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## PSYCHOLOGICAL ASSESSMENT REPORT

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Name of Client:	Martin Koo
Date of Birth:	July 23 <sup>rd</sup> 1993
Dates of Assessment:	November 21 <sup>st</sup> 2023
Age at Assessment:	30 Years
Date of Feedback:	January 9, 2024
Date of Report:	January 16, 2024
Examiner:	Saeid Chavoshi, Ph.D., C.Psych
Psychometrist:	Rotem Petranker, M.A.

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### **Reason for Referral**

Mr. Martin Koo was referred to our clinic for an ADHD assessment due to ongoing attentional, organizational, and behavioural difficulties.

### **Assessor Training and Qualification:**

Dr. Saeid Chavoshi is a Clinical and School Psychologist registered with the College of Psychologists of Ontario. He is the director of The PsychoEd Clinic, an Adjunct Professor at the University of Western Ontario, and a Clinical Supervisor at York University. He is a member of the Canadian Psychological Association and serves on the Board of Directors of Ontario Psychological Association. His research focuses on self-regulation, including developing interventions for improving executive functioning skills to help students and professionals with emotional well-being and work productivity. Dr. Saeid has expertise in the evaluation of ADHD in adults, with a particular focus on the diagnosis of women and individuals from diverse backgrounds. He is also a member of the Research Committee of the Canadian ADHD Resource Alliance and contributes to developing the Canadian ADHD assessment and treatment guidelines.

Dr. Saeid completed his residency through the University of Toronto's Residency Consortium after his studies at the University of Toronto and his doctoral training at York University. During his residency, Dr. Saeid completed clinical training at the Youthdale Treatment Centres, a community mental centre providing psychological services to inpatient, residential, and outpatient children and families with complex mental health needs. Prior to establishing his clinic, Dr. Saeid was a School Psychologist at a Toronto School Board. He has also trained at the Centre for Addiction and Mental Health, Adolescent Forensic Services, York University Counselling and Disability Centre, Toronto Metropolitan University, and the Toronto Distress Centers.

### **Background Information**

Martin is a 30-year-old English-speaking male residing alone in Ontario. He was born full-term following an uncomplicated pregnancy in a c-section surgery. Martin met his motor developmental milestones with no reported delays.

Martin reports that none of his relatives were diagnosed with ADHD, and he did not observe any symptoms in his relatives. He is not currently prescribed any psychiatric medication. Martin reported multiple concussions throughout his lifetime, as he has been wrestling since high school, and that he lost consciousness briefly multiple times when placed in a chokehold. He noted that he never lost consciousness due to head trauma. His medical history is otherwise unremarkable. He reports several behavioural and cognitive difficulties as an adult, including inattention, distractibility, and poor memory. He describes a very high amount of work-related stress. He reports that he enjoys relaxing in nature, playing video games, and drawing in his free time. Martin notes that despite his organizational, time-management and concentration problems, he is a resilient problem-solver with a flexible mindset and that his perseverance serves him well.

### **Education and Work History**

Martin reported that in kindergarten teachers considered him to be a “problem child.” He was assessed, although the extent and results of the assessment remain unknown; Martin noted that while they initially thought that he was “handicapped,” his parents were pleased to see the results of the assessment. However, Martin noted that he does not have access to the report. Similarly, Martin noted that he does not have access to his report cards. He recalled, however, that teachers would frequently comment on his mind-wandering and chattiness as a child.

Martine recalled being a disorganized student for the majority of his life, and that sometimes teachers would ask other students to “clean [his] desk for [him].” He also remembered avoiding homework and any tasks that he did not wish to complete, and having a complicated relationship with his parents around his behaviour.

Some of Martin’s reported strengths are his high intelligence and emotional control. He also reports being a diligent researcher who has developed a high degree of self-discipline. At the same time, his educational and work achievements have not lived up to his potential due to his disorganization and forgetfulness.

### **Assessment Results**

#### **Sources of Information and Measures Administered:**

- Diagnostic Interview for ADHD in Adults – 3<sup>rd</sup> Edition (DIVA-5)
- Croyos Cambridge Brain Sciences Neurocognitive Assessment (CBS)<sup>1</sup>
- Comprehensive Executive Function Inventory-Adult (CEFI-A), Adult Self Report
- Conners Adult ADHD Rating Scale, 2<sup>nd</sup> Edition (CAARS 2), Adult Self and Observer Reports
- Adult ADHD Self-Report Scale (ASRS)
- Patient Health Questionnaire (PHQ-9)
- General Anxiety Disorder Seven-Item Scale (GAD-7)
- Developmental History Survey

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<sup>1</sup> Hampshire, A., Highfield, R. R., Parkin, B. L., & Owen, A. M. (2012). Fractionating human intelligence. *Neuron*, 76(6), 1225-1237.

### **Behavioural Observations and Validity Testing**

Martin presented as a friendly and engaging individual. He engaged the examiner in conversation regarding a variety of topics and displayed appropriate affect. He put forth a reasonable effort and persevered throughout the assessment. Martin was forthcoming with his answers and often elaborated without probing. It is of note that he consistently thought through his responses before answering the interviewer's questions and appeared to duly consider the meaning of each question. Martin was clearly invested in the veracity of the interview results and changed his mind about certain responses a few times based on further explanations from the interviewer. Martin did not require any breaks during the interview and remained engaged throughout.

Martin is motivated to learn more about himself in order to improve areas of his life that are impacted by his challenges with attention and executive functioning.

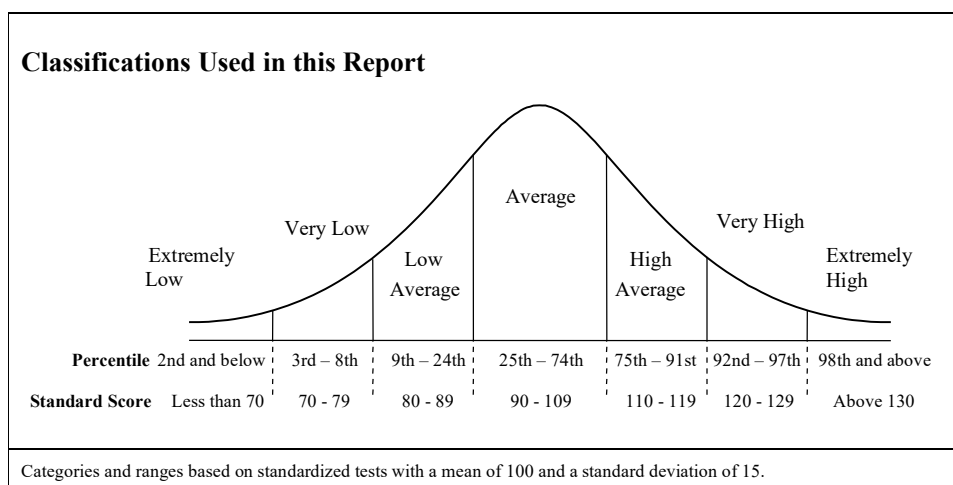
### **Validity and Effort Measures**

The Validity Indicator on the Creyos alerts clinicians to the possibility of an invalid test based on abnormal reaction times, response rate, or effort. Martin's performance across each of the different assessment procedures met the validity criteria.

