

Essay

When I was first applying to universities this past fall I was applying for Criminology because I found it very interesting. Watching countless documentaries, listening to many podcasts and reading books all about criminal cases, criminology or criminal justice. It wasn't a hard choice, my plan was to go to school for criminology and then pursue a job in policing, in fact it still is my plan, but some of my reasoning on why criminology and why policing has changed. I will be attending Saint Mary's University, in Halifax, Nova Scotia this fall for General Arts with my major being Criminology.

Near the end of my grade 11 year, I was diagnosed with ADHD and a general reading disability, making it hard to process and understand what I am reading. This poses difficulties in school and learning, having to overcome different obstacles in order to get the grades I wanted. I have done many hours of research about ADHD and disability as a whole in order to better understand myself and others who have disabilities.

Both of my parents work for the local police department, my Mom is a 911 Dispatcher and my Dad is a Police Officer. My dad has had many different positions within policing over his career, my favorite being a Community Resource Officer, or CRO for short. His job was to work with people who had frequent Interactions with police, often rooted from mental health. He worked with them, providing the tools and resources they needed in order to be successful. Therefore hopefully decreasing their police interactions. He would often come home with stories from his day about the current cases he was working with, many being happy "success" stories and others being sad ongoing challenges with people he was still working with. When working

as a Police Officer it is very people oriented and all about people helping people. This was always very interesting and inspiring to me.

Last summer I worked at a summer camp called Hidden Acres. Hidden Acres is known for its inclusion program meaning, working with kids and adults who have disabilities or additional needs and providing the support and tools in order to have a successful, fun week at camp. I ended up volunteering again this summer for one week, called SYAC, or Supported Young Adults Camp. This is for Adults ages 18-35 who have a disability or additional needs. We provide a program to set up a camp program so all campers are able to have a successful fun week. This is an extremely rewarding and educational experience. Because of my disability and the research I have done I was able to bring a different perspective to situations when working with campers who had additional needs, then some of the other camp leaders. I believe this helped our inclusion program, understanding campers in a different way than some others and being able to use this when problem solving. When it comes to policing I believe I would be able to do the same thing. When working with people who have a disability whether that be a Learning or Physical disability or even mental health issues, i can bring a different perspective to the job.

Although when I originally decided I wanted to go to school for criminology and pursue policing because of my general interest from my parents' stories, the documentaries I've watched, podcasts I've listened to or even the books I've read. That is not the reason anymore. I want to go to school for criminology and pursue policing because I want to help people. People who have and don't have disabilities. People who haven't been dealt the best card in life and need some additional support inorder to succeed. I discovered my love for helping people at a young age and I am going to use that in the future with my career in policing. I am a person with a disability

and because of this I can and I will bring a different perspective in school, life and my job than others may not see.

Drivers license ID- proof of Canadian Citizenship



Offer of acceptance



Proof of disability

Swanson, Moss, Heimpel & Associates
Psychologists

Lynn Swanson, Ph.D., C. Psych. • Carolyn Moss, Ph.D., C. Psych. • Sara Heimpel Ph.D., C. Psych.

PRIVATE AND CONFIDENTIAL

PSYCHOLOGICAL ASSESSMENT REPORT

RE: Jillian (Jill) Lane-Smith
DATE OF BIRTH: February 26, 2004
SCHOOL AND GRADE: Waterloo Oxford District Secondary School, Grade 11
DATE OF REPORT: June 21, 2021

Referral Statement

Jill sought a psychological assessment, with the support of her parents, Tim Lane-Smith and Linda Fox, due to concerns about her skills in reading and written language. She also described difficulties with attention and concentration that were interfering with her daily functioning.

The current assessment was directed toward identifying Jill's pattern of cognitive and academic strengths and weaknesses, as well as evaluating her socio-emotional and behavioural functioning, as a way of better understanding the basis for the various difficulties that she is experiencing, both at home and in the school setting.

Background Information

Jill is a 17-year-old girl who is in Grade 11 at Waterloo Oxford District Secondary School, in New Hamburg, Ontario. Her parents described her as someone who is driven and hard-working. She is compassionate and caring. She was also said to have a great sense of humour.

Presenting Concerns

During an initial intake interview and comments made in questionnaires, Jill and her parents identified a number of concerns related to Jill's functioning. More specifically, they described the following as concerning:

- Weak reading skills; reads slowly; forgets what she reads, struggles with comprehension
- Weak writing skills; spelling accuracy; grammar; translating ideas into written form
- Weak time management skills; weak organizational skills
- Easily distracted; loses focus; does not follow through on tasks as expected

Apart from difficulties with attention, the responses of Jill and her parents to questionnaires which specifically help to identify challenges that an individual may be experiencing with regards to internalized and externalized behaviours, including **social interaction and social awareness, anxiety, depression, and oppositional/defiant or aggressive behaviours**, identified no concerns for Jill. In fact, all respondents see Jill as emotionally stable and well adjusted and as demonstrating good relationships with her peers. Her parents described her as hard-working and driven. They also characterized her as being very social, although she has had some conflicts with female friends. It will be important to monitor Jill's social and emotional functioning to ensure that she is appropriately managing the stress that she experiences in relation to the challenges identified in this assessment.

