

Living with ADHD: My Journey to Criminal Justice

ADHD has pretty much rewired how I see everything, and I am still figuring out what that means half the time. For years I thought it just made my life harder than it needed to be. I would sit in class unable to focus on anything, get completely overwhelmed by stuff that seemed easy for everyone else, and always felt like I was running to catch up. But at some point, things started clicking differently. My brain wasn't broken or defective. It just works in its own way. Once I stopped trying to force it into some normal box and started working with what I had, everything changed. That is honestly a huge part of why I am studying Criminal Justice and Public Policy at the University of Guelph.

School was pretty rough growing up. I had so much energy and ideas constantly bouncing around my head, but sitting still and following directions step by step felt impossible. Teachers would always say "you need to try harder" or "just pay attention," which was so frustrating because I knew I was not dumb. My brain just would not cooperate like everyone else's did. Getting diagnosed was this massive relief. Finally, all those years of feeling like I was drowning now made sense to me.

The real game changer was learning to work with my ADHD instead of fighting it constantly. I discovered that when something actually interests me, I can hyperfocus on it for hours and hours. Everything else just disappears and I am totally absorbed. That has become one of my biggest strengths now, especially when I am studying things I actually care about like social justice and policy topics and events.

Criminal Justice and Public Policy just made sense because it connects to my actual life experiences. I know what it is like to feel completely misunderstood by systems that are supposed to help you. School accommodations, healthcare, workplace policies, all of it. People with disabilities get overlooked or dismissed constantly. I have been there, and I want to be part of fixing that.

What really gets me excited about this field is understanding how laws and systems actually work, and more importantly, how they could work better. Having ADHD gives me this different perspective on how policies actually affect real people's lives. I notice when things feel unfair really quickly. I see when someone is getting treated differently. I care so much about people who get pushed aside, and policy work feels like something where I can actually make a difference.

Living with ADHD has definitely made me more resilient than I would have been otherwise. I have had to work a lot harder to figure out what works for me personally. I have gotten decent at staying organized in my own weird way, knowing when I need help, and pushing through when things get difficult. These skills are helping me in school, and I am pretty sure they will help with any direction I end up doing career wise.

I do not consider ADHD as holding me back anymore. It is just part of who I am, and honestly it is what drives my passion for this kind of work. I want to help create systems that actually work for everyone, not just people whose brains function in typical ways.

This grant would honestly make such a difference for me. It would let me focus on my education without constantly worrying about money, so I can keep growing in a program that feels like it fits both my strengths and what I want to do. I want to take everything I have learned from living with ADHD and use it to create actual change. This isn't just about getting a degree for me. It is building the foundation for the work I want to do with my life.



Ontario

Ontario Secondary School Diploma Diplôme d'études secondaires de l'Ontario

This Diploma is granted to
Ce diplôme est décerné à

Kai Truong-Francis

a student of
élève de

RICHVIEW COLLEGIATE INSTITUTE

who has fulfilled the requirements for the Ontario Secondary School Diploma
in accordance with the provisions of the Ministry of Education, Ontario.

qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario,
en vertu des dispositions du ministère de l'Éducation de l'Ontario.

Dated at
Délivré à

Etobicoke, Ontario

the
ce

30th

day of
jour de

June, 2023

Minister of Education /Ministre de l'Éducation

A handwritten signature in blue ink, appearing to read 'Julie Dettie'.

Principal/School Director ou directrice de l'école



Ontario Scholar Mérite scolaire de l'Ontario

This award designates as an Ontario Scholar
Le Mérite scolaire de l'Ontario est décerné à l'élève

Kai Truong-Francis

who has obtained an average of at least eighty percent in any six Grade 12 University Preparation,
University/College Preparation, College Preparation, Workplace Preparation, Open, Cooperative Education
or College-delivered Dual Credit courses; or Ontario Academic Courses.

qui a obtenu une moyenne d'au moins quatre-vingts pour cent dans six cours de 12^e année : cours préuniversitaires,
cours préuniversitaires/précollégiaux, cours précollégiaux, cours préemploi, cours ouverts, cours d'éducation coopérative,
cours à double reconnaissance de crédit offerts par un collège, cours préuniversitaires de l'Ontario.



