

My name is Leah Weir and I am from Newfoundland, Canada. I am currently a level III student who will be graduating in June of 2023.

In August of 2020 I was diagnosed with inattentive ADHD. My whole life I have been struggling with this disability but unfortunately it was not identified until a few years ago. From a young age I struggled with having a short attention span/being easily distracted, difficulty staying focused, forgetfulness, struggling mentally, misplacing items, difficulty reading and comprehending. All of these things I thought just made up my personality but I was late to discover that I was going undiagnosed with ADHD. During junior high my mental health had started to decline. As a result I began visiting a psychologist. After expressing these traits to her I was shocked to learn that what I believed was my personality, were all symptoms of Inattentive ADHD. I was in denial when I became diagnosed, I always used to associate ADHD as hyper little kids who were out of control. I was shocked to come to the realization that this was a huge stereotype of the disability. After starting ADHD medications my mental health has improved significantly and I am able to concentrate so much better.

I plan on studying for a Bachelor of Science in Nursing. My goal is to become a registered nurse and to work in the mental health field. After my own experience with mental health issues I have discovered how important it is to take care of yourself. Unfortunately there are so many individuals out there who are struggling with their mental health, some of whom are admitted to hospitals. I am also sad to say that our healthcare system is also experiencing a crisis and is in need of well educated, passionate people like myself. I would like to work in these units dedicated to mental health, with the aim of helping individuals.

I have always known I wanted to be a nurse. I have played ice hockey for 7 years and learned many transferable skills such as communication, leadership and teamwork. I thought these would be the skills I would be most proud to take to the workplace. That was until I received my diagnosis. I learned so much about myself and the mental health field from my experience.

Speaking with a professional about my mental health changed my life. I would love to be the person that can do that for someone else. Pursuing nursing could put me on the front line of the mental health field. I could help others understand themselves and justify the feelings they have or the doubts they may be experiencing about themselves. I imagine myself expanding on my education and job as my career progresses. Both of my parents work in the healthcare field and I have grown up knowing that I wanted to enter healthcare myself and my ADHD diagnosis has shown me exactly the path I want to travel. I have also watched my mother go from registered nurse to diabetes educator within our region and the idea of one day doing the same for mental health education really excites me.

**Weir, Leah Michelle**  
9 Andrews Crescent  
Grand Falls-Windsor, NL A2A 2Y5

**Exploits Valley High**  
300480  
Grand Falls-Windsor

Year	Course	Course Number	Mark	Credits	Note Code
2022-23	Nutrition 2102	052102	100	1	
2022-23	Nutrition 3102	053102	100	1	
2022-23	Healthy Living 1200	121200	100	2	
2022-23	NL Studies 2205	152205	98	2	
2022-23	Social Studies 3201	253201	92	2	
2022-23	Mathematics 3201	593201	90	2	
2022-23	Biology 3201	643201	90	2	
2022-23	English 3201	943201	91	2	
2021-22	Occupational Health and Safety 3203	083203	100	2	
2021-22	Career Education 2202	162202	100	2	
2021-22	Social Studies 2201	252201	95	2	
2021-22	Mathematics 2201	592201	93	2	
2021-22	Biology 2201	642201	82	2	
2021-22	Chemistry 3202	643202	94	2	
2021-22	English 2201	942201	80	2	
2020-21	Clothing 1101	051101	100	1	
2020-21	Textiles 3101	053101	100	1	
2020-21	Social Studies 1201	251201	98	2	
2020-21	Mathematics 1201	591201	92	2	
2020-21	Science 1206	641206	88	2	
2020-21	Chemistry 2202	642202	92	2	
2020-21	English 1201	941201	87	2	
2020-21	Writing 2203	942203	100	2	
			Total Credits:	<b>42</b>	

**This student has met the graduation requirements for Newfoundland and Labrador (Graduated)**



**OFFICE OF THE REGISTRAR**

P.O. Box 4200  
230 Elizabeth Avenue  
St. John's NL A1C 5S7  
Canada

Tel: 709 864 8260  
[www.mun.ca/regoff](http://www.mun.ca/regoff)

**Enrolment Verification**

As of July 17, 2023 17:09  
For: Leah Michelle Weir  
9 Andrews Crescent  
Grand Falls-Windsor NL A2A 2Y5

This is to verify that according to regulations governing academic eligibility **Leah Weir** is enrolled as a **Full-Time** student at Memorial University of Newfoundland for the **2023-2024 Fall** Semester from **September 06, 2023** to **December 15, 2023**. The program of study is listed as: **Bachelor of Sci in Nursing** which has a program length of **123** credit hours.

