

DOCUMENTATION OF ATTENTION-DEFICIT /HYPERACTIVITY DISORDER.

Professionals conducting assessments, rendering diagnoses of AD/HD and making recommendations for accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of mental disorders are essential.

The following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided that they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent and/or adult AD/HD population: licensed doctoral-level clinical, educational, or neuro-psychologists, psychiatrists, and other relevantly trained medical doctors. Also appropriate may be diagnoses using a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of AD/HD in adolescents and adults.

The name, title, and professional credentials of the evaluator - including information about license or certification as well as employment, and state or province in which the individual practices should be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed and otherwise legible.

An assessment for AD/HD must be current. Campus disabled student services staff reserve the right to request updated or supplemental documentation on a case-by-case basis, and may consult with other professionals, as appropriate, regarding the adequacy of a student's documentation. An assessment for AD/HD should include the following:

- Interviews and questionnaires which permit the student to describe current concerns and past problems;
- Interviews with significant people in the student's life (for example, parents, spouse, partner, or friends) and/or questionnaires filled out by these people;
- Observations of the student's behavior;
- Complete developmental, educational, and medical histories including specific statements concerning the effects of the student's diagnosed AD/HD in the past and any current functional limitations;
- The exact multi-axial diagnosis (include the five axes), date of diagnosis, and specification of the diagnostic criteria on which the diagnosis was based (for example, DSM-IV-R);
- An evaluation of the effectiveness of past and current medications prescribed for the AD/HD symptoms, an evaluation of the effectiveness of behavioral interventions; and its effect on that student (including that medication used by the student during the assessment process);
- A summary of assessment findings. If the student is found to have a disabling condition, the assessment summary must include a description of the current substantial limitation (s) imposed by the disorder.

(Note that tests of intelligence, cognition/ information-processing, and academic achievement, which may not be part of the diagnostic process itself, may be needed by a disability specialist to determine appropriate accommodations and services for a student with AD/HD.)

It is the responsibility of students who seek accommodations and services from Shorter College to provide comprehensive written documentation of their disabilities. With the informed consent of each student, an appropriate and qualified member of the disabled students service unit may contact the professional(s) who made the diagnosis of AD/HD, requesting further information in order to determine the presence of a substantial limitation and/or the most appropriate and reasonable accommodations.

ACCOMMODATIONS AND SERVICES.

Accommodations and support services for a student with AD/HD are designed to minimize the limitation(s) imposed by the student's disabilities, thus providing the student with an equal opportunity to learn, and to demonstrate what he or she has learned, in an academic setting. Academic accommodations will be provided in the most integrated setting possible and be designed to meet disability-related needs without fundamentally altering the nature of the student's instructional programs or any licensing requirements specified by the student's intended profession.

AD/HD may affect the academic performance of students in different ways. For this reason, every student with AD/HD requires individualized determination of appropriate accommodations and services.

It is the responsibility of the Director of Student Support Services to determine appropriate accommodations and services. This determination will be made after interviewing the student and reviewing the information furnished by the diagnosing professional(s). If the Director of Student Support Services does not find appropriate and sufficient evidence on which to base decisions concerning accommodations and services for a student with AD/HD, the student may be referred for additional assessment (e.g. tests of intelligence, cognition/information processing, and academic achievement).