Dated at Toronto this
Fait à Toronto ce

30th

day of
jour du mois de

June, 2023


Minister of Education / Ministre de l'Éducation



RICHVIEW COLLEGIATE INSTITUTE

HONOUR CERTIFICATE

awarded to

Kai Truong-Francis

Cum Laude Honours

with an average of 83.33% during the 2022-2023 school year.

June 30, 2023

Jessie Fette
Principal



*Certificate of Bilingual
Studies in French Immersion*

*Certificat d'études
bilingues en immersion
française*

This certificate is granted to

Ce certificat est décerné à

Kai Truong-Francis

who has obtained 10 credits, in a French as a Second Language program, out of the 30 credits required for the Ontario Secondary School Diploma.

qui, des 30 crédits exigés pour le diplôme d'études secondaires de l'Ontario, a mérité 10 crédits d'études en français langue seconde.

THE 30TH DAY OF JUNE 2023

EN DATE DU JUNE 30TH 2023

Principal

Directeur/trice dell'école

Director of Education

Directeur/trice de l'éducation

University of Guelph
50 Stone Rd. E.
Guelph, ON N1G 2W1
University of Guelph-Humber
207 Humber College Blvd.
Toronto, ON M8W 5L7

Kai N. Truong-Francis
40 Twenty-First Street
Toronto, ON M8V 3L7

Name	Kai N. Truong-Francis
Student ID	1285138
Total Balance	-\$468.00
Amount Overdue	\$0.00
Current Amount Due	\$0.00
Total Amount Due	\$0.00
Amount Enclosed	

Note undergraduate/diploma students: credit counts are indicated in the Course Schedule below. Full-time load is 2.00 credits or greater, and part-time load is less than 2.00 credits. A co-op work term is a full-time load.

Please return this portion of the statement to the institution, along with your payment.

Date Generated: 7/15/2025

Account Activity Summary - Fall 2025

Previous Balance (Charges before Fall 2025)	\$0.00
- Student Payments	\$468.00
= Fall 2025 Balance	-\$468.00
= Total Amount Due	\$0.00
Total Balance	-\$468.00

Course Schedule

Section	Course Title	Credits	CEUs	Days	Times	Classroom	Start/End Dates
POLS*3020-01	Intl Law and Orgs	0.50		MWF	2:30-3:20 PM	G MCKN 117	9/4/2025-12/12/2025
POLS*3130-01	Law, Pol & Judicial Process	0.50		TuTh	1:00-2:20 PM	G RICH 2520	9/4/2025-12/12/2025
POLS*3670-01	Comparative Public Policy	0.50		W	7:00-9:50 PM	G MCKN 117	9/4/2025-12/12/2025
SOAN*3120-01 02	Quantitative Methods	0.50		MW Th	4:30-5:20 PM 10:30-11:20 AM	G RICH 2520 G ROZH 108	9/4/2025-12/12/2025

Account Activity Details - Fall 2025

Payments

Receipt Number	Date	Amount	Pay Method	Reference Number
003922412	6/24/2025	\$468.00	Electronic Bank Transfer, Electronic Bank Transfer	.
Total				\$468.00



Canada Revenue Agency
Agence du revenu du Canada

Protected B when completed
Protégé B une fois rempli
For student / Pour étudiant

1

Tuition and Enrolment Certificate
Certificat pour frais de scolarité et d'inscription

