

Katherine Boyle
Disabilities: Dyslexia and ADHD
Program: Bachelor of Interior Design
School: Yorkville University

Transcript:

Subject Groups									
Subject Group	Action	Earned	Enrolled	Requested	Waived Credits	Applied Waiver Credits	Required	Progress	
Diploma - NS HS Diploma (English) - Entering Grade 10 September 2017 or Later		18			0	0	18	<div></div>	✓
Language, Communication, and Expression		4			0	0	4	<div></div>	✓
English Language Arts 10		1			0	0	1	<div></div>	✓
English Language Arts 11		1			0	0	1	<div></div>	✓
English Language Arts 12		1			0	0	1	<div></div>	✓
Fine Arts: Art, Dance, Drama or Music		1			0	0	1	<div></div>	✓
Mathematics, Science and Technology		6			0	0	6	<div></div>	✓
Mathematics 10		1			0	0	1	<div></div>	✓
Mathematics 11		1			0	0	1	<div></div>	✓
Mathematics 12		1			0	0	1	<div></div>	✓
Biology, Chemistry, Science 10, Physics		1			0	0	1	<div></div>	✓
Approved Science		1			0	0	1	<div></div>	✓
Other Science or Technology		1			0	0	1	<div></div>	✓
Personal Development and Society		3			0	0	3	<div></div>	✓
Physical Education		1			0	0	1	<div></div>	✓
Canadian History		1			0	0	1	<div></div>	✓
Global Studies		1			0	0	1	<div></div>	✓
Electives		5			0	0	5	<div></div>	✓

Progress Bar Legend:

Completed Credits

Current Enrollments

Waived Credits

Requested Courses

ACADEMIC ACHIEVEMENT: Boyle, Katherine Amelia 3101587107

Select an academic year: 2023-2024

2023-2024	Course	Senior High	Q1	T1	S1	T2	Q3	T3	Y1	F1
23-24	SOCIOLOGY 12 ACADEMIC		98		98		97		97	97
S1	ENGLISH 12 AFRICAN HERITAGE		89		90					91
S1	IB FILM HL 12		5		6					6
S2	GLOBAL GEOGRAPHY 12						98		98	98
S2	IB FILM HL 12						6		6	6
S2	MATHEMATICS 12						90		88	90

Letter of Acceptance:



2000 Steeles Ave. West
Concord Ontario L4K 4N1, Canada
www.yorkvilleu.ca

Office: 1.647.497.8940 Toll Free: 1.877.429.4029 Fax: 1.647.943.4989

To Whom It May Concern

June 13th, 2024

Subject: Katherine Boyle
Student ID: 2023110009

This letter is to confirm that the above-mentioned student has been accepted into the Bachelor of Interior Design (BID) program at Yorkville University (DLI # O19396019511) for the Fall 2024 term will commence on October 7, 2024.

If you have any further questions, please contact the undersigned.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Meaghan Ringwood'.

Meaghan Ringwood
Campus Registrar
Mringwood@yorkvilleu.ca

Canadian Citizenship identification:

CANADA NOVA SCOTIA		CEPDMCITP CERDPAVIRAL	
DIVISION OF VITAL STATISTICS SERVICE NOVA SCOTIA AND MUNICIPAL RELATIONS			
NAME KATHERINE AMELIA BOYLE			
BIRTH DATE	SEX	REGISTRATION No.	
Aug 29, 2006	F	2006-02-006397	
BIRTH PLACE	DATE ISSUED		
HALIFAX	Sep 25, 2006		
REGISTRATION DATE	DEPUTY REGISTRAR GENERAL		
Sep 13, 2006	A handwritten signature in blue ink, appearing to read 'Deputy Registrar General'.		
CERTIFIED EXTRACT FROM REGISTRATION OF BIRTH ISSUED AT HALIFAX, NOVA SCOTIA, CANADA			

Proof of Disability:

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PSYCHOLOGICAL REPORT
BOYLE, Katherine

Katherine occasionally takes on a leadership role with her peers, but is more often in the role of follower. Katherine enjoys crafts, drawing, and vintage shopping.

In terms of behavior and temperament, Katherine is kind, happy, and not overly energetic. She is reported to sometimes lack self-control and to overreact when faced with a problem. Katherine has a lot of worries and sometimes has difficulty expressing or showing her feelings. She worries about school grades, relationships, and the future. Her mind races and she has a hard time falling asleep. Katherine is sometimes uncomfortable meeting new people. She reports challenges with maintaining and following instructions. Katherine prefers to use headphones to minimize noise and distractions in the classroom. She has difficulty keeping track of her schedule and tasks so she relies on making lists and notes to keep track of what she needs to do everyday. She says she would forget without her notes to remind her of tasks. She sets alarms to leave the house on time and says otherwise she would be late. She also has to set alarms to keep track of her own schedule, including for events that occur every week at the same time. She tries very hard to keep her belongings organized and has specific places for items but says she still loses them. Katherine follows most rules and expectations but she can sometimes be persistent about things she wants. She gets angry and frustrated about social injustice issues and sometimes has a short temper if people do not agree with her.

