

## Accommodation & Symptom Summary

**STUDENT NAME**

Maan Almarhoon

**DATE OF ASSESSMENT**

December 22, 2025

**STUDENT ID**

30156874

**SUBJECT**

Self-Report for Accessibility Services

### 1. Executive Summary

Mr. Almarhoon has submitted a detailed self-report consistent with a diagnosis of **Attention Deficit Hyperactivity Disorder (ADHD)**, specifically the Combined Presentation (Inattentive & Hyperactive/Impulsive), with significant comorbidities in anxiety and potential depressive symptoms. The student explicitly confirms a prior diagnosis of ADHD and a history of psychiatric referral.

The reported symptom profile indicates severe deficits in **Executive Functioning** (time management, prioritization) and **Working Memory**, which substantially impact his ability to perform in a standard academic environment without accommodations.

### 2. Background & History

- Educational History:** Mr. Almarhoon reports a history of academic struggle, noting he was "on the verge" of repeating grades 7, 9, and 10. His current post-secondary grades average in the B to C range.
- Family History:** There is a strong genetic component indicated. He reports multiple cousins diagnosed with ADHD and a father with memory issues. Additionally, his mother, aunt, and cousins have a history of depression.
- Medical Context:** He is currently under the care of a physician (contacted in early December 2025) and has accessed counseling, psychiatry, and neurodivergent support services.

### 3. Clinical Symptom Profile

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#### A. Attention & Focus (Inattention)

The student displays chronic difficulty in sustaining attention, a core feature of ADHD.

- **Distractibility:** He reports being "easily distracted" and "daydreaming a lot," with symptoms traced back to the 1st grade .
- **Task Management:** He has trouble focusing unless "extremely motivated" or if the task is strictly relevant .
- **Reading Deficits:** He describes "zoning in and out a ton" while reading . He often has to read sentences "twice or thrice" to process the information and occasionally skips lines accidentally .

#### B. Executive Function & Organization

This is the area of most significant impairment.

- **Time Blindness:** Mr. Almarhoon identifies estimating time as "one of my biggest issues in life" and reports that he rarely completes tasks comfortably by the due date .
- **Prioritization:** He struggles to prioritize, noting he has "no real priority list" and frequently forgets important life maintenance tasks like paying bills .
- **Task Switching:** He experiences "hyperfocus," getting stuck on tasks for hours without realizing the passage of time, and finds it difficult to transition .

#### C. Working Memory & Processing

- **Retention:** He reports that he "very hardly" retains information after exams and struggles to remember formulas unless they are written down .
- **Verbal Processing:** He notes a delay in word retrieval ("finding vocab words") when explaining concepts .

#### D. Emotional Regulation & Sensory Sensitivity

- **Sensory Overload:** The student gets "extremely irritated" by background noises while listening .
- **Rejection Sensitivity:** He reports being very sensitive to criticism, which depends heavily on the delivery tone .
- **Emotional Volatility:** He describes his mood as "very volatile" and prone to quick changes based on external events .

### 4. Functional Impact on Learning

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The student's neurocognitive profile creates specific barriers in a traditional testing environment:

1. **Exam Performance:** Due to the need to re-read sentences multiple times and the tendency to "zone out", standard time limits are insufficient for him to demonstrate his actual knowledge.
2. **Environment:** His extreme irritation with background noise suggests that taking exams in a general hall will result in cognitive underperformance.
3. **Self-Esteem:** A persistent feeling of "failing myself" regarding task completion and feeling "lesser" than peers indicates a risk of academic burnout.

## 5. Strengths & Resiliency Factors

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Despite these challenges, Mr. Almarhoon possesses significant cognitive strengths that should be leveraged:

- **Learning Style:** He identifies as a "Practical" and "Visual" learner who learns best through "Trial & Error".
- **Intellectual Engagement:** He enjoys "deep/intellectual/controversial conversations," indicating high verbal intelligence.
- **Work Ethic:** He describes himself as a "fast learner" in work environments and capable of intense focus ("workaholic") when engaged.

## 6. Professional Recommendations

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Based on the alignment of the student's self-report with diagnostic criteria for ADHD and Executive Dysfunction, the following academic accommodations are strongly indicated to ensure equitable access:

- **Extended Time on Assessments (1.5x or 2.0x):** To compensate for processing speed deficits, reading regression (re-reading lines), and "zoning out" episodes.
- **Distraction-Reduced Testing Environment:** A semi-private or private room is necessary to mitigate sensory gating deficits (irritability with background noise).
- **Memory Aids:** Permission to use a formula sheet or memory cue card during exams to address specific working memory deficits regarding formulas.

- **Instructions in Multiple Formats:** Written instructions provided alongside verbal ones to counter auditory processing slips (mishearing words) .

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Report generated based on Student Self-Report documentation provided to Student Accessibility Services.