Overall, Martin was diligent and forthcoming throughout his assessment sessions, and the results of his interview, collateral observer reports, questionnaires, and neurocognitive testing were consistent. Therefore, the present results are interpreted as an accurate reflection of his functioning at the current time.

### **Note on Test Scores**

The results of performance measures are often described in terms of percentiles. A percentile score refers to an individual's placement on a test relative to others of their age. The higher the percentile rank, the better the performance. For example, a score at the 60<sup>th</sup> percentile would indicate that the individual did as well as, or better than, 60% of same-aged peers (conversely, 40% of same-aged peers scored above). Overall, scores from the 25<sup>th</sup> to 74<sup>th</sup> percentile rank would be considered within the Average range.



### **Neurocognitive and Attention Assessment**

In order to screen for memory and processing speed difficulties, Martin was administered Creyos Computerized Neurocognitive Assessments. The complete results are appended to this report.

The results of the neurocognitive revealed that Martin has a well-developed working memory. Working memory refers to the ability to hold information in one's immediate awareness just long enough to use it (usually less than 15–30 seconds). Working memory is used to perform most tasks that require focused concentration and multi-step problem-solving.

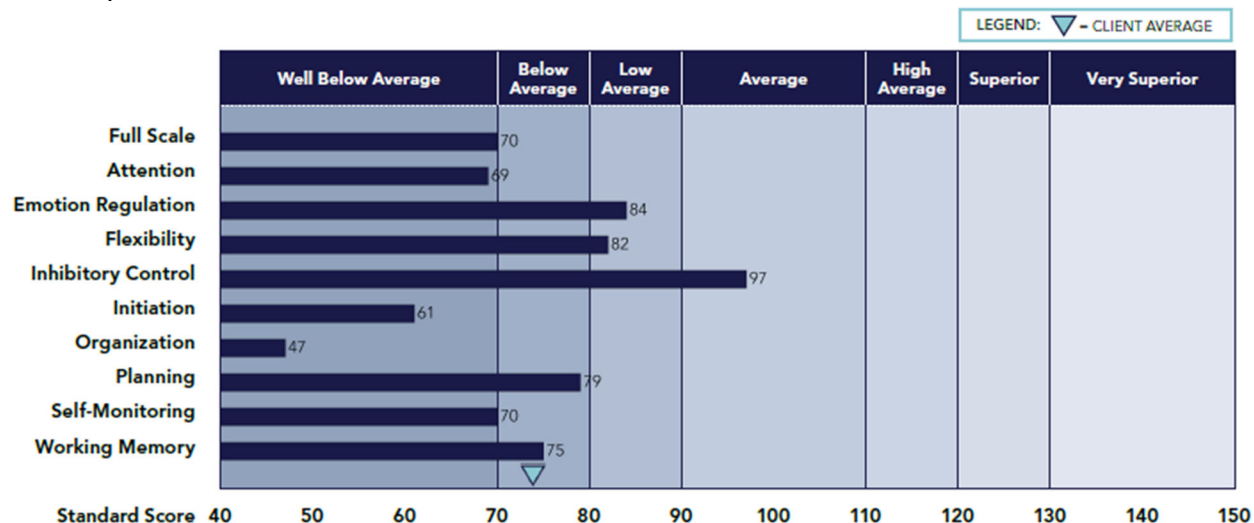
Martin also demonstrated good deductive reasoning, and strong fluid cognitive abilities. Fluid reasoning refers to the ability to use logical reasoning and to figure out rules and patterns. This involves the ability to detect the underlying conceptual relationship among visual objects and the capacity to identify and apply rules to visual stimuli, which requires inductive and quantitative reasoning, broad visual intelligence, and abstract thinking.

Overall the computerized testing did not reveal any concerns regarding Martin's reasoning, memory, or response-inhibition abilities.

### **Attention and Executive Functioning**

Executive functioning can be described as a set of cognitive processes that have to do with managing oneself and one's resources in order to achieve a goal. These skills enable one to plan ahead, evaluate the past, start and finish a task, and manage one's time. They can affect what one does in the present and also how one plans and organizes for the future. Martin's executive functioning skills were measured using self-report questionnaires. Martin reported significant concerns regarding his executive functioning skills, including areas such as attention, emotion regulation, flexibility, initiation, organization, planning, self-monitoring and working memory. His results are depicted in Figure 1.

Figure 1. Normed Referenced Results of Comprehensive Executive Functioning Inventory Self-Report:



Executive Functioning Domains	Description
<b>Attention scale</b>	Reflects his ability to avoid distractions, concentrate on tasks, and sustain attention.
<b>Emotion Regulation scale</b>	Reflects his ability to control and manage his emotions, including staying calm when handling small problems and reacting with a proportionate/appropriate level of emotion.
<b>Flexibility scale</b>	Reflects his ability to adjust his behaviour to meet circumstances, including coming up with different ways to solve problems, changing his behaviour when needed, and being able to develop new ways to reach a goal.
<b>Inhibitory Control scale</b>	Reflects his ability to control his behaviour or impulses, including thinking about consequences before acting, maintaining self-control, and thinking before speaking.
<b>Initiation scale</b>	Reflects his ability to begin tasks or projects on his own, including starting tasks easily, being motivated, and taking the initiative when needed.
<b>Organization scale</b>	Reflects his ability to manage personal effects, work, or multiple tasks, including organizing tasks and thoughts, managing time effectively, and working neatly.
<b>Planning scale</b>	Reflects his ability to develop and implement strategies to accomplish tasks, including planning ahead and making good decisions.
<b>Self-Monitoring scale</b>	Reflects his ability to evaluate his own behaviour in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed.
<b>Working Memory scale</b>	Reflects his ability to keep information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps.