Year
Année 2024

Name and address of designated educational institution Nom et adresse de l'établissement d'enseignement		11 School type Catégorie d'école		12 Flying school or club École ou club de pilotage				
University of Guelph 50 Stone Road E Guelph, ON N1G2W1 CANADA		14 Student number Numéro d'étudiant		15 Filer Account Number Numéro de compte du déclarant				
		1285136		R Z				
13 Name of program or course Nom du programme ou du cours	Session periods Périodes d'études	19 From De	20 To À	21 Number of months part-time Nombre de mois à temps partiel	22 Number of months full-time Nombre de mois à temps plein	23 Eligible tuition fees, part-time and full-time Frais de scolarité admissibles pour études à temps partiel et à temps plein		
BA Honours, Criminal Justice & Public Policy	1	24	01	24	12	6,861.00		
Student Name Nom de l'étudiant	2	24	01	24	04			
Kai No'mai Stefan Xavier Truong-Francis	3	24	09	24	12			
Student address Adresse de l'étudiant	4							
40 Twenty-First Street Toronto, ON M8V 3L7	Totals / Totaux		24	0	25	8	26	6,861.00
Information for students: See the back of Certificate 1. If you want to transfer all or part of your tuition amount, complete the back of Certificate 2								
Renseignements pour les étudiants : Lisez le verso du certificat 1. Si vous désirez transférer une partie ou la totalité de vos frais de scolarité, remplissez le verso du certificat 2.								
17 Social insurance number (SIN) Numéro d'assurance sociale (NAS)		549-721-298						

See the privacy notice on the next page.

Consultez l'avis de confidentialité à la page suivante.
T2202 (24)



Driver's Licence
Permis de conduire

ON
CANADA



1,2 NAME/NOM

TRUONG-FRANCIS,
KAI,NO'MAI STEFAN XAVIER
40 TWENTY FIRST ST
ETOBICOKE, ON, M8V 3L7

4d NUMBER/
NUMERO

T7678 - 42460 - 50801

4a ISS/ DEL

2024/12/30

4b EXP/ EXP

2026/11/06

5 DD/ REF

118715898

16 HGT/HAUT

178 cm

15 SEX/ SEXE

M

9 CLASS/
CATEG

G

T7678-42460-50801
2005/08/01

12 REST/
COND

Kai

3 DOB/ODN 2005/08/01



www.possibilitiesclinic.com
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Toll Free: 1-833-482-5558
Fax : 1-833-482-8999

FOCUS FORWARD 360 MULTIDISCIPLINARY ADHD ASSESSMENT

DEMOGRAPHIC NUMBER	NAME	DATE OF BIRTH
33901	Kai Truong-Francis	August 1, 2005
SCHOOL INFORMATION		
Year: 2	School: University of Guelph	Program: Criminal Justice and Public Policy
DATES OF ASSESSMENT		
Medicine: July 22, 2024	Psychology: July 31, 2024	Psychometry: August 5, 2024
PHYSICIANS		DATE OF REPORT
Referring	Dr. Tenisha Mitchell-Lambert	October 7, 2024
cc:		
REASON FOR REFERRAL		
Referred for an assessment of possible ADHD.		

MULTIDISCIPLINARY TEAM

MEDICINE	PSYCHOLOGY	PSYCHOMETRY
Benjamin Merotto, MD ABPN Psychiatrist	Amanda Gold, PhD, C Psych Practice in Clinical, School, and Rehabilitation Psychology	Valerie Prowse, MEd Psychometrist

SOURCES OF RELEVANT INFORMATION

This assessment was requested to examine areas of functioning including attention, behaviour, and emotional well-being. Multiple sessions with clinicians from various disciplines—in addition to the psychometric testing session and questionnaires completed to provide additional information—occur as part of our Focus Forward 360 Assessment to increase the precision of our diagnostic decisions and Treatment Plans.

Information with relevance for ruling ADHD and additional comorbidities in or out using updated CADDRA and DSM guidelines along with clinical expertise is gathered through the following sources:

- One clinical interview session with a Physician and client to examine medical history, current functioning, and symptomatology
- One clinical interview session with a Psychologist or Psychological Associate and client for additional information regarding past and current functioning and relevant symptomatology
- Approximately 2 hours of direct testing with a Psychometrist and client with measures that assess multiple aspects of attention, working memory, and related cognitive functions, plus academic screening for specific learning difficulties
- Multiple questionnaires completed by clients and informants that explore ADHD symptomatology, additional potential psychiatric comorbidities, and degree of functional impact and impairment
- Review of requested documents (e.g., report cards) to determine past and current functioning in various environments
- Multidisciplinary Team review of all findings, including testing data, clinical interview responses, and relevant documents to determine diagnoses and develop an evidence-based Treatment Plan
- One feedback session with a Psychologist or Psychological Associate and client to discuss all diagnoses and the Treatment Plan; additional clinical investigation of comorbidities may also take place at this time if further information is required for finalizing diagnoses
- One medical review session with a Physician and client to discuss diagnoses and recommended integrated treatments

