



## 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.





## Questionnaire on Academic Impacts and Adaptive Strategies

### for Students with ADHD (QAIAS-ADHD): Part B

Part B: Exploring the solutions/aids/tools that can help reduce the impacts of ADHD on academic life  
Identify the strategies that could improve your functioning at school. Indicate:

0 = Not applicable (N/A)

1 = Being used and effective

2 = Tried but did not work

3 = Not being used but could be helpful

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

0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful

	Using ear plugs or headphones allows me to be less distracted by noise and visual stimuli.
	Isolating myself allows me to be less distracted by different stimuli.
	Taking planned breaks helps me stay on task more effectively.
	Writing myself notes about the things I need to take with me helps me be less forgetful.

#### Reading

0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful

	Reading a text over several times helps me retain information.
	Slowing down my pace helps me to read the entire text (to avoid reading too quickly or skipping words or paragraphs).
	Taking notes allows me to identify the most important points in a text and to summarize (synthesize) it.
	Taking time to synthesize a paragraph read with visual planning software (e.g., Inspiration) helps me organize my notes on my readings.
	Listening to a text read with voice-synthesis (text-to-speech) software (e.g., WordQ, Lexibar) helps me with reading during my studies and/or exams.
	Fidgeting helps me stay focused when I read.

#### Handwriting

0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful

	Taking the time to copy out each word helps me write more legibly.
	Using word-processing software helps me produce more legible texts.



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<b>Writing</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Organizing my ideas using visual planning software (e.g., Inspiration) helps me compose (develop) my texts.
	Using word-processing software helps me rework my texts without having to erase everything.
	Using software designed for word prediction, voice synthesis (texts read out word for word) or voice feedback (sentences read out) (e.g., WordQ, Lexibar) helps me compose my texts.
	Using spelling/grammar checking software (Antidote) helps me spot my mistakes.

<b>Note taking</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Having access to course notes helps me follow my classes.
	Having access to another student's notes helps me complete mine.
	Recording the lesson and listening to it later helps me spot what I missed.

<b>Tests and exams</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Having extra time helps me read the questions and/or revise my answers.
	Using ear plugs or headphones allows me to be less distracted by the noise around me.
	Being in a separate room allows me to be less distracted by the noises and visual stimuli around me.
	Having access to reading and writing software helps me to better show what I know.

<b>Time management</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Using a daytime planner and setting an alarm reduces my forgetfulness.
	Planning my morning routine helps me get to school on time.
	Attending class is very important to me.
	Planning to do tasks by order of priority helps me get organized.
	Dividing my tasks into shorter steps helps me get on task at the right time and respect my deadlines.
	Planning my evenings helps me balance out the way I spend them.
	Maintaining a balanced lifestyle helps me function better.

<b>Space management</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Arranging my workspace to reduce the sources of distraction helps me stay concentrated.
	Having a functional and tidy workspace helps me work better.
	Storing my things in plain sight reduces my chances of forgetting, misplacing or losing them.
	Properly storing my papers and books helps me keep them in better condition.
	Preparing each evening the things to take to the next day's class and putting them in a pre-determined spot helps me not to forget or misplace them.

<b>Restlessness</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Moving around helps me concentrate and stay alert.
	Practising a regular physical activity helps me function better.
	Doodling, manipulating an object and moving my hands or feet without bothering the people around me helps me channel my restlessness.

<b>Behaviour management</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Taking a moment to note down what I want to say helps reduce my impulsivity in class or in group meetings.
	Taking a momentary pause allows me to give more thought to my decisions and actions.
	Respecting authority figures and being polite improves my interpersonal relationships.

<b>Emotional management</b>	
<i>0 = N/A; 1 = Being used and effective; 2 = Tried but did not work; 3 = Not being used but could be helpful</i>	
	Taking a step back to calm down helps me manage my emotions.
	Focusing on my successes and seeing my difficulties as positive challenges helps me manage my stress.
	Learning to know myself and finding what motivates me are very helpful to me.
	Being able to ask for help when I need it allows me to better tackle my challenges.

*This process will help you identify not only your difficulties but also the strategies that could help you.*

*Feel free to read the infosheets related to school in the **TIPS** section and to check out the documents and videos in the **ADHD and School** section ([www.cliniquefocus.com](http://www.cliniquefocus.com) / [www.attentiondeficit-info.com](http://www.attentiondeficit-info.com)).*