### **Structured ADHD Evaluation**

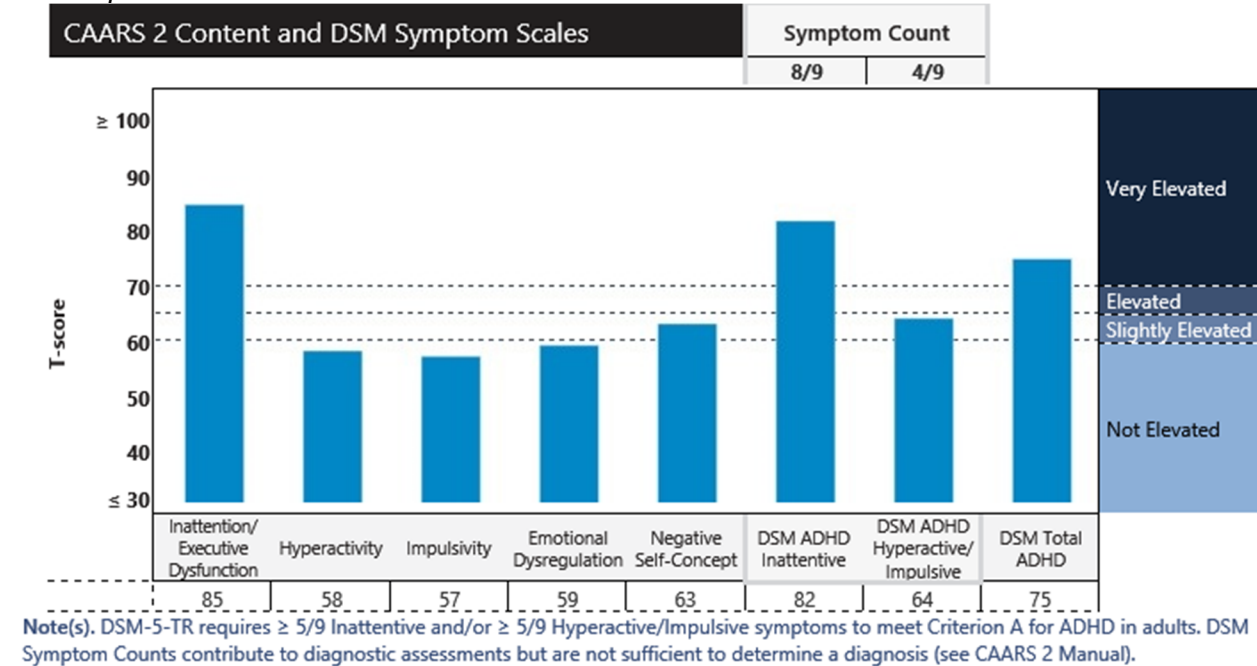
Given these results, Martin's ADHD symptoms were further explored through normed questionnaires, a structured clinical interview, and questionnaires examining impairment.

Martin and an observer completed normed questionnaires regarding Martin's inattention, hyperactivity, and impulsivity symptoms. Their scores were compared to a sample of adult respondents (see Figure 2). Compared to other adults, Martin had significant challenges with ADHD symptoms. For example, Martin noted that he has poor attention or concentration, difficulty keeping his mind on tasks, is easily distracted, forgetful or absent-minded. Martin strongly endorsed such items as: "I lose or misplace things that I need; It's hard for me to shift my focus when needed.; I can only concentrate on things that are interesting to me. ; I need a deadline to get things done. ; I'm late for things like meetings, appointments, or social events."

Similarly, on the Adult ADHD Self-Report Scale, Martin reported significant concerns regarding 11 out of 18 behavioural domains that are most often impacted by ADHD symptomology.

Figure 2. Normed Referenced Results of Conners Adult ADHD Rating Scale, 2<sup>nd</sup> Edition (results are presented using T-Scores<sup>2</sup>)

Self-Report:

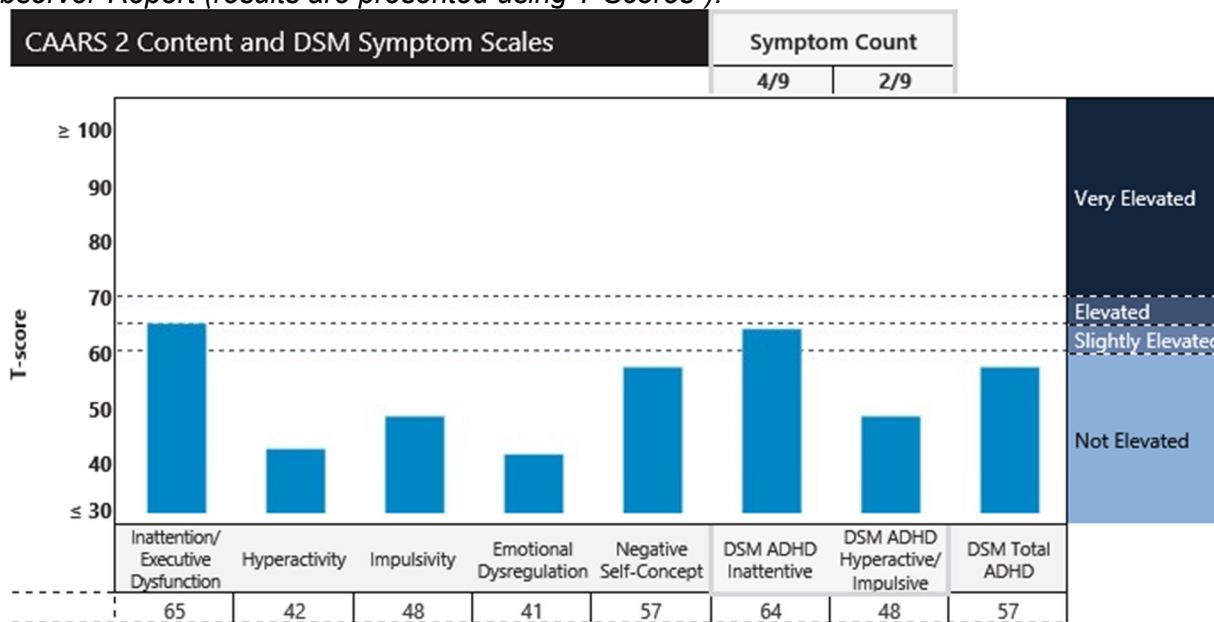


<sup>2</sup> A T-score is a standardized score, based on a normal curve. A T-score of 50 is equal to the average score of a comparison or norm group. Approximately two-thirds of the scores in that norm group will fall between a T score of 40 and a T score of 60. This is the average range. The relationship of T scores to percentiles is shown below:

Score Level	T Score	Percentile Rank
Very High	> 70	> 97% of the reference group
High	> 60	> 84% of the reference group
Average	50	50th percentile of the reference group
Low	< 40	< 16% of the reference group



Observer-Report (results are presented using T-Scores<sup>3</sup>):



**Note(s).** DSM-5-TR requires ≥ 5/9 Inattentive and/or ≥ 5/9 Hyperactive/Impulsive symptoms to meet Criterion A for ADHD in adults. DSM Symptom Counts contribute to diagnostic assessments but are not sufficient to determine a diagnosis (see CAARS 2 Manual).