PLEASE NOTE: Documented developmental history, medical information, and clinical symptomatology gathered in the medical sessions with physicians are housed in our EMR system and sent directly to the client's referring doctor, separate from this report. Complete clinical interview and testing information gathered by both our medical and psychology staff—plus documentation supplied by the client regarding previous functioning—also reside in the medical file. In this report, only a summary of pertinent information is provided, with a focus on clinical formulations and recommendations for success to be shared with relevant personnel in both academic and non-academic settings. Findings from direct testing and several rating scales appear in an Appendix at the end of this report.

PERSONAL ASPIRATIONS PROFILE

STRENGTHS	SUCCESSSES
<ul style="list-style-type: none">• If interested in something he can dedicate himself fully to it• Nice person• Caring and considerate• Loyal to friends and family• Self aware	<ul style="list-style-type: none">• Graduating high school• Getting into university• 80% average in 2nd term of 1st year university• Basketball skills
CHALLENGES	GOALS
<ul style="list-style-type: none">• Paying attention to detail• Remembering things• Focus for extended periods of time• Completing tedious tasks• Sitting still	<ul style="list-style-type: none">• Become a server in a nicer restaurant• Graduate university• Become a criminal defence lawyer• Begin going to the gym and work on increasing vertical jump

FORMAT AND ADHERENCE TO TEST PROCEDURES

Guidelines were followed for video testing based on recommendations from professional consultations, and education provided by licensed clinicians, researchers, and test developers experienced in the provision of video testing and knowledgeable about research supporting the effectiveness of this approach. Research guidelines from published studies on remote testing were also consulted. Measures taken in our video assessments following suggested protocols include, but are not limited to, 1) outlining technology and connectivity needs to clients prior to testing, 2) providing detailed instructions about registering responses for auditory, questionnaire, and computer-based tasks to support accurate results, 3) explaining to test facilitators (if their presence is necessary) the parameters of their involvement to support valid test results from the examinee without interference, and 4) using shared screens (between psychometrist and examinee) to present testing stimuli. Our adherence to guidelines and protocols for video testing supports the validity and reliability of the data we collect across assessment sessions. Additional testing guidelines were followed based on Possibilities Clinic Multidisciplinary Team Assessment protocols, specifications outlined in standardized test manuals, and in accordance with professional training in test administration.

Regarding adherence to testing, the following observations were made:

Kai joined the session on time and prepared for testing. He was friendly and participated willingly in testing for the duration of the session. He listened to test instructions and appeared to understand what was required, as evidenced by his performance on practice items. Brief breaks were taken throughout the session to support attention and engagement. Overall, Kai showed a consistent effort throughout the session; he attempted every question even as the questions became more challenging. It was a pleasure working with Kai today. Kai reported taking his usual dose of Vyvanse on the day of testing.

Results are considered a valid reflection of current functioning.

FOCUS FORWARD 360 ASSESSMENT RESULTS

This Focus Forward 360 Assessment was done to assess attention, with additional screening of comorbid disorders commonly associated with compromised focus. Based on the medical intake, shared background information and documentation, and data derived from direct testing and standardized questionnaires of attention, behaviour, executive functioning and social-emotional mental health, Kai meets criteria for the following diagnoses:

Attention-Deficit/Hyperactivity Disorder, Combined presentation [DSM-5 314.01]

From a screening of academic abilities, basic academic skills appear to be intact. However, if you have concerns about academic difficulties beyond the basic skills assessed by the screener, a full Psychoeducational Assessment may be required.

