



## Questionnaire on Academic Impacts and Adaptive Strategies for Students with ADHD (QAIAS-ADHD): Part A

*The QAIAS-ADHD is designed to pinpoint specific elements that can hinder learning. It aims to identify existing problems and possible solutions. This is not a diagnostic tool and has not been scientifically validated.*

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Part A: Exploring the problems that students with ADHD may have and the potential impacts on their academic life

*Identify the frequency or level of impact on school functioning. Indicate:*

*0 = Not applicable (N/A)*

*1 = Never-sometimes / Mild (problems are not frequent and/or have little impact)*

*2 = Often / Moderate (problems are often present and/or have a noticeable impact)*

*3 = Very often / Severe (problems are very often present and/or have a major impact)*

### Attention (in class and/or during exams)

*0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe*

	I make careless mistakes.
	I lose my train of thought (I start daydreaming).
	I must take breaks or I feel scattered.
	I am distracted by the noises and visual stimuli around me.
	I forget or misplace my school things.

### Reading

*0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe*

	I have trouble concentrating or I fall asleep when reading.
	I need to read over a text several times to retain information.
	I read too quickly or skip words or paragraphs.
	I have trouble synthesizing a text I've read (identifying and summarizing the important points).
	I have trouble understanding the meaning of the words I read.
	I read more slowly than other students of the same age.

### Handwriting

*0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe*

	I must copy each word more slowly so that my writing is legible.
	I do not write very legibly or my writing is messy.



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Developed by Clinique FOCUS, under the coordination of Marie-Claude Guay, PhD, neuropsychologist (UQAM) and the adaptive services teams at Cégep de St-Jérôme and Cégep de Ste-Foy, and under the coordination of Dr. Annick Vincent. (Revised: April 2014)

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<b>Writing</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I have trouble organizing my thoughts when composing a text.
	I make spelling, punctuation and grammar mistakes.
	I reverse, skip or mistake letters or words when I write.
	I make careless mistakes when I write.

<b>Note taking</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I have trouble listening to my teacher while taking notes.
	I do not take any notes because it is far too difficult for me.

<b>Tests and exams</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I do not have enough time to read the questions carefully and/or to revise my answers.
	I feel very anxious or panic-stricken at test and exam time.
	I have failed a course or had to redo a course.
	I had to change programs because I failed some of my courses.

<b>Time management</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I forget to do or to hand in my assignments.
	I am behind in my courses.
	I skip certain classes.
	I have trouble getting on task at the right time (I procrastinate).
	I have trouble setting study priorities and following my plan.
	I am unable to manage my schedule.
	I go to bed late to catch up on my work.
	I work more effectively when at the last minute.

<b>Space management</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I am easily distracted by everything around me.
	I do not have a functional workspace where I can study.
	My workspace is cluttered or upside down.
	My schoolbag is messy or upside down.
	My school papers or materials are damaged because they are not stored properly.
	I lose or misplace my things.

<b>Restlessness</b>
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<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I have trouble staying still.
	I disturb others around me because I am so restless.
	I work better when I can move around.
	I fall asleep if I stay still.
	I doodle or draw to stay alert.
	I become impatient or tense if I have to stay still.

<b>Behaviour management</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I speak impulsively and/or interrupt people.
	My behaviours or attitudes have already gotten me into trouble at school.
	I have dropped courses impulsively.
	I become impatient or tense if I have to stay still.
	I have trouble working in teams.
	I have problems with authority figures.

<b>Emotional management</b>	
<i>0 = N/A; 1 = Never-sometimes / Mild; 2 = Often / Moderate; 3 = Very often / Severe</i>	
	I experience mood swings.
	I am anxious, stressed or easily worried.
	I have trouble working in teams.
	I become impatient or tense if I have to stay still.
	I feel sad or discouraged.
	I lack self-confidence.
	I have trouble getting motivated.
	I am touchy, I have trouble accepting criticism.