<sup>3</sup> A T-score is a standardized score, based on a normal curve. A T-score of 50 is equal to the average score of a comparison or norm group. Approximately two-thirds of the scores in that norm group will fall between a T score of 40 and a T score of 60. This is the average range. The relationship of T scores to percentiles is shown below:

Score Level	T Score	Percentile Rank
Very High	> 70	> 97% of the reference group
High	> 60	> 84% of the reference group
Average	50	50th percentile of the reference group
Low	< 40	< 16% of the reference group



*Figure 2 CAARS2 Summary Table:*

Measure	Self-Report Rating	Observer Rating	Common Characteristics of High Scorers
<b>Content Scales</b>			
<b>Inattention/Executive Dysfunction</b>	Elevated	Very elevated	Items about difficulties with paying attention to details, concentrating, staying focused, remembering tasks, planning, time management, prioritizing, and organizing.
<b>Hyperactivity</b>	Not elevated	Not elevated	Items about feeling restless, having difficulty sitting still, tapping hands or feet, talking too much, distracting others, and having trouble doing activities quietly.
<b>Impulsivity</b>	Not elevated	Not elevated	Items about feeling impatient, rushing through things, interrupting others, blurting out answers, acting before thinking, and having trouble waiting.
<b>Emotional Dysregulation</b>	Not elevated	Not elevated	Items about difficulty controlling emotions, such as getting easily irritated or frustrated, overreacting, and having angry outbursts.
<b>Negative Self-Concept</b>	Not elevated	Slightly elevated	Items about low self-confidence, feeling like a failure, and self-criticism.
<b>DSM Symptom Scales</b>			
<b>ADHD Inattentive Symptoms</b>	Slightly elevated	Very elevated	Items representing the nine DSM-5-TR ADHD Criterion A Inattention symptoms.
<b>ADHD Hyperactive/Impulsive Symptoms</b>	Not elevated	Slightly elevated	Items representing the nine DSM-5-TR ADHD Criterion A Hyperactivity and Impulsivity symptoms.
<b>Total ADHD Symptoms</b>	Not elevated	Very elevated	Items from the DSM ADHD Inattentive Symptoms Scale and DSM ADHD Hyperactive/Impulsive symptoms Scale.
<b>Response Style Analysis</b>			
<b>Negative Impression Index</b>	Within the expected range.	Within the expected range.	Identifies an unrealistically negative or possibly exaggerated response style.
<b>Inconsistency Index</b>	Within the expected range.	Within the expected range	Describes inconsistent response patterns.

### **Structured Clinical Interview:**

Given these results, Martin's ADHD symptoms were further explored through a structured clinical interview. The Diagnostic Interview for ADHD (DIVA) was administered to determine whether DSM-5 diagnostic criteria are met. Using this evidence-based tool, the onset of ADHD symptoms during childhood and their persistence into adulthood are established.

Martin was reported to have several symptoms of inattention, hyperactivity and impulsivity. Overall, based on the DIVA-5 structured clinical interview, Martin presently meets six symptoms of inattention and three symptoms of hyperactivity. These symptoms have been present across home, work, and leisure settings, resulting in impairment to his professional and social functioning. These symptoms also cause distress and affect his self-concept.

Martin was interviewed regarding areas of impairment due to these symptoms and endorsed over forty-nine behaviours severely impacted by his ADHD symptomology in the domains of work, education, relationships, lifestyle and self-concept.

### **Impact on Emotional Wellbeing**

The PHQ-9 is a multipurpose instrument for determining the severity of depressive symptoms at the time of assessment. It is not, however, a diagnostic tool on its own for mood and anxiety disorder. His result is indicative of moderate depressive symptoms.

Martin strongly endorsed responses such as "Feeling bad about yourself or that you are a failure or have let yourself or others down."

The GAD-7 is a multipurpose instrument for examining the severity of general anxiety symptoms at the time of the assessment. It is not, however, a diagnostic tool on its own. His result is indicative of mild anxiety symptoms.

The PSS is a multipurpose instrument for examining the severity of perceived stress symptoms at the time of the assessment. It is not, however, a diagnostic tool on its own. His result is indicative of high perceived stress symptoms.

Martin strongly endorsed responses such as Unable to control the important things in your life; Not feeling like you were on top of things.; Difficulties piling up so high, you could not overcome them."

Table 1: ADHD Diagnostic Interview (DIVA-5) Symptom Checklist Summary

<b>Criterion Symptom DSM-5</b>	<b>Present during adulthood</b>	<b>Present during childhood</b>
A1. Often fails to give close attention to details, or makes careless mistakes in schoolwork, work or during other activities	YES	YES
A2. Often has difficulty sustaining attention in tasks or play activities	YES	YES
A3. Often does not seem to listen when spoken to directly	LIKELY	YES
A4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace	YES	YES
A5. Often has difficulty organizing tasks and activities	YES	YES
A6. Often avoids, dislikes, or is reluctant to engage in tasks that requires sustained mental effort	YES	LIKELY
A7. Often loses things necessary for tasks or activities	YES	YES
A8. Often easily distracted by extraneous stimuli	LIKELY	YES
A9. Often forgetful in daily activities	LIKELY	NO
<b>Total number of criteria Attention Deficit</b>	<b>6/9</b>	<b>7/9</b>
H/I 1. Often fidgets with or taps hands or feet or squirms in seat	YES	YES
H/I 2. Often leaves seat in situations when remaining seated is expected	YES	NO
H/I 3. Often runs about or climbs in situations where it is inappropriate (in adolescents or adults this may be limited to subjective feelings of restlessness)	NO	YES
H/I 4. Often unable to play or take part in leisure activities quietly	NO	NO
H/I 5. Is often "on the go" acting as if "driven by a motor"	YES	NO
H/I 6. Often talks excessively	NO	NO
H/I 7. Often blurts out an answer before a question has been completed	NO	YES
H/I 8. Often has difficulty awaiting his or her turn	LIKELY	NO
H/I 9. Often interrupts or intrudes on others	NO	LIKELY
<b>Total number of criteria Hyperactivity/Impulsivity</b>	<b>3/9</b>	<b>3/9</b>

### **Formulation**

Martin is a 30-year-old professional who has long-standing challenges with inattention and executive functioning.

Based on normed questionnaires, observations made during the assessment sessions, cognitive testing, and a structured diagnostic interview, Martin is diagnosed with **Attention Deficit Hyperactivity Disorder, Predominantly Inattentive type (DSM-5 314.00, ICD-11-CM 6A05.0), in the moderate to severe range**. These symptoms occur across settings (i.e., work and home), have been present for longer than six months (in fact since childhood) and cause significant impairment in Martin's life.

ADHD can result in impairment in personal or professional functioning. For example, Martin has to work much more slowly than others in order to complete work accurately. He also reported being easily distracted at work and in personal life. Martin also noted having difficulty planning and meeting deadlines and is dependent on external structures such as a ticketing system he has devised to manage his tasks. He frequently forgets his belongings and is late for his appointments. Martin has had difficulty maintaining social contacts and struggles with appropriate assertiveness in his communication, and as a result finds himself escalating impulsively out of frustration.

Several areas noted on rating forms completed by Martin and his sister were indicated as bothering Martin a great deal or interfering with Martin's life in general. These include items with the areas of social functioning, occupational or academic functioning, and other domains of life management, such as problems in relationships with family members, problems with underachievement, and neglecting family/household responsibilities. These symptoms reportedly cause distress and interfere with Martin's daily life.