Suggestions for immediate implementation appear directly below as Next Steps for Positive Action. Additional recommendations for accommodations appear further in the report.

Specific test scores and questionnaire ratings used to formulate our diagnostic conclusions can be found in the Appendix at the end of this report. It's important to note, however, that no single score or rating is ever used to make a diagnosis related to attention or social-emotional functioning. We consider the collection of scores all together—and in a larger context based on the background information provided in documents and in the clinical interview sessions—to make diagnostic decisions.

It was a pleasure working with Kai.



Benjamin Merotto, MD ABPN
Psychiatrist



Amanda Gold, PhD, C Psych
Practice in Clinical, School, and Rehabilitation Psychology

NEXT STEPS FOR POSITIVE ACTION

QUESTIONNAIRE DATA

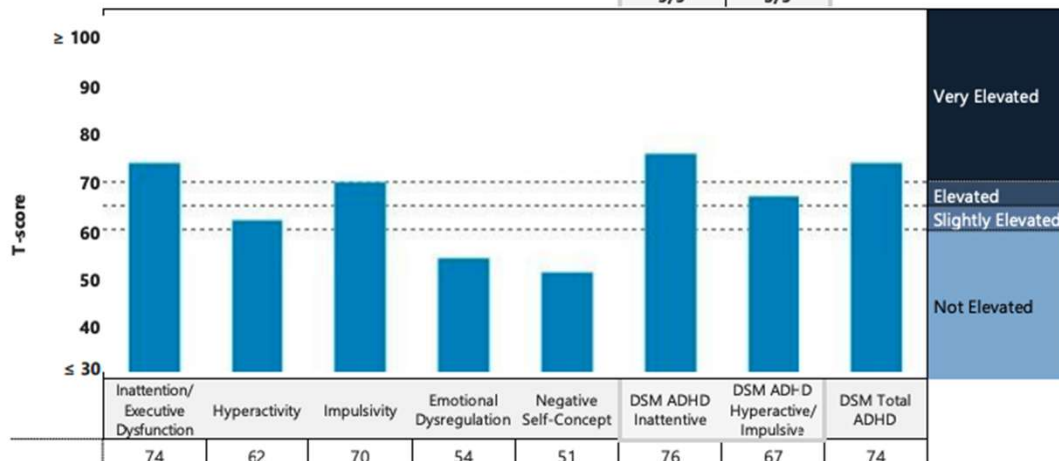
ATTENTION RATINGS

CONNERS' ADULT ADHD RATING SCALES SECOND EDITION SELF-REPORT: LONG VERSION (CAARS 2-S:L)

CAARS 2 Content and DSM Symptom Scales

Symptom Count

9/9 5/9



Note(s). DSM-5-TR requires $\geq 5/9$ Inattentive and/or $\geq 5/9$ Hyperactive/Impulsive symptoms to meet Criterion A for ADHD in adults. DSM Symptom Counts contribute to diagnostic assessments but are not sufficient to determine a diagnosis (see CAARS 2 Manual).

IMPACT ON FUNCTIONING

SELF RATINGS

SHEEHAN DISABILITY SCALE

SHEEHAN DISABILITY SCALE

A BRIEF, PATIENT RATED, MEASURE OF DISABILITY AND IMPAIRMENT

Work/School

The symptoms have disrupted your work / school work:

Not at All Mildly Moderately Markedly Extremely

0 1 2 3 4 5 6 7 8 9 10

I have not worked / studied at all during the past week for reasons unrelated to the disorder.

☐ * Work includes paid, unpaid volunteer work or training. If your symptoms interfered with your ability to find or hold a job or contributed in any way to your currently not working, you must give a score on this scale.

