Difficulty sequencing or organizing steps in complex projects, creating an outline, or creating a schedule to finish projects.  
□ Difficulty getting things together for school, organizing things needed for day  
□ Have to go over and over instructions and still cannot organize in my head what has to be done in what order | □ Ability to access ‘prompt’ sheets with outline of steps, formulas etc.  
□ Allow alternative methods of assessment  
□ 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 & review steps |
| 1f | ASRS-6 Q4. Delay getting started | Avoids, dislikes OR reluctant to engage in effortful tasks | □ 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 | □ 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 |
<table>
<thead>
<tr>
<th>ASRS-6 Item</th>
<th>Description</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| **1g** no ASRS-6 item | Often loses things necessary for tasks or activities | - Loses electronic organizers, laptop, books, papers, keys, phone, wallet
- Loses things that are vital to completing assignments, duties, life activities
- 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 |
| **1h** no ASRS-6 item | Easily distracted by extraneous stimuli | - 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
- 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) |
| **1i** ASRS-6 Q3 Difficulty remembering appointments | Often forgetful in daily activities | - 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 of other important appointments
- Forgets to record appointment in electronic scheduler/iphone etc.
- Forgets commitments resulting in difficulty sustaining work, social/friendship, academic activities
- Provision of electronic organizers & visual reminders
- Ability to access reminder sheets with steps, formulas etc.
- Allow alternative methods of assessment
- Reduced course load
- Permit prior course registration with someone from the disability center |
<table>
<thead>
<tr>
<th>DSM-5 Symptom [ASRS-6 Q#]</th>
<th>DSM-5 Symptom</th>
<th>Possible Resulting Impairments in PSE</th>
<th>Possible Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HYPERACTIVITY/ IMPULSIVITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2a | Often fidgets with or taps hands or feet OR squirms in seat | □ 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 | □ Permit preferred seating so squirming & shifting position will not distract others  
□ Allow use of stress balls etc. to help control fidgetiness  
□ Allow for more frequent breaks to stand & move around |
| 2b | Often leaves seat in situations when remaining seated is expected | □ In lecture halls, class there is no room to move around so have to get up and leave class & walk around | □ Allow student to stand at side or back of class  
□ Provision of standing desk or allow to stand as needed |
| 2e | Often ‘on the go’, acting as if ‘driven like a motor’ | □ 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 | □ 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 | Often blurts out, unable to await turn, interrupts or intrudes | □ May be disruptive in class & annoy others  
□ May become ostracized by instructors & peers | □ Instructors to be notified to accommodate for disruptions  
□ Allow to work independently – excuse from group work |
Please Note: The possible accommodations included in this chart are based on expert consensus opinion,\textsuperscript{i,i} While certain accommodations are beneficial for some students with ADHD\textsuperscript{ii,iv} the listed accommodations are not uniformly beneficial for all students with ADHD. Therefore, medical experts should use the charts as a tool to assess functional impairments while reviewing possible accommodations that would likely be helpful.

\textsuperscript{i} Froelich & Brinkman 2017
\textsuperscript{ii} Fabiano & Pylyr 2018
\textsuperscript{iii} Jansen et al, 2017
\textsuperscript{iv} Lovett et al 2018