Martin reported significant concerns regarding his executive functioning skills, including areas such as organization, attention, initiation, planning, and self-monitoring. Martin's deficits in executive functioning serve as an impediment to his achieving personal goals, work performance and academic results on par with his potential. It is, therefore, important for him to understand and be supported in addressing his executive functioning needs. More specifically, Martin requires assistance and intervention with the executive functioning areas of: Initiating (starting activities or devising problem-solving strategies), Focusing (e.g. sustaining attention or concentrating on a task, difficulty attending to multiple things at once such as listening to instructions while taking notes), Planning, (prioritizing and managing time, estimating how long things will take, setting goals and following a timeline), Self-Monitoring (recognizing mistakes, checking to make sure performance or behaviour is on track), Organizing (keeping track of and efficiently managing belongings, work materials, and incoming information such as note-taking and having well-sorted binders), Emotion Regulation (controlling and managing emotions, including staying calm when handling small problems and reacting with the right level of emotion), and Flexibility (adjusting behavior to meet circumstances, including coming up with different ways to solve problems, changing behavior when needed, and being able to come up with new ways to reach a goal).

Given Martin's strengths, including his excellent cognitive abilities, abundant motivation, self-awareness, and resilience despite experiencing difficulties due to his ADHD symptoms, as well as his proven ability to develop auxiliary structures to mitigate his symptoms, we are optimistic that he will be able to pursue his potential and achieve personal and professional success.

### **General Recommendations**

1. Martin should discuss the current ADHD diagnosis with his family physician in order to explore all possible treatment options, including pharmacological interventions.
  - a. For more information regarding pharmacological interventions, please see the treatment and assessment guidelines for Canadian healthcare providers by the Canadian ADHD Resource Alliance:  
<https://services.psychoedclinic.com/adhdtraining>
2. Martin will also benefit from therapy focused on Executive Functioning/ADHD coaching (focusing on organizational systems and using environmental changes to manage distractions).
3. The Centre for ADHD Awareness Canada (CADDAC) has numerous events and resources beneficial to adults with ADHD. See more at <https://caddac.ca/>
4. Sleep difficulties can often co-occur with ADHD and worsen the symptoms of anxiety, inattention, and irritability. Strategies that can help with sleep include:
  - a. Progressive muscle relaxation: PMR helps you to relax your muscles through a two-step process. First, you systematically tense particular muscle groups in your body, such as your neck and shoulders. Next, you release the tension and notice how your muscles feel when you relax them. This exercise will help you to lower your overall tension and stress levels, and help you relax when you are feeling anxious. See <https://www.anxietycanada.com/sites/default/files/MuscleRelaxation.pdf> and here for a guided audio instructions:  
<https://www.anxietycanada.com/articles/how-to-do-progressive-muscle-relaxation/> )
  - b. Improving sleep hygiene is also important for a better sleep:  
<https://www.anxietycanada.com/articles/making-sleep-count-active-steps/>
5. Martin would benefit from therapy and follow up consultation and monitoring with family physician regarding mood and anxiety difficulties.
6. While there is no specific diet that has extensive scientific evidence to show that it results in significant improvement of symptoms of ADHD in adults, there are certain nutritional strategies that may help manage the symptoms and improve

overall health. It's always **advisable to seek guidance from a healthcare professional or a registered dietician to ensure you are meeting all your nutritional needs and not making drastic changes that could potentially be harmful.** They can provide guidance based on your specific needs and circumstances. Here are some general suggestions that might be useful:

- a. **Balanced Diet:** Aim for a diet that includes a variety of foods from all food groups: fruits, vegetables, whole grains, lean proteins, and healthy fats.
  - b. **Protein-Rich Foods:** Protein can have alerting effects and help with concentration, making it beneficial for people with ADHD. Include sources such as lean meats, fish, eggs, beans, nuts, and dairy products in your diet.
  - c. **Complex Carbohydrates:** Choose complex carbs like whole grains, fruits, and vegetables over simple carbs. Complex carbohydrates are digested more slowly and cause a more gradual change in blood sugar, which can help manage energy levels and mood.
  - d. **Omega-3 Fatty Acids:** Some research suggests that Omega-3 fatty acids may improve ADHD symptoms. Foods high in omega-3s include fatty fish (like salmon and tuna), flaxseeds, chia seeds, walnuts, and fortified foods.
  - e. **Reduce High Glycemic Index Food:** While sugar doesn't cause ADHD, high sugar fluctuations can exacerbate symptoms.
  - f. **Adequate Hydration:** Water is essential for brain health and function. Dehydration can lead to difficulty concentrating and other symptoms that can exacerbate ADHD.
  - g. **Regular Eating Schedule:** Irregular eating patterns and skipping meals can lead to fluctuations in blood sugar levels, causing mood swings and difficulty concentrating.
7. Mindfulness training is a practice that involves being fully present and engaged in the here and now, including paying attention to your thoughts and feelings without judgment or distraction. This technique draws on the principles of meditation and involves exercises designed to increase one's awareness and acceptance of their moment-to-moment experiences. It can be especially beneficial for Martin, as it teaches skills to manage the wandering mind, which is a common challenge. It can improve executive function, which governs planning, organization, and impulse control. By regularly practicing mindfulness, Martin can learn to reduce the automatic responses to stimuli that can lead to hyperactivity or inattentiveness, thereby fostering a greater sense of emotional balance and mental clarity. Suggested resources include:
- a. **Phone Apps:**
    - i. **UCLA Mindful App** was developed by the Mindful Awareness Research Center at UCLA. This app offers an accessible introduction to mindfulness meditation. It features guided meditations, including ones specifically for sleep, stress, and difficult emotions, making it a comprehensive tool for someone with ADHD. The app also includes informative videos about mindfulness, helping Martin deepen his



understanding and practice. <https://www.uclahealth.org/marc/ucla-mindful-app>

- ii. Headspace is a meditation app that offers guided meditations, mindfulness practices, and animations to teach users about mindfulness. The app provides sessions on a variety of topics, including focus, stress, and sleep, which can be particularly helpful for Martin to learn how to settle his mind, focus on the present, and reduce hyperactivity. <https://www.headspace.com/>
- iii. Oak is a user-friendly meditation and breathing exercise app that aims to promote relaxation and mindful living. It offers guided and unguided meditations, breathing exercises for relaxation or focus, and sleep meditations. For someone with ADHD, the breathing exercises can be particularly beneficial for managing anxiety and impulsivity, while the meditation practices can help in improving concentration: <https://www.oakmeditation.com/>

b. Books:

- i. *"Wherever You Go, There You Are"* by Jon Kabat-Zinn. This book offers a comprehensive introduction to mindfulness meditation. Kabat-Zinn, the founder of the Mindfulness-Based Stress Reduction program, presents mindfulness as a simple yet powerful way to connect with the present moment. The book provides practical advice, philosophical reflections, and short, easy exercises that can be integrated into everyday life. More resources are also available here: <https://jonkabat-zinn.com/>
- ii. *"The Mindfulness Prescription for Adult ADHD"* by Lidia Zylowska, M.D. This book offers a program of eight steps that combine mindfulness skills with evidence-based ADHD treatments. It includes practical exercises, scripts for mindfulness practices, and real-life stories demonstrating how mindfulness can help those with ADHD to enhance focus, manage emotions, and improve relationships.