With regards to birth, developmental, and medical history, Katherine was born in hospital at 42 weeks via Cesarean section and weighed 6 pounds, 10 ounces. She was reported to be in good health at birth. Katherine met developmental milestones within normal limits including crawling at 9 months, walking at 12 months, speaking first words at 11 months, and speaking in sentences at 19 months. There were no concerns with her motor coordination development such as learning to ride a bike, throw, and catch. Katherine had normal sleep and eating patterns and she did not have excessive temper tantrums or difficult separating from parents. She is very healthy overall without significant medical concerns. No problems were indicated in terms of her respiratory, cardiovascular, gastrointestinal, musculoskeletal and neurological health. She has normal speech, hearing, and vision, and she is followed by family physician, Dr. Kyrash Safaksh. Katherine sees Dr. Eva Yakutani (Registered Psychologist) for anxiety management on an approximately monthly basis. She is also prescribed Sertraline for anxiety. There is a family history of cancer, diabetes, heart disease and stroke, Alzheimer's Disease, anxiety, and Attention-Deficit/Hyperactivity Disorder (ADHD).

At the time of the assessment, Katherine was enrolled in grade 10 at Citadel High school in the English academic stream and on track to begin grade 11 in September 2022. Katherine is a very motivated, hardworking and diligent student. She is kind, respectful and cooperative. A review of report cards indicates that Katherine is organized, completes her work, produces quality work, and uses her time efficiently. According to Katherine and her parents, Katherine has always done well academically but works very hard and puts in a lot of time and effort to compensate for her challenges. Katherine reports longstanding challenges with her reading and spelling. Katherine and her parents report that she made reveals in spelling up until grade 7 and that she received some resource support in elementary. Katherine reports more difficulty since junior high as the demands, workload and expectations have increased. She says that it is difficult for her to read efficiently. An example of how much time and effort she puts into her reading and writing is that it takes her 5-6 hours to complete what her peers can do in 4 hours. She reports challenges with her reading speed and says that she has to re-read text and passages for comprehension. She forgets what she reads and sometimes substitutes words with the same initial letter when reading. She also has difficulty in math with word problems and with order of operations. Katherine already uses many adaptations to support her learning. For example, she relies on spellcheck and typing to help with her writing and she uses audiobooks to accompany her reading whenever possible. She also often asks her friends for clarification of instructions and tasks. She feels stressed and overwhelmed trying to understand instructions and schoolwork in class and so she will often wait for activities to be posted on google classroom and then she will spend a lot of time on her own outside of class time to understand and complete her work.

In the present assessment, Katherine and her father completed a clinical interview via telehealth with the undersigned. A portion of the interview was completed with both Katherine and her father, and a portion with only Katherine. During the clinical interview, Katherine was friendly and pleasant, but somewhat quiet and reserved. She demonstrated strong communication skills and the ability to self-advocate and describe her strengths and challenges. Katherine completed the one-on-one portion of the assessment with Mr. Drew Amey (psychometrist). She appeared somewhat nervous at first as extra time was spent to build rapport and help Katherine feel comfortable with the testing environment. Katherine often seemed hesitant and nervous when answering questions. She often said "ummm..." and "ahhh..." after every question and before providing a response. Her legs were often shaking throughout the testing portion of the assessment. Katherine did not want many breaks throughout the day and

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PSYCHOLOGICAL REPORT
BOYLE, Katherine

expressed a desire to finish the activities and the day as quickly as possible. She did work very hard throughout the day and seemed motivated and engaged to work to the best of her ability. She showed good task initiation in getting started right away. Based on clinical observations, this assessment is believed to be a valid estimate of Katherine's abilities in a one on one testing environment.