SUMMARY AND DIAGNOSTIC STATEMENT

Jill is a 17-year-old female who is in Grade 11 at Waterloo Oxford District Secondary School, in New Hamburg, ON. She sought a psychological assessment, with support from her parents, due to concerns about her skills in reading and written language, as well as difficulties with attention and concentration.

The current assessment results indicated that the struggles Jill has had with respect to attention and concentration are an important factor in understanding her current overall functioning. Her symptoms are consistent with a **diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD), Predominantly inattentive presentation**, in accordance with criteria set forth in the Diagnostic and Statistical Manual – Fifth Edition (DSM-5). The designation of “Predominantly inattentive presentation” recognizes the fact that Jill has primarily shown problems with inattention/distractibility and poor organizational skills. In combination, the problems that Jill experiences with attention can make many academic tasks and the management of school/work demands seem overwhelming and challenging to accomplish, which can lead to difficulties with procrastination and frustration.

Apart from attention and concentration, results from questionnaires identified no significant areas of concern across the domains of functioning assessed, such as social functioning, anxiety, depression, and oppositional or aggressive behaviours. It is important to note that individuals with attention problems often experience stress and anxiety in relation to the impact that their difficulties exert on their academic performance and their difficulty, more generally, in coping with the demands of the school/work setting and daily living. It will be important to monitor Jill's social and emotional functioning to ensure that she is appropriately managing the stress that she experiences in relation to the challenges identified in this assessment. Please refer to the *Socio-Emotional and Behavioural Functioning* section for a more detailed summary of our findings in this area.

During the **cognitive/intellectual assessment**, Jill demonstrated a considerable strength with regard to her nonverbal reasoning and problem solving abilities (i.e., visual-spatial, pattern recognition). Her other cognitive abilities, including verbal reasoning, working memory, and processing speed fell at the level expected for her age. On verbally based tasks that made heavier demands for abstract reasoning, Jill was able to respond at an abstract level for concepts that

were most familiar to her, and therefore, well consolidated for her. Jill's verbal immediate memory was strongest for meaningful information, such as when she was asked to recall the details of a story, compared to less meaningful information, such as digit sequences. On a verbal learning task, Jill benefited from repetition (i.e., repeated presentations of verbal material) in recalling information, although she struggled to recall the same information after a delay, and she tended to rely more on passive rather than meaningful strategies to aid her recall. Results of processing speed measures indicate that Jill is able to process visual information at the level expected for her age. Any difficulty Jill may have with completing tasks in a timely or efficient manner are not a reflection of an underlying deficit in her processing speed or cognitive efficiency, as such, but rather, are likely secondary to her difficulties with attention or the particular demands of the task.

Academically, Jill's performance on screening measures in written language and math generally fell within the range expected for an individual her age and grade level, while her scores in reading fell below this range, compared to her peers. Jill's composite score within the domain of **math** fell at about the 42nd percentile. While she demonstrates some weaknesses with regard to her math fact knowledge, her ability to execute math operations, and her mathematical reasoning and problem solving abilities fall within the average range.

Jill's composite score within the domain of **reading** fell at about the 21st percentile. Her difficulties in reading can be accounted for by her underlying weakness with regard to her naming speed. Naming speed is an important building block known to be critical in the development of skilled reading, which impacts her ability to quickly retrieve letter patterns and letter-sound associations in reading, thus compromising her reading fluency. Indeed, Jill's reading fluency, even when required to quickly read only short, simple sentences was found to be weak. Similarly, Jill's reading fluency was found to be particularly weak when she was required to read extended text, as the time and effort required for her to identify and decode words, and her need to reread text in order to comprehend it detracts from her fluency. While her performance on a task that measures single word identification skills fell at the expected level, Jill struggled to apply her word analysis skills to decode pronounceable non-words, using sounding-out strategies. When required to complete more extended reading tasks – that is, reading paragraphs rather than single words or brief passages – Jill's word identification, decoding skills, fluency, and comprehension were notably weaker. Given Jill's weak skill development in reading, evident especially when she is required to apply these skills in combination, and the amount of effort that is required of her in order to sustain the demonstrated level of achievement, it is appropriate to make a **diagnosis of a Specific Learning Disorder, with impairment in reading (reading rate or fluency)**, in accordance with the criteria set forth in the Diagnostic and Statistical Manual – Fifth Edition (DSM-5).

Jill's composite score within the domain of **written language** fell at about the 34th percentile. Her spelling skills were found to be weak, as demonstrated by her performance on a spelling dictation task. It appears that she has a limited bank of words that she knows how to spell. In contrast, her knowledge of common phonetic patterns as they pertain to written words is adequate for her age, as demonstrated by her average performance on a task requiring her to spell non-words, using sounding out strategies. Thus, although Jill has a good understanding of common letter patterns in spelling, she has difficulty applying them in the context of the spelling

Proof of High School graduation

I will not have my official highschool diploma until October because my Commencement isn't until then. I can provide my transcript if this works.