

### Attention Deficit Hyperactivity Disorder (ADHD)

*Cedar Crest College provides reasonable accommodations to qualified students with disabilities. In order to provide the most appropriate accommodations, documentation of the student's condition/disability is necessary.*

Students requesting accommodations on the basis of *Attention Deficit Hyperactivity Disorder (ADHD)* should provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). **Documentation in the form of a narrative report (typed on letterhead, dated and signed by the qualified professional, providing license number when applicable) should include, but not be limited to including, the following:**

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided. History of full assessment with current symptoms for past six months.
- An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADD/ADHD or other educational, learning, physical or psychological difficulties; relevant medical and medication history; a thorough academic history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- Description of relevant employment history, or lack thereof.
- Descriptions of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
- Evidence of alternative diagnoses or explanations that have been ruled out. The documentation must investigate and discuss the possibility of alternative or co-morbid mood, behavioral, neurological, learning and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
- A discussion of the neuropsychological or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
- A specific psychiatric diagnosis as per the Diagnostic and Statistical Manual-V (with the type and diagnostic code). Symptoms of hyperactivity/impulsivity which were present in

childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, and home) must also be identified.

- If the student is taking medication and the medication causes side effects that impact learning, please provide a description of those side effects (specific medication information is not necessary).
- An integrated summary that:
  - Indicates the substantial limitations to major life activities posed by the disability,
  - Describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
  - Suggests how the specific effects of the disability may be accommodated, and
  - States how the effects of ADHD are mediated by the recommended accommodations.