

Ava Chow - DCCI Scholarship for Canadian Students with Disabilities Application

Proof of graduating high school in 2025

Viewing:  Ava Maddison Chow

Credentials

View the Alberta Education high school diplomas and certificates that the student has been awarded, or is in the process of achieving.

Credentials

Alberta High School Diploma

(Credential Number 13896-49211)

✔ Awarded

2024/2025

Order Reprint

Order Reprint

Credential Details

✔ Awarded 2024/2025

[What does this mean?](#)

Alberta High School Diploma

Credential Number: 13896-49211

Achievement as of 31 JUL 2025

Congratulations! The Alberta High School Diploma has been awarded to you.

Order Reprint

Proof of Fall 2025 acceptance to an accredited post-secondary institution



Ava Chow
1915 28 Avenue SW
Calgary, AB T2T 1K2

Mar 08, 2025

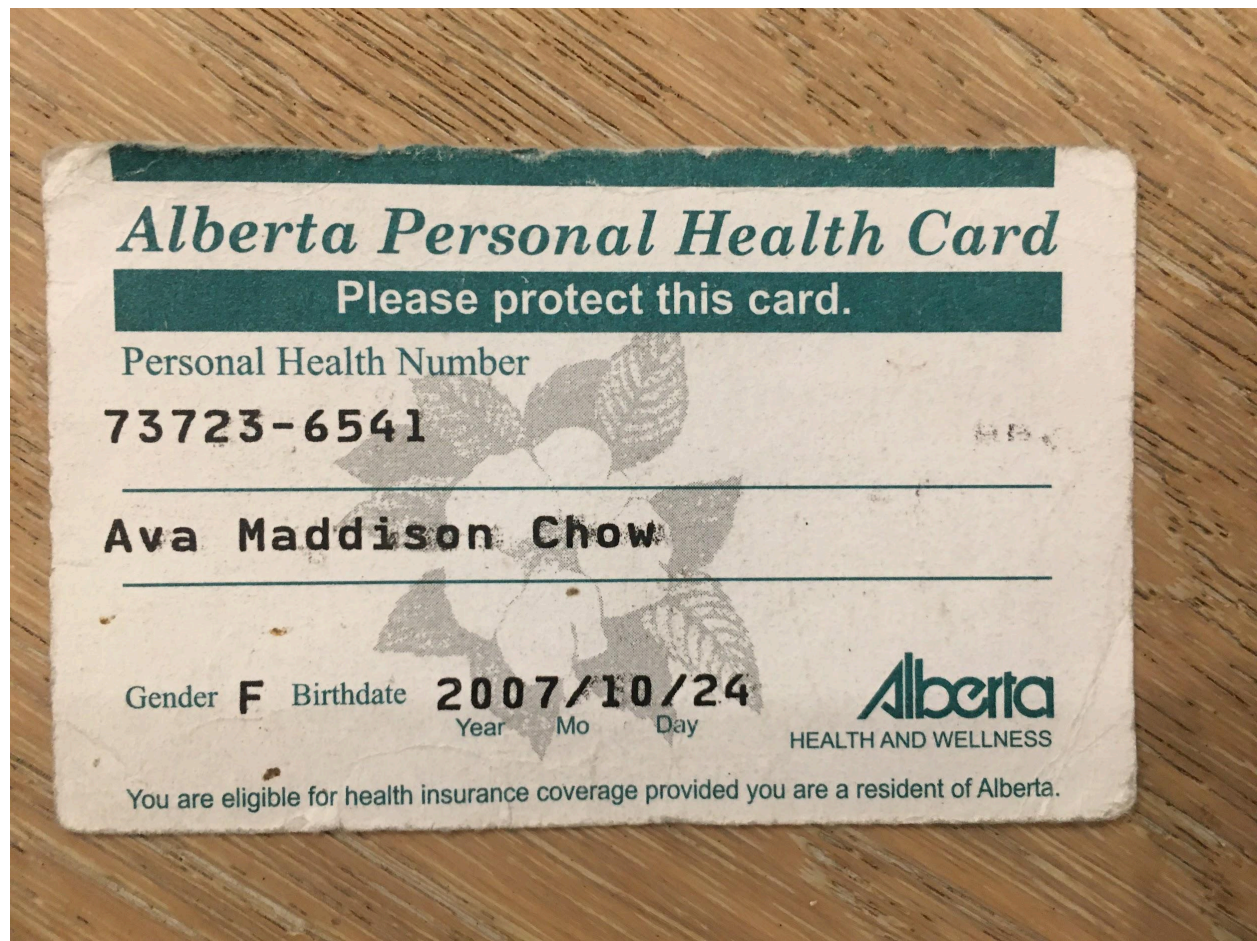
ID: 201461225
PROGRAM: Bachelor of Arts
MAJOR: Psychology

Hello Ava,

We are pleased to offer you conditional admission to MRU's **Bachelor of Arts - Psychology** for the **Fall 2025 Semester**.

If you applied to two programs, please note admission to one program does not affect your application to the other. We will communicate with you about each program individually.

