



LORAS COLLEGE™

Lynch Office of Disability Services
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Recommendations for Professional Reports Documenting Accommodation Needs of Students with ADD

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, authorize the Lynch Office of Disability Services (LODS) and Loras College to safeguard qualified students enrolled at Loras College from discrimination on the basis of disability and to assure provision of reasonable accommodations. To qualify for services, LODS suggests students submit documentation and or disability history that describes how the condition directly and substantially limits a major life function such as learning.

The following documentation suggestions establish that the student is eligible for services on the basis of a physical or mental impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as such. The documentation also supports the student's request for accommodations.

All reports must be typewritten and signed on professional letterhead and include the name, title, and professional credentials of the evaluator, including license or certification, area of specialization, employment, affiliation, and the state or province of practice. Please note that IEP's, SARs and 504 plans may not be considered as complete documentation, but could be integrated by the professional into the final report.

The following documentation suggestions and other supporting documentation are to facilitate the process of the student's request for accommodations. Completion of a LODS Disability History Update Form available the Loras College website (<http://myweb.loras.edu/Loras/LODS/LODSDisabilityHistoryUpdate.pdf>) is required to determine qualification for services.

Components that may be included in the professional report:

I. Qualifications of the Evaluator

Professionals conducting assessments and rendering diagnoses of ADD and making recommendations for accommodations should have comprehensive training and relevant experience with an adult ADD population. Examples of such professionals are Clinical, Counseling, Educational, School Psychologists, Neuropsychologists, and relevantly trained Medical Doctors and Learning Disability Specialists. The evaluator cannot be a family member or closely related to the person being evaluated.

II. Comprehensive Information that Verifies the Existence of the Condition

A comprehensive evaluation should provide information about the history of the condition and verify the existence of a current condition. The evaluator's report may include the following:

- 1. Evidence of early impairment:** The report should contain evidence to establish that the symptoms of the disorder were present in childhood and manifested in more than one setting. The summary should also include information substantiated in medical and educational records. It should also describe the student's diagnostic history of

- ADD. Accommodation history should be outlined.
2. **Evidence of current impairment:** The report should describe the student's present attention symptoms including evidence of ongoing impulsive/hyperactive or inattention behaviors that significantly impair functioning in two or more settings at the time he or she was referred for the current evaluation. Included in the documentation should be a current DSM-IV or DSM-V diagnosis listing the criteria by which the diagnosis was determined. A clear diagnostic statement should be made and stated directly. **This statement should not use terms such as "suggests," "appears to," "is consistent with," "is indicative of" or similar language.** Relevant current medical information should be included. The report should indicate whether or not the individual was evaluated while on medication prescribed for the treatment of ADD, and whether or not the prescribed medication consistently produces a desired response.
 3. **Alternate causes ruled out:** The report should demonstrate that the evaluator(s) has investigated and ruled out alternative psychological, medical, educational, and/or cultural explanations for inattentiveness, impulsivity, and/or hyperactivity.
 4. **Relevant testing can be provided to establish average or higher intelligence:** The WISC-III or IV or the WAIS-III or IV can be administered and all scale and subscale information included such as Standard scores and percentiles. Full scale and subscale information be provided for both the intelligence test and any other testing used to substantiate a disability related to academic functioning.
 5. **Achievement testing be provided to demonstrate establish academic impairment:** The Wechsler Individual Achievement Test-II (WIAT-II) or the Woodcock Johnson Psycho-educational Battery-III or similar measures be administered to measure the current impact of the disorder on an individual's ability to function in academic related settings. The Wide Range Achievement Test (WRAT III or IV) is a minimal indicator in this regard.
 6. **Additional testing include at least one objective measure of sustained attention:**
Examples include the Conner's Continuous Performance Test (CCPT), the Test of Variables of Attention (TOVA), The Intermediate Visual and Auditory Continuous Performance Test (IVA), the Ruff 2 and 7, the Brief Test of Attention, the d2 Test of Attention, the Attention Capacity Test, or similar measures.

III. Each recommended accommodation discussed individually and specific evidence supporting each accommodation requested in the report.

Accommodations are provided for a condition only when the condition materially restricts an individual's academic functioning and when there is a substantial limitation as compared to the general population. Accommodations are not provided for relative weaknesses, areas needing improvement, or below expectancy performance that is not directly related to a disability.

Each accommodation should correlate with specific functional limitations that have been documented in the assessment. All data should logically reflect the substantial limitation(s) to learning for which the individual is requesting accommodations. For example, a recommendation for extra time on exams may be related to the individual's processing speed sub-score on the WAIS-III. "Laundry lists" of accommodations that are not individually supported are insufficient for this section.

These guidelines have been adapted from The University of Iowa, Iowa City.