To date the student has earned **0** credit hours.

KEY: Year 1: 0-17 credit hours; Year 2: 18-47 credit hours; Year 3: 48-77 credit hours;  
Year 4: 78-107 credit hours; Year 5: 108 or more credit hours.

The student is enrolled in **16** credit hours in the **2023-2024 Fall** Semester.

Note 1: Normally 1 course = 3 credit hours and a 120 credit hour degree takes 4 years to complete.

A handwritten signature in black ink that reads "Tracy Thorne".

Associate Registrar,  
Registration and Enrolment Services  
[registrar@mun.ca](mailto:registrar@mun.ca)

CANADA  
NEWFOUNDLAND AND LABRADOR

CERTIFICATE  
OF BIRTH

NAME VITAL STATISTICS DIVISION  
DEPARTMENT OF GOVERNMENT SERVICES

LEAH MICHELLE WEIR

BIRTH DATE

NOVEMBER 4, 2005

BIRTH PLACE

GRAND FALLS-WINDSOR

REGISTRATION DATE

DECEMBER 2, 2005

REGISTRATION No.

20051003976

SEX

FEMALE

DATE ISSUED

DEC 2, 2005

CERTIFIED EXTRACT FROM THE REGISTRATION OF BIRTH  
ON FILE AT ST. JOHN'S, NEWFOUNDLAND AND LABRADOR, CANADA

*Brenda Andrews*  
REGISTRAR GENERAL



This passport is valid for all countries unless otherwise specified. The bearer must comply with any visa or other entry regulations of the countries to be visited.

SEE OBSERVATIONS BEGINNING ON  
PAGE 5 (IF APPLICABLE)

Ce passeport est valable pour tous les pays, sauf indication contraire. Le titulaire doit se conformer aux formalités relatives aux visas ou aux autres formalités d'entrée des pays où il a l'intention de se rendre.

VOIR LES OBSERVATIONS DÉBUTANT À  
LA PAGE 5 (LE CAS ÉCHÉANT)



Leah. m. Weir

**Signature of bearer - Signature du titulaire**



EX 87318

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PASSPORT  
PASSEPORT

CANADA



Type/Type

**Issuing Country/Pays émetteur**

P

CAN

Passport No./N° de passeport

AR525962

Surname/Nom

WEIR

Given names/Prénoms

LEAH MICHELLE

Nationality/Nationalité

CANADIAN/CANADIENNE

Date of birth/Date de naissance

04 NOV / NOV 05

Sex/Sexe

Place of birth/Lieu de naissance

F

GRAND FALLS-WINDSOR CAN

Date of Issue/Date de délivrance

24 FEB / FÉV 23

Date of expiry/Date d'expiration

24 FEB / FÉV 33

**Issuing Authority/Autorité de délivrance**

ST. JOHN'S



ENX87318

P<CANWEIR<<LEAH<MICHELLE<<<<<<<<<<<<<<<<<<<

AR525962<2CAN0511047F3302244<<<<<<<<<<<<<<<06

Dr. Chelsea Quinlan, Ph.D.  
Registered Psychologist  
Quinlan Psychological Services Inc.  
E-mail: dr.chelsea.quinlan@gmail.com



August 26<sup>th</sup>, 2020

To Whom It May Concern,

Leah Weir is a 14-year-old female who I have been seeing for regular individual therapy to help learn and manage symptoms associated with anxiety. Throughout therapy, Leah, her mother, and myself questioned the possibility of a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD). On August 26<sup>th</sup>, 2020, I completed the assessment with Leah and her mother, Ms. Mary-Ann Weir. During the session, I reviewed psychometric measures that had previously been completed remotely, conducted a thorough clinical interview, and administered a measure assesses for symptoms of ADHD.