Proof of Canadian citizenship or permanent residency



Documented proof of disability

Dr. Roxanne Goldade BSc MD FAAP FRCPC
Paediatrician / Specialist in the Medical Care of Infants, Children & Adolescents
Fully VIRTUAL
Suite 1901, 530 - 12th Avenue SW Calgary Alberta T2R 0B1
F 403-255-9322 P 403-620-4204 (email preferred)
www.drgoldade.com / drgoldade@gmail.com

Jul 12, 2025

To Whom It May Concern:

Re: **CHOW, Ava**
DOB: Oct 24, 2007

AHC Number: AB 73723-6541
1915 28 Avenue SW,
Calgary, AB, T2T 1K2
(H) 403-829-0695 (C) (B)
Name of caregiver(s): M ChristelCHOW H# F KevinCHOW
christelchow@gmail.com

Ava is now a 17 year old youth who has had an extensive multi-disciplinary assessment that has concluded that Ava has the following diagnostic profile:

Generalized Anxiety Disorder
LD (fast processing but slow with auditory skills) per PE Assessment
ADHD

I am Ava's Paediatrician and I have known her since she was 10 years of age. I am writing to request additional support for Ava. As her paediatrician, I believe that accommodations at school would greatly benefit her mental health and academic performance. Anxiety can significantly impact a student's ability to concentrate, participate in class, and complete assignments. It is important that she receives understanding and assistance from her teachers and school staff.

I kindly request that the following accommodations be considered:

- Access to email teachers with questions
- Extended time for tests and assignments
- Regular check-ins with a trusted staff member, such as a school counsellor or teacher
- Provide option to write exams in a quiet, separate room
- Provide copies of notes (D2L when possible) or allow student to take a photo
- Discuss with teachers either the ability to transcribe or record lectures.

Implementing these accommodations can help reduce her anxiety symptoms and create a more supportive learning environment. In addition to providing a supportive, she requires consistent environment to mitigate ADHD symptoms.

Please feel free to contact me if you have any questions or require further information. Thank you for your understanding and cooperation in supporting my patient's mental health and academic success.

Sincerely,



Dr. Roxanne Matilda GOLDADE, BSc MD FAAP FRCPC Prac ID: 337999008

Essay

When I was eight years old, I sat across from a psychoeducational specialist who explained why my brain worked differently. I had just been diagnosed with ADHD, generalized anxiety disorder, and a significant discrepancy between my high processing speed and my average auditory processing. At the time, I didn't fully understand what it meant, but I understood enough to know that I wasn't "bad at school," like I had feared. I was just different. That moment changed everything.

Growing up with an invisible disability meant constantly navigating misunderstandings. My ADHD made it difficult to stay focused in class, finish assignments on time, or remember multistep instructions, especially when they were delivered out loud. My anxiety heightened everything, making me second-guess myself, struggle with perfectionism, and freeze during tests. I was deeply dedicated and worked incredibly hard, often spending hours on assignments, trying every strategy I was told to use. Despite my effort, my grades didn't reflect the work I was putting in. That was the most discouraging part, not the symptoms themselves, but the feeling of falling short no matter how hard I tried. Teachers could see that I cared and that I wasn't slacking off, yet I still couldn't seem to meet expectations. It felt like running full speed and staying in the same place.

An assignment or essay that might take another student an hour could easily take me four or five. If instructions were only given aloud, I often missed pieces of them and had to spend extra time trying to remember or figure out what to do. Even when I started learning strategies that helped, they weren't quick fixes. For example, English was one of my worst classes. No matter how hard I tried or how many school-recommended strategies I followed, nothing worked. My grades were low, and my confidence was even lower. I started to believe I just wasn't cut out for the subject. However, my mom, who shares similar learning patterns, refused to accept that. She began researching strategies for ADHD and gifted learners, experimenting with methods that better aligned with how my brain actually processed information. Over time, these methods proved successful and I began to enjoy English. My grades improved dramatically. Eventually, it became one of my strongest subjects, so much so that I earned university credit for my high mark in IB English. That shift didn't happen because I became someone new, it happened because I learned how to work with my brain instead of against it.

Getting a diagnosis helped me to understand myself, and find the right supports to help me thrive. I graduated as a full IB Extended French student and a proud member of my school's Honour Society. This fall, I'll begin my Psychology degree at Mount Royal University, with a minor in French.

Upon seeing how much of a difference the right support made in my life, I began to wonder how I could offer that same kind of support to others. I began tutoring, and over the past two years, I've worked with a range of students, including one in French Immersion who reminded me so much of myself. She reversed letters when reading, had trouble decoding sounds, and became anxious every time she was asked to read aloud. I saw possible signs of dyslexia, and I realized how early, personalized support, especially one-on-one, can make a massive difference. Just as my mothers support had.

That experience showed me how powerful early, personalized support can be. It even inspired an idea for a tutoring business called *NeuroNest*, blending psychology and education to help students who learn differently. While I may or may not pursue that path, I plan to earn my PhD in Psychology. I'm exploring

whether to open my own private practice, conduct psychoeducational assessments in schools, or specialize in neuropsychology. I'm still discovering which direction fits best, but I know my future will focus on helping others feel understood, just like I did.

Psychology isn't just a subject to me, it's personal. My disability didn't hold me back. It gave me purpose. Now, I'm building a future where I can pass that gift on.