8. Having ADHD and being creative can often go hand in hand, as both traits involve a unique way of thinking and processing information. While ADHD presents challenges in terms of attention regulation and impulsivity, it also offers certain cognitive advantages that can contribute to enhanced creativity. The following are some strategies that can help Martin harness his creativity:

- a. Embrace Divergent Thinking: Acknowledge and value his ability to think outside the box and generate a wide range of ideas. When brainstorming, he should let his mind explore different avenues without self-censorship.
- b. Leverage Hyper-focus: Identify projects that genuinely capture his interest will allow him to become immersed during periods of hyper-focus in a time-controlled manner. Engaging in this heightened state of concentration can lead to significant progress on his endeavours.
- c. Create a Structured Environment: Establish an organized workspace to minimize distractions. Having a designated area for creative work can help Martin focus his attention and maintain consistency.



- d. **Capture Ideas Immediately:** Keep a notebook or use digital devices to quickly jot down ideas; this helps prevent the loss of creative insights due to memory lapses.
- e. **Collaborate with Others:** Partner with colleagues or creative peers provides a balance of strengths and helps compensate for challenges. Collaborators offer diverse perspectives and contribute to the momentum of projects.
- f. **Develop Rituals:** Create rituals or routines that signal the start and end of creative sessions can facilitate a smooth transition into focused work and maintain a consistent creative practice.
- g. **Embrace Failure as Learning:** Understand that not every creative endeavour will yield perfect results. Embracing failure as a natural part of the creative process allows for continuous learning and growth.
- h. **Cultivate Curiosity:** Maintain a curious outlook and exploring new subjects, ideas, and experiences can fuel Martin's creative pursuits. A curious mindset can lead to unexpected sources of inspiration and innovation.

### **Workplace Accommodations Recommendations**

1. In light of the present assessment results, Martin requires a quiet and controlled environment to perform cognitively demanding tasks. Due to the severity of his ADHD symptoms, extraneous stimuli, such as other people talking, ambient office noise, and proximal movement, can significantly interfere with his focus and be detrimental to his performance. Consideration should be given to providing Martin with a controlled environment (including digital environments) for carrying out detail-oriented work, such as a quiet space, reduced interruptions (or interruptions contained to a specific range of time during the day), reduced computer or messaging notifications, and tools such as noise cancelling headphones, opportunities to listen to music without lyrics, etc., to reduce extraneous stimuli when possible.
  - **Quiet and Organized Workspace:** Martin would benefit from a distraction-free environment. This could mean providing a private office or a quiet zone, or allowing the use of noise-cancelling headphones. An organized workspace with minimal clutter can also reduce distractions and keep Martin on task.
2. Martin may benefit from, and should be provided access to, use of a "standing desk" which allows him to alternate between sitting and standing while working. This routine can be combined with structured breaks (e.g., the Pomodoro Technique) where he takes frequent breaks between set periods of working while standing or sitting.
3. **Flexible Work Hours:** Allowing flexible start and end times can be beneficial, especially if Martin finds he is more productive during certain times of the day. This flexibility can help him work during his peak focus periods.

4. **Structured Workflows:** Implementing structured workflows can provide clarity and help manage expectations. This can include clear deadlines, step-by-step processes, and regular checkpoints, helping Martin know he is on task.

### **ADHD and Executive Functioning Recommendations**

Given the ADHD diagnosis, the skills required for efficient learning and working will be inconsistent for Martin. Skills such as sustaining attention, focusing, using his working memory capacity, etc., may be good during certain tasks while failing him in other activities. To try and alleviate this variability, Martin should explore strategies such as managing procrastination, improving time management and mitigating time blindness, exercising prospective and long-term memory functions, as well as increasing metacognition and the use of a standing desk.

1. Given Martin's diagnosis of ADHD, they may struggle with procrastination due to a combination of cognitive, emotional, and motivational factors. Strategies to understand why Martin may be procrastinating (e.g., "I find this daunting vs. I have enough time vs. I don't know where to start") will help to reduce time spent avoiding initiation and completion. The following resources may help identify the reasons for procrastination and provide strategies to alleviate it:
  - a. <https://www.additudemag.com/why-do-i-procrastinate/>
  - b. <https://hbr.org/2017/10/5-research-based-strategies-for-overcoming-procrastination>
  - c. <https://mcgraw.princeton.edu/undergraduates/resources/resource-library/understanding-and-overcoming-procrastination>
2. Martin may improve management of his schedule and procrastination by collaborating with others. Joining a writing group or using FocusMate (<https://www.focusmate.com/>) may assist Martin in overcoming initiation blocks in professional writing.
3. Martin's diagnosis of ADHD indicates his sense and management of time may be impaired, but there are several strategies that can be effective in helping him better mitigate the impact of this limitation. Here are some examples:
  - a. Use a planner or calendar: A planner or calendar can be a helpful tool to keep track of appointments, deadlines, and other important events. It's important to choose a planner or calendar that is easy to use and visually appealing, as this can make it more likely that the individual will use it consistently.
  - b. Break tasks into smaller steps: Martin can sometimes struggle with starting and completing tasks. Breaking larger tasks into smaller, more manageable steps can help make them feel less overwhelming and easier to tackle. A great tool that can help break down tasks is: <https://goblin.tools/> which uses AI to generate lists of actions required to complete a task.
  - c. Prioritize tasks: Prioritization can optimize focus on what tasks are most important to accomplish a goal and avoid getting bogged down by less

