

**ELIZABETHTOWN COLLEGE**

Disability Services

**Attention Deficit Hyperactivity Disorder (ADHD)**

**Evaluation Guidelines**

Disability Services is committed to providing equal access and reasonable academic adjustments, auxiliary aids, and services for qualified students with disabilities in accordance with The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973. The ADAAA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Documentation must demonstrate the current functional limitation(s) imposed by the disorder and describe how it substantially limits a major life activity, such as learning. To determine reasonable adjustments, Disability Services considers this documentation along with information from appropriate college personnel regarding essential standards for courses and programs. Inadequate information, incomplete answers and/or illegible handwriting will delay the eligibility review process by necessitating follow up contact for clarification.

*Secondary schools and post-secondary institutions are governed by different laws with regard to providing services for individuals with disabilities. Individualized Education Programs, Comprehensive Evaluation Reports, and 504 Plans do not usually provide the documentation needed to qualify for academic adjustments, auxiliary aids and/or services in the college setting and will only be considered acceptable if they meet the documentation guidelines below.*

1. Professionals conducting the assessment and diagnosing AD/HD must be alicensedprofessional such as a clinical psychologist or neuropsychologist and should not be a relative or close friend of the family. Diagnostic reports must be typed on professional letterhead and include the names, titles, credentials, and signature of the professional conducting the evaluation. The date of the testing/evaluation must be specified.
2. The clinical interview must include historical information providing evidence of early impairment in more than one setting. Relevant developmental, psychosocial, pharmacological, and educational information should be included. A summary of prior psycho educational testing and academic adjustments utilized in school should be included.
3. A recent (within 3 years) complete psycho-educational battery using the current version of standardized measures of aptitude (IQ) (i.e. Wechsler Adult Intelligence Scale, Stanford Binet Intelligence Scale) and achievement (i.e. Woodcock-Johnson Psycho-educational Battery, Tests of Achievement, Wechsler Individual Achievement Test) including all subtests, cluster scores, standard scores, and percentiles is required in order to determine the current impact of the AD/HD on an individual's ability to function in an academic setting. Short-form or abbreviated tests (i.e., WASI, WRAT, K-BIT) will not be acceptable as the only indices of aptitude or achievement. The most recent age based norms should be used; the battery must include current levels of academic functioning in the areas of reading, writing, and math. One or more objective measures of attention, impulse control, and discrimination such as the Conners Continuous Performance Task, the Gordon Diagnostic System, or the Test of Variables of Attention, TOVA/TOVA-A) should be used to document the level of functional impairment in attention and concentration. *All medications taken on the day of testing should be included in the report.*
4. The clinician should discuss the individual’s functional limitations, how those limitations will impact learning in post-secondary environment, and make reasonable recommendations for academic adjustments, auxiliary aids, and services.
5. The clinician must address co-existingdisorders, educational factors, or cultural factors relevant to the individual which may impact functioning or confound the diagnosis of an attention disorder.

**If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of the Attention Deficit/Hyperactivity Disorder Documentation Form.**

The Attention Deficit/Hyperactivity Disorder Documentation Form and the consent form should be mailed or faxed to:

Director of Disability Services

Elizabethtown College

One Alpha Drive

Elizabethtown, PA 17022

Fax: (717) 361-1556

If you have any questions regarding this form, please call Disability Services at (717) 361-1227. Thank you for your assistance.