Social Life

The symptoms have disrupted your social life / leisure activities:

Not at All Mildly Moderately Markedly Extremely

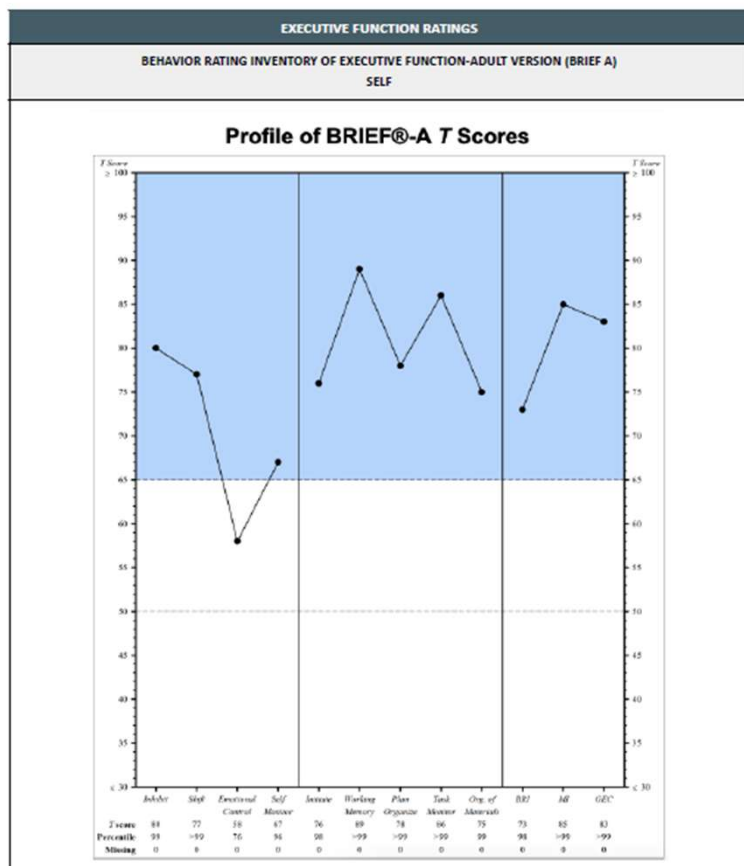
0 1 2 3 4 5 6 7 8 9 10

Family Life / Home Responsibilities

The symptoms have disrupted your family life / home responsibilities:

Not at All Mildly Moderately Markedly Extremely

0 1 2 3 4 5 6 7 8 9 10



WISCONSIN CARD SORTING TEST (WCST)

Test Results

WCST scores	Raw scores	Age-corrected		
		Standard scores	T scores	%iles
Trials Administered	75			
Total Correct	63			
Total Errors	12	114	59	82%
% Errors	16%	111	57	77%
Perseverative Responses	6	119	63	90%
% Perseverative Responses	8%	113	59	81%
Perseverative Errors	6	118	62	88%
% Perseverative Errors	8%	112	58	79%
Nonperseverative Errors	6	110	57	75%
% Nonperseverative Errors	8%	110	57	75%
Conceptual Level Responses	62			
% Conceptual Level Responses	83%	113	59	81%
Categories Completed	6			> 16%
Trials to Complete 1 st Category	11			> 16%
Failure to Maintain Set	0			> 16%
Learning to Learn	-1.52			> 16%

*Note: Wisconsin Card Sorting Test is used to measure perseveration, abstract thinking, and executive function based on card patterns that require maintenance of appropriate problem-solving strategies across changing stimuli.

WECHSLER ADULT INTELLIGENCE SCALE-FOURTH EDITION (WAIS-IV) (Canadian Norms)

SUBTEST	DESCRIPTION	PERCENTILE
Digit Span (Overall Score)	Listening to verbally presented number strings and then reciting the numbers forwards, backwards, or in numerical order. Digit Span scores in brackets below correspond to performance on each separate task of the Digit span subtest: saying number strings forwards, backwards or in sequence.	50
(Digit Span Forward)	Repeating numbers heard only once in the same order you heard them (e.g., 7-4-3-5 would be 7-4-3-5)	(25)
(Digit Span Backward)	Saying numbers heard only once in reverse order (e.g., 7-4-3-5 would be 5-3-4-7)	(75)
(Digit Span Sequencing)	Saying numbers heard only once from lowest to highest (e.g., 7-4-3-5 would be 3-4-5-7)	(50)