The table below summarizes Katherine's areas of relative strength and challenge from this assessment:

Katherine's Areas of Relative Strength	Katherine's Areas of Relative Challenge
1. Passionate about her beliefs	1. Inattention, distractibility, listening to instructions (ADHD)
2. Great insight into strengths and challenges	2. Anxiety, stress, and self-esteem
3. Self-advocates for support	3. Processing speed - relates to reading speed and difficulty completing tasks within time limits including math fluency
4. Determined, driven and hardworking	4. Visual spatial organization, planning and memory (RCFT)
5. Good initiative to complete tasks	5. Word reading, decoding and spelling (WIAT-III), reading efficiency (TOWRE-2), and accuracy (GORT-5)
6. Social, friendly, and gets along well with others	6. Reading comprehension when cannot refer back to the text (GORT-5: related to inattention and dyslexia/effortful reading)
7. Artistic	7. Phonological processing skills (CTOPP-2, e.g., phonological awareness, phonological memory for words, and speed of naming letters and numbers)
8. Follows rules and expectations	
9. Verbal comprehension skills (WISC-V: VCI) e.g., vocabulary knowledge and problem solving skills	
10. Visual spatial skills and hands-on learning ability (WISC-V: VSI)	
11. Problem solving, flexible thinking (WISC-V: FRI)	
12. Working memory in a 1:1 environment (WISC-V: WMI)	
13. Longterm auditory memory for meaningful information (e.g., stories - WRAML3) when prompted	
14. Learning and recalling auditory information with repetition (WRAML3 Verbal Learning)	
15. Shifting strategies and seeing alternative problem solving solutions (WCST)	
16. Strong math skills (WIAT-III)	
17. Reading comprehension when able to refer back to the text (WIAT-III)	
18. Written expression skills, writing a creative and well organized story with good structure and punctuation (TOWL-4)	

Based on the results of this assessment, Katherine meets criteria for the following DSM-V diagnostic criteria:

- **Attention-Deficit/Hyperactivity Disorder (ADHD) – 314.00 (F90.0) Predominately Inattentive presentation**
- **Specific Learning Disorder with Impairment in Reading – 315.00 (F81.0) (which can alternatively be referred to as dyslexia)**

How did your disability shape your decision to study the program you chose?

As a woman who lives with Dyslexia and ADHD my career opportunities are swayed by my hyper fixations and adaptations I can make to complete everyday activities. I personally struggle with anxiety, processing and organization issues. I have always been a very creative person and was focused on visual arts and design from an early age, as my family consists of 3 prior NASCAD art students. I was only diagnosed with these learning disabilities in tenth grade due to the high demand for testing through public and private organizations.

I was raised in a cardboard cutout environment from elementary school due to their understaffed, uneducated resource team that refused to test me for disabilities because I didn't present as a typical "ADHD child" as I have inattentive ADHD, which presents differently specifically in young girls. These challenges caused me to overcompensate in middle school, developing intense anxiety around school which forced me to dedicate almost all my free time to coursework. During this time I started to realize my reading comprehension skills were much slower than my peers but as the COVID pandemic hit and online school began, my classes eased up significantly.

The next time I really struggled was my first exam season in High School. Citadel has quite a good resources center and guidance counselors so I went to discuss getting tested for dyslexia through the school as my grade had been dropping in math. My counselor explained that despite my grade dropping I have always been respected as a quiet non disruptive student so there wasn't anything the school could do. Although he was right, I was silent and studied at home. I was so stressed to ask for help in fear of reliving my elementary reputation. I discussed it with my parents and we decided to get me privately tested which took 9 months but inevitably diagnosed me. From there I was able to understand my strengths and focus on something I love that I can work to strive at: Interior Design.

My parents and personal artistic interest lead me to interior design as I have a great interest in recreational and industrial design projects. I am excited to work with like minded and similarly wired individuals as I will be working with graphic designers, architects, engineers and entrepreneurs which are all very common careers for neurodivergent people. Our moods are very dependent on our environment, so I hope to create safe, functional, aesthetically pleasing spaces to evoke tranquility by attending Yorkville University's Bachelor of Interior Design program in the October term. I strive for my mothers work ethic and commitment to her career and I'm grateful for the tools she has given me which have helped me navigate the strengths my disabilities provide.

Yorkville is my school of choice due to its interactive learning style and small class sizes that align with how I learn. It also stands out as being the only interior design University in Canada that is completely CIDA approved, online and in person, making it a great program for me wherever I choose to study.

I have had many experiences in a work environment starting with my early entrepreneurship where I founded a baking business. I raised over 600 dollars for Feed Nova Scotia, a local food bank organization. I have always found joy in making a difference for those in need, therefore, I hope to design the spaces people live in.

After graduation, I would use my Interior Design license to start my own business or practice with a firm providing expertise in residential areas. As a woman, a member of the queer community, and someone who suffers from invisible disabilities, I am extremely grateful I have been recognized as an asset to my community and am driven to continue this practice. I feel I could make a change in the interior design community with my approach to artistic expression. I would like to live in a world where the buildings around us reflect our societal goals, wouldn't you?