Throughout the clinical interview, many mental health conditions, which may cause symptoms of ADHD were ruled out, including depression, disordered eating, trauma, head injuries/concussions, and substance use. Leah endorsed symptoms associated with anxiety, including (but not limited to) excessive worrying, nervousness, and feeling scared; fear of the worst happening; feeling shaky; heart pounding or racing; feeling nauseous (e.g., as though she might get sick); and difficulties falling asleep.

In addition to symptoms of anxiety, the assessment supported the diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD). To reach diagnostic criteria for ADHD, six or more of the symptoms of inattention, and/or six or more of the symptoms of hyperactivity and impulsivity must be present in one environment (e.g., school/work, home or community) that have persisted for at least six months to a degree that is maladaptive and inconsistent with the individual's developmental level. The symptoms must also be causing some level of distress and/or impairment for the individual (e.g., academic/occupational, home and/or social difficulties). Additionally, these symptoms must also appear to some degree, and cause some level of impairment in a second environment (school/work, home or community). Importantly, for the diagnosis of ADHD, there must be evidence that these symptoms were present prior to the age of 12.

Leah and her mother endorsed seven out of the nine inattentive symptoms of ADHD, including carelessness (e.g., overlooking or missing details; getting bogged down by details; working quickly and therefore, making mistakes); difficulties sustaining attention on tasks; not listening when

spoken to directly; difficulties following through on instructions and finishing tasks (e.g., beginning tasks, then moving onto another task before finishing the first one); losing and/or misplacing things necessary for tasks or activities (e.g., keys, phone); avoiding or being reluctant to engage in tasks that require sustained mental; and becoming easily distracted by extraneous stimuli (i.e., internal thoughts, as well as things in her external environment). Leah endorsed zero out of the nine hyperactive-impulsive symptoms of ADHD. It is worth noting that the attentional difficulties were consistently endorsed across multiple contexts and did not occur exclusively in the context of anxiety.

Given the persistent presentation of attentional difficulties, the consistency of symptoms across multiple settings (at school/work, at home) and the fact that these symptoms are causing Leah distress in several areas (social relationships, free time/hobbies, self-confidence/self-image), it has been determined that Leah meets the Diagnostic and Statistical Manual for Mental Disorders –5<sup>th</sup> Edition (DSM-5) criteria for ADHD (predominantly inattentive subtype, mild severity).

Recommendations for anxiety and ADHD-related symptoms are as follows:

#### Anxiety:

- 1) Anxiety is just as much physical as it is mental. Individuals with anxiety tend to live in their heads and find it hard to break the cycle of fearful thinking and feeling and thus, reconnecting with your body can be a critical component of how you deal with anxiety. Adjustments to daily lifestyle, which often helps focus on your body, rather than your mind can be extremely helpful in managing anxiety. Although we have discussed several of these strategies in individual therapy, it is important to implement them regularly at home. These strategies may include the following:
  - a. Taking time to practice self-care, whether that is listening to music, going for a run/walk, practicing mindfulness, or engaging in an activity that promotes relaxation.
  - b. Ensuring that you eat well-balanced meals and snacks to keep energy levels stable.
  - c. Limiting caffeine intake, which can aggravate anxiety and also trigger panic attacks.
  - d. Ensuring that you get sufficient sleep (if possible).
    - i. Possibly using melatonin to help with falling asleep.
    - ii. A weighted blanket has been shown to be effective helping with anxiety as well as a more deep, restful sleep.
  - e. Practicing deep breathing or stretching exercises (i.e., reconnecting with your body) during high stress situations.
  - f. Learning and creating awareness regarding the situations or circumstances that often trigger your anxiety.
- 2) Continued individual therapy as needed, which can further develop coping strategies to help manage symptoms of anxiety and may include the following:
  - a. Ongoing psychoeducation.
  - b. Mindfulness and grounding techniques.
  - c. Acceptance and making room for painful emotions, such as fear and anxiety.
  - d. Exploring values and using them to establish committed actions/changes.