- important tasks. One effective strategy is to use the Eisenhower Matrix. This tool helps you divide your tasks into four categories: the tasks you'll do first, the tasks you'll schedule for later, the tasks you'll delegate, and the tasks you'll delete.
- d. Use timers or reminders: Timers or reminders can be helpful to stay on track and avoid getting sidetracked by distractions. For example, setting a timer for a work interval can help the individual stay focused during that time.
  - e. Create a routine: Establishing a consistent routine can help Martin manage his time more effectively. This can include setting a regular sleep schedule, designating specific times for work or other activities, and establishing a regular exercise regimen.
  - f. Pomodoro Technique: The Pomodoro Technique, which involves breaking work into intervals separated by short breaks, can be an effective time management strategy. It provides structure, reduces overwhelm, promotes focus, and provides built-in breaks.
4. The Pomodoro Technique is a time management method that involves breaking work into intervals, traditionally 25 minutes in length, separated by short breaks. The technique was developed by Francesco Cirillo in the late 1980s and has become a popular productivity tool. The Pomodoro Technique is effective for Martin and other individuals with ADHD for several reasons:
- It provides structure: Individuals with ADHD often struggle with time management and organization. The Pomodoro Technique provides a clear structure for work periods and breaks, which can help with staying focused and avoiding distraction.
  - It reduces overwhelm: The Pomodoro Technique breaks work into manageable chunks, which can reduce feelings of overwhelm and anxiety that can be common in individuals with ADHD.
  - It promotes focus: The focused work intervals in the Pomodoro Technique can help improve the ability to concentrate by avoiding multi-tasking and distraction.
  - It provides built-in breaks: The technique includes regular breaks, which can help manage energy levels and avoid burnout.
  - To use the Pomodoro Technique, an individual sets a timer for a 25-minute work interval and focuses on a single task during that time. After the 25-minute interval, the individual takes a short break (typically 5 minutes) before starting the next work interval. After four work intervals, the individual takes a longer break (typically 15-30 minutes) before starting the process over again.
  - Some Pomodoro apps that can be used to implement the technique include:
    - 1. Forest: Forest is a Pomodoro app allowing users to grow a virtual tree during work. If the user leaves the app during the work interval, the tree dies. Over time, users can grow a virtual forest as they complete more work intervals. Available on iOS and Android. <https://www.forestapp.cc/>

2. **Focus Keeper:** Focus Keeper is a simple, customizable Pomodoro app that tracks work intervals and provides visual and audio cues to help users stay on track. The app includes detailed statistics and the ability to adjust work and break intervals. Available on iOS and Android. <https://focuskeeper.co/>
  3. **Pomodor:** Pomodor is a minimalist, web-based Pomodoro timer. <https://pomodor.app/timer>
  4. **PomoDoneApp:** PomoDone is a Pomodoro timer that integrates with popular task management tools and provides detailed reports on time usage and progress. <https://pomodoneapp.com/>
  5. **Be Focused:** Be Focused is a Pomodoro app that includes features like customizable work and break intervals, detailed statistics, and the ability to set recurring tasks. The app also includes integration with Apple Health and the ability to sync data across devices. Available on iOS and macOS.
5. Time-blindness is a common symptom of ADHD, which may make it difficult for Martin to consistently perceive and keep track of time. Here are some strategies that can help him overcome time-blindness:
- **Use timers and alarms:** Timers and alarms can be helpful tools to help Martin stay on track and keep track of time. Setting an alarm to signal the end of a work interval or a reminder to switch tasks can help staying focused and avoid losing track of time. The Pomodoro Technique could be useful in this regard.
  - **Establish routines:** Establishing a consistent routine can help Martin better manage his time. Setting regular times for waking up, eating meals, and engaging in other activities can help Martin stay on track and avoid losing track of time.
  - **Practice mindfulness:** Mindfulness training can help Martin become more aware of his thoughts and feelings, including his perception of time. Mindfulness techniques like meditation, deep breathing, and body scans can help Martin become more present and focused, which can help him better manage his time.
  - **Use visual aids:** Visual aids like calendars, visual timers, schedules, and to-do lists can be helpful for Martin to keep track of his tasks and manage his time more effectively. A visual timer with a coloured dial can help Martin avoid losing track of time. Examples of apps and physical visual timers include:
    - **Visual Timer for iOS:** <https://apps.apple.com/ca/app/visual-timer/id1392401197>
    - **Visual Timer for Android:** <https://play.google.com/store/apps/details>
    - **Physical Timers:** <https://www.timetimer.com/>
6. Martin may also struggle with prospective memory, which involves remembering to do something in the future, such as attending an appointment, submitting an assignment, etc. Strategies that can help with prospective memory include:
- a. **Weekly calendar:** Martin can improve his recall by writing reminders/instructions for the week on a large erasable board that is

- mounted in daily view. Post-it notes provide an effective and easy way of creating such a weekly wall planner.
- b. Annual wall planner: Martin can use a wall planner for designing and routinely seeing his long-term plans.
  - c. Using a task and to-do list application (preferably one that synchronizes across devices). Examples include:
    - i. Todoist (<https://todoist.com/>) is a full featured task manager with a simple and accessible interface. It allows users to create tasks, set deadlines, and organize tasks into projects.
    - ii. Remember The Milk ([www.rememberthemilk.com](http://www.rememberthemilk.com)) is a straightforward and easy-to-use task manager with features such as reminders, sharing, and organization of tasks.
7. Martin may also benefit from direct instruction focused on improving his metacognitive skills. This can be done by having him:
- a. Develop a plan before approaching a learning task, such as reading for comprehension or solving a math problem.
    - i. During the planning phase, he can ask himself: What am I supposed to learn? What prior knowledge will help me with this task? What should I do first? What should I look for in this reading? How much time do I have to complete this? In what direction do I want my thinking to take me?
  - b. Monitor his understanding.
    - i. During the monitoring phase, he can ask himself: How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? Should I adjust the pace because of the difficulty? What can I do if I do not understand?
  - c. Evaluate his thinking after completing the task.
    - i. During the evaluation phase, some questions he can ask are: How well did I do? What did I learn? Did I get the results I expected? What could I have done differently? Can I apply this way of thinking to other problems or situations? Is there anything I don't understand—any gaps in my knowledge? Do I need to go back through the task to fill in any gaps in understanding? How might I apply this line of thinking to other problems?
8. Inattention and distraction can severely impact an individual's ability to retain information in memory. "Chunking" of information and making sure each chunk is understood and retained before moving on to the next is important. Index cards can be helpful to that end. Martin would benefit from using index cards (flashcards) to review and memorize information. Digital flashcard resources include: [www.quizlet.com](http://www.quizlet.com) and <https://apps.ankiweb.net/>. These digital flashcard tools allow the easy incorporation of visuals and audio segments into flashcards.

Martin may benefit from resources that teach self-management strategies that explicitly target the executive functioning deficits associated with an ADHD diagnosis, including:

- a. "ADHD 2.0: New science and essential strategies for thriving with distraction-from childhood through adulthood" by Edward Hallowell, and John Ratey, published in 2021.
- b. "Taking Charge of Adult ADHD" by Russell Barkley and "Understand Your Brain, Get More Done" by Ari Tuckman.
- c. "The Smart but Scattered Guide to Success - How to Use Your Brain's Executive Skills to Keep Up, Stay Calm, and Get Organized at Work and at Home" by Peg Dawson and Richard Guare.



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Dr. Saeid Chavoshi, C. Psych  
Registration #:6799

Date: January 16, 2024



## Odd One Out

Measures deductive reasoning — the ability to effectively apply rules to information and arrive at logical conclusions.

