



ADHD & Autism Assessment Prep Guide

For those of us who feel better with a plan. You don't need a perfect binder, a rehearsed story, or every answer before you ask for help.

The goal is to describe your life, not prove a label.

I made this to help you organize what you want an evaluator to understand. ADHD and Autism are distinct, and someone can have one, both, or another explanation for what feels hard. A qualified evaluator looks at the whole picture. This guide is geared toward adults; caregivers can adapt it with a child or teen, keeping their own account central.

☐ Start with what brought you here

What feels difficult now? What would you like to understand or get support with? Pick a few real examples rather than trying to remember everything.

☐ Be ready to share a couple of real-life examples

Think of a couple of stories or situations that show the challenges you notice. What happened, what felt hard, and how did it affect you? A few notes are enough. You don't need a perfectly rehearsed story.

☐ Look back, without turning it into homework

Think about childhood and teen years: school, friendships, routines, attention, sensory experiences, and what adults noticed or missed. Note what you remember and what you don't.

☐ Bring context if you have it

Old report cards, evaluations, or observations from someone who knew you growing up may help. Ask what the evaluator needs. If records are missing or family input isn't safe or available, say so and ask about alternatives.

Keep your notes private.

Use paper or your own private notes. Share them directly with your evaluator through their approved process, not a website contact form or ordinary email. This website does not collect or store assessment answers.



What does daily life actually cost you?

Good grades or getting through the workday don't tell the whole story. Notice what happens before, during, and afterward.

☐ **Attention, starting, and finishing**

Consider losing track of time, instructions, belongings, or deadlines; shifting tasks; restlessness; and impulsive decisions. When is it easier or harder? What reminders or other people keep things moving?

☐ **Social connection and communication**

Think about conversations, friendships, groups, misunderstandings, and changes in social demands. Do you rehearse, copy other people, or need substantial recovery afterward? Describe your experience, not the stereotype.

☐ **Sensory needs, routines, and interests**

Consider sound, light, clothing, food textures, movement, changes in plans, routines, and absorbing interests. What feels helpful or overwhelming? These experiences alone don't establish a diagnosis.

☐ **The effort nobody sees**

Describe masking or workarounds if they apply: forcing eye contact, holding back movement, perfectionism, elaborate systems, extra preparation, or exhaustion at home. You don't need to deliberately perform or suppress anything during an assessment.

Try one example in plain language:

What happened? Where and how often? How far back do I remember it? What did it affect? What helped, and what did that help cost me?



A few things worth bringing up

You can have support needs and strengths at the same time. We don't have to erase either to make the story clear.

☐ **Patterns across places and over time**

Bring examples from home, school, work, and relationships when you can. Note when demands grew or supports disappeared, and whether that changed how well you could manage.

☐ **Health history and other explanations**

Tell the evaluator about relevant sleep, medical history, medications, past assessments, mental health concerns, and major life experiences. Anxiety, trauma, or other conditions can overlap with or resemble some difficulties. Let the evaluator sort through that with you.

☐ **What helps, and what you do well**

Include strengths, interests, adaptations, and support from other people. Be honest about both easier days and harder days. A useful assessment is not a collection of only your worst moments.

Questions you can ask the evaluator

- Do you assess ADHD, Autism, or both? What experience do you have with late-identified, high-masking people, including women, gender-diverse adults, and BIPOC adults?
- How do you account for cultural and racial bias in assessment, so a difference is not mistaken for a stereotype?
- How do you consider developmental history, masking, high achievement, and other possible explanations?
- What happens during the assessment, how long does it take, and who will explain the findings?
- What records or input would help? What if I can't access them?

A screening score is not a diagnosis, and this is not a checklist you need to “pass.”



Make the appointment work for you

Preparation is optional. Even a few notes are completely fine. The next step can be a conversation, not a finished autobiography.

☐ Check the practical details

Ask about the total cost, insurance, wait time, appointment format, any written report, and follow-up. Confirm what services are included rather than assuming every assessment works the same way.

☐ Ask for access needs

You can ask about breaks, written questions, a quieter space, bringing notes, or a support person. The evaluator can explain what is possible and how that fits the assessment process.

☐ Plan for afterward

Ask what the results mean, what support is available with or without a diagnosis, and what to do if questions remain. Leave yourself some recovery time if you can.

My main questions or things I don't want to forget

A note from me

Therapy for the shame, stress, and relationship patterns around being missed is different from a formal diagnostic evaluation. You don't need a diagnosis to talk with me about what has been hard. We can talk through the kind of support you're looking for.



ADHD & Autism Assessment Prep; TLDR

If a smaller space feels easier, start here. Short notes count, and you can skip anything.

What brought me here?

What do I want to understand or get help with?

What does this look like in daily life?

A real example: what happened, how often, and what did it affect?

What do I remember from growing up?

School, friendships, routines, play, interests. Gaps in memory are okay.

What effort does nobody see?

Masking, preparation, workarounds, perfectionism, or recovery time.

What else do I want the evaluator to know?

Relevant history, strengths, supports, records, or access needs.

What do I want to ask, and what did they say?

Experience with high-masking and BIPOC people, bias, process, cost, or next steps.

What sensory stuff do I notice?

Which sounds, lights, smells, textures, clothing, or crowds feel like too much? What do I seek out (movement, pressure, quiet, a certain food)? What helps me recover?

These notes are yours. Share them directly with your evaluator, not through a website form or email.