- e. “Unhooking” or cognitive defusion techniques to create distance from thoughts and feelings.

#### ADHD:

##### School-related:

- 1) Due to difficulties with attention, if/when necessary, Leah should be provided with extended time to complete tests and exams.
- 2) In addition, if/when necessary, Leah should be able to complete tests and exams in a quiet, noise-free environment, as to reduce external distractions.
- 3) If/when necessary, flexibility with due dates and the scheduling of tests, exams, and assignments, so Leah does not become overwhelmed.
- 4) Allow Leah to take movement breaks when her attention and focus appear to be wandering. Breaks can also be used as a motivator during less stimulating tasks.
- 5) She may benefit from using noise cancelling headphones and/or headphones that allow her to listen to music to help filter out auditory distractions.

##### General:

- 1) Brain-derived neurotrophic factor (BDNF) is a critical factor in brain growth and development. It is important for mental tasks, such as focus and attention, as well as mood. Research suggests that ADHD medications work, at least in part, by increasing BDNF. There are other ways, such as exercise (especially intense exercise) to increase BDNF levels.
- 2) Leah should take movement breaks when her attention and focus appear to be wandering. Breaks can also be used as a motivator during less stimulating tasks.
- 3) Significant research shows that practicing mindfulness can improve symptoms of ADHD such as distractibility, attention, and sense of wellbeing. Mindfulness activities may include formal meditation practices such breathing exercises or visualizations, or they may be informal, such as intentional focus during walking, eating, or brushing your teeth.
- 4) Try to keep distractions to a minimum:
  - a. Try to do any homework in a space that is not full of clutter.
  - b. If commotion and noise distracts her at home, try to use noise cancelling headphones and/or headphones that allow her to listen to music, when necessary.
- 5) Implement structure into daily routine to help with attention. Having a plan for each day will help Leah to feel less overwhelmed. This will help with anxiety as well.
- 6) Leah should be encouraged to create an organized space by designating specific areas for things like keys, wallet, phone, and other items that can be easily misplaced (storage baskets and bins can be helpful for organizing).
- 7) Make lists to keep track of things she wants or needs to remember. Taking notes and writing lists will help Leah with organization. Keep track of her daily tasks, projects, and deadlines by writing it all down in one place.
- 8) Set up a reminder system to help stay on schedule and remember appointments and events.
  - a. A calendar system may work well for Leah (e.g., place a monthly calendar with activities, appointments, and due dates in a common area like the kitchen).
  - b. Her phone can also be used to send her reminders of activities.



- 9) For better time management, Leah should allocate much more time than she thinks she'll need for completing tasks, projects, etc.
- 10) Based on the empirically derived best practices for the treatment of ADHD, further medical consultation regarding stimulant medication conducted under the care of a physician familiar with ADHD is recommended, as stimulant medication can be beneficial at reducing the core symptoms of ADHD. It is important to recognize that medication used to treat the symptoms of ADHD is most efficacious when used in conjunction with behavioural and learning strategies and should not be considered a sole means of treating ADHD.
- 11) The CHADD website ([www.chadd.org](http://www.chadd.org)) may be a good source of information.

If there are any questions about this report, either now or in the future, please contact me via e-mail at [dr.chelsea.quinlan@gmail.com](mailto:dr.chelsea.quinlan@gmail.com).

Sincerely,



Dr. Chelsea Quinlan, Ph.D., Registered Psychologist  
Quinlan Psychological Services Inc.  
E-mail: [dr.chelsea.quinlan@gmail.com](mailto:dr.chelsea.quinlan@gmail.com)

*It should be noted that conclusions in this report are based upon the information available from the reviewed documentation and directly from the client. If additional information becomes available to me that was not considered when this report was prepared, and which could reasonably affect the opinions contained in this report, an addendum to this report will be written after arriving at the changed opinion.*

