

Attention Deficit Hyperactivity Disorder (Inattentive, combined type or hyperactive type)

The office of Services for Students with Disabilities at John Carroll University provides academic accommodations to students with disabilities that reflect a **current substantial limitation to a major life activity** as it relates to higher education. **Diagnosis of an attention deficit disorder should be made by a psychiatrist, licensed clinical or educational psychologist, neurologist, developmental or behavioral pediatrician, or a combination of such professionals.** Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, **SSD staff requests this evaluation to have been performed by a qualified professional within the last three years.**

Professional Evaluator Checklist:

- 1. DSM IV diagnoses; date of diagnosis; date of last contact with student
- 2. Please indicate which instruments and procedures were used to diagnose the ADHD.
- 3. Please describe symptoms that meet the criteria for this diagnosis and report all test results.
 - ▶ Please show significant evidence of the onset of ADHD before age 7, including your analysis of objective data consulted to verify early appearance of symptoms. Please note that you must provide convincing verification that ADHD symptoms appeared early in childhood and at least by middle school caused a demonstrable interference in the student's overall functioning. The only exception to this is if you have diagnosed the ADHD as a result of a head injury or other similar physical trauma.
 - ▶ Describe and explain the presence of the relative temporal stability of the symptoms of ADHD across multiple domains (e.g., school, home, work, social interactions with friends, etc.).
 - ▶ Appropriate assessment of symptoms should follow standard practices and may include: clinical interview; developmental history; educational history; medical history; intelligence, aptitude, behavioral, neuropsychological, and psychological testing.
- 4. Please attach your diagnostic report in narrative form. Records of office visits will not suffice nor will simple copies of rating forms or checklists. In your report should include the following information:
 - ▶ Please include severity of impairment, duration and expected long-term impact.
 - ▶ Please include the current symptoms the student is experiencing. Please be aware that we must see ample evidence across settings of pervasive limitations in the student's ability to adjust across their broad spectrum of experience (i.e., across multiple domains including school, home, work, etc.).
 - Please provide compelling data that these symptoms significantly and seriously interfere with normal functioning (compared to the general population, not student's peer group).
 - Provide specific examples across two or more life domains and across time.
 - ▶ Please include all test data. Please be aware that we will not consider any test data in isolation (i.e., without all of the interpretive information requested on this form). Please be aware that the WAIS's Freedom from Distractibility factor alone is not good evidence of the presence of ADHD; neither are similar estimates based on the Woodcock-Johnson or the Nelson Denny.
 - ▶ Please provide evidence that the student has a poor history of self-control and disinhibition (i.e., impulsive behavior that is/was clinically significant and represents a severe departure from normal developmental functioning). Please be aware that inattention alone is a common symptom of nearly every psychiatric disorder.
 - ▶ Please provide evidence of ruling out other psychiatric conditions including but not limited to mood disorders, anxiety disorders, dissociative disorders, personality disorders, learning disorders, sleep disorders, and substance abuse issues. Assessment information will be considered primarily as it clarifies the distinction of symptoms reflective of ADHD while ruling out other problems.
 - Please also provide evidence of having ruled out academic problems as a result of poor education, poor motivation or study skills, physical problems, and/or cultural or language differences.
- 5. Please list his/her current prescribed medication(s), dosage, frequency and possible adverse side effects, **as they relate to academic performance**. Please also be aware that a positive response to medications is not sufficient evidence of ADHD.
 - ▶ Please provide a rationale for why the student will need academic accommodations in addition to medication.
 - ▶ Please speak to how or whether the medications mitigate the effect of the ADHD on the student's overall functioning.
- 6. Please provide your recommendations for **reasonable** academic accommodation **to equalize** this student's opportunities at a post-secondary level. Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing the student's opportunities**.
 - ▶ Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful. **[Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in post-secondary education.]**
- 7. Please describe any other relevant information you may have, that has not been addressed, regarding this student's potential for success at JCU.
- 8. In your report, please ensure that the following information is included: Your name and signature, your degree license and certification information (including title and credentials), place of employment, and contact information.