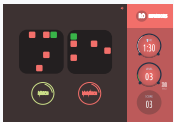
AVERAGE

**105** | 63  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with deductive reasoning include:

- Evaluating a complex argument and deciding if you agree.
- Applying government rules to your finances to properly do your taxes.
- Noticing the details of a story and making inferences beyond what is directly stated—such as a character's emotions, or the story's message.
- Creating effective arguments for a position in a debate or essay.



## Rotations

Measures the ability to mentally rotate visual representations of objects, required to reason about what objects are, where they are, and where they belong.

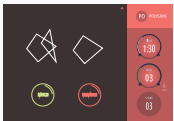
AVERAGE

**93** | 33  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with mental rotation include:

- Navigating using a map, and knowing which direction you are facing.
- Planning a new layout for a room.
- Finding your way around a city using landmarks.
- Creating or assembling—like when building a deck, or putting together furniture based on a diagram.



## Polygons

A measure of visuospatial processing — the ability to effectively process and interpret visual information.

AVERAGE

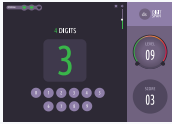
**98** | 44  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with visuospatial processing include:

- Creating art, or drawing diagrams.
- Repairing household items by spotting what is wrong with them and applying the right fix.
- Identifying a mistake in a document at work.
- Doing graphic design work or creating a web site.





## Digit Span

Measures verbal short-term memory capacity, which is needed to hold information in mind and verbally rehearse it until it is needed.

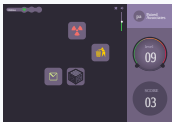
AVERAGE

**98** | 46  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with verbal short-term memory include:

- Understanding long sentences by remembering the beginning of the sentence by the time you get to the end.
- Writing down a phone number or entering credit card information.
- Taking notes during a meeting.
- Remembering all the points you wanted to bring up on a phone call.

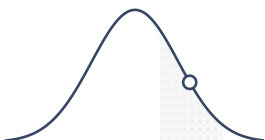


## Paired Associates

A measure of episodic memory — the ability to remember specific events, paired with the context in which they occurred.

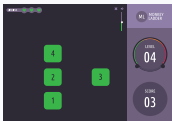
AVERAGE

**108** | 71  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with episodic memory include:

- Remembering which cupboard you put your groceries in.
- Learning what each button does in a new app or device.
- Remembering who you talked to yesterday, and at what time.
- Following safety procedures by pairing a potentially dangerous situation with warning signs or steps needed to stay safe.

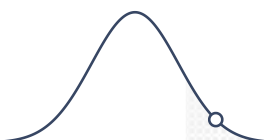


## Monkey Ladder

A measure of visuospatial working memory — the ability to remember information about objects in space, and update memory based on changing circumstances.

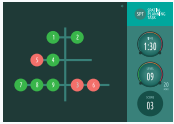
AVERAGE

**113** | 81  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with visuospatial working memory include:

- Following step-by-step instructions to carry out a task in a few different locations.
- Viewing a route on a map, then following the route from memory.
- Understanding positioning in sports, and carrying out pre-planned plays.
- Viewing a document, then carrying out the written instructions.

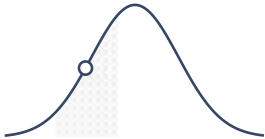


## Spatial Planning

A measure of planning — the ability to act with forethought and prepare a sequence of steps to reach a goal.

AVERAGE

**92** | 31  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with planning include:

- Deciding the order of items to pack in a trunk or moving van.
- Organizing your schedule to effectively balance work, chores, and social life.
- Planning where to put your hands and feet when rock climbing.
- Building or assembling furniture without any instructions.

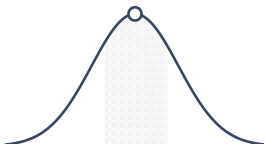


## Token Search

Measures working memory — the ability to temporarily hold information in mind and manipulate or update it based on changing circumstances or demands.

AVERAGE

**100** | 50  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with working memory include:

- Systematically searching for a lost item in your home.
- Solving a mystery by remembering a set of clues, then rearranging them in your mind to tell a story and form a theory.
- Finding the most efficient way to complete a to-do list of tasks around your home before leaving in the morning.
- Efficiently navigating shifting priorities at work.

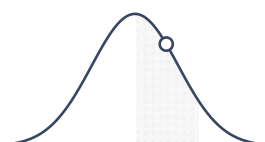


## Feature Match

A measure of attention — the ability to focus on relevant details or differences.

AVERAGE

**105** | 62  
Percentile



**Result is within the AVERAGE range.** Common everyday activities associated with attention include:

- Staying focused on a task when it counts, such as when driving.
- Identifying similarities and differences when comparing two things, such as two similar brands of a household product.
- Noticing small interpersonal details, like a partner's haircut, or subtle facial expressions indicating that somebody is upset or bored.

## Assessment Details

ID: martin112023

Date: 2023/11/21

## Questionnaire Details



### ASRS Questionnaire

#### ADHD-Related Symptoms

The Adult ADHD Self-Report Scale (ASRS) is a multipurpose instrument for determining the severity of ADHD symptoms in adults, while also allowing for the monitoring of symptom changes and effects of treatment over time. The Symptom Checklist consists of 18 DSM-IV-TR criteria. Questions one through six (Part A) of the Symptom Checklist were found to be the most predictive of symptoms consistent with ADHD. Questions seven through eighteen (Part B) are supporting questions that can serve as probes into the patient's symptoms.

**Indicative** of symptoms that are consistent with ADHD.



#### Test Scores

**5 of 6** ADHD symptoms in Part A

**6 of 12** ADHD symptoms in Part B

#### Threshold

**4 or more** ADHD symptoms in Part A (predictive of ADHD symptoms)

**No threshold** for Part B (supporting questions).

#### Symptoms

The following activities may be more challenging for this individual, based on their responses to items in this questionnaire:

##### Part A - symptoms most predictive of ADHD:

- Wrapping up projects
- Getting things in order
- Remembering appointments test
- Starting tasks requiring a lot of thought
- Fidgeting or squirming

##### Part B "ADHD Symptoms:

- Making careless mistakes
- Keeping attention on boring/repetitive work
- Concentrating on what people say
- Misplacing things
- Leaving seat during meetings
- Feeling restless or fidgety

Kessler, R. C., Adler, L., Ames, M., Demler, O., Faraone, S., Hiripi, E., Howes, M. J., Jin, R., Secnik, K., Spencer, T., Ustun, T. B., & Walters, E. E. (2005). [The World Health Organization adult ADHD self-report scale \(ASRS\): a short screening scale for use in the general population](#). *Psychological Medicine*, 35, 245-256.

Kessler, R. C., Adler, L., Gruber, M. J., Sarawate, C. A., Spencer, T., & Van Brunt, D. L. (2007). [Validity of the World Health Organization Adult ADHD Self-Report Scale \(ASRS\) Screener in a representative sample of health plan members](#). *Psychiatric Research*, 16, 52-65.