




Muhlenberg College Office of Disability Services Documentation Guidelines


Attention Deficit Hyperactivity Disorder

 Muhlenberg College students with diagnosed disabilities are eligible for protections under the Americans with Disabilities Act Amendments Act (ADAAA) (revised in 2008) and Section 504 of the Rehabilitation Act of 1973 (as amended). The ADA Amendments Act 2008 retains the definition of a "disability" as (a) a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.


Students requesting accommodations, auxiliary aids, and/or services based on a diagnosis of Attention Deficit Hyperactivity Disorder, are required to submit documentation by an appropriately qualified professional who verifies the presence of a condition that rises to the level of a disability and confirms the need for reasonable accommodations based on the diagnosed condition. The professional conducting the assessment must be considered qualified to evaluate and diagnose ADHD (licensed psychologist, neuropsychologist, psychiatrist or other relevantly trained medical professionals) and must be an impartial individual who is not a family member or in a dual relationship with the student. The evaluating professional will need to provide:

 A narrative report/assessment that is;

- Typed on letterhead
- Includes the date
- Signature of the evaluating professional, their title and professional credentials

 The report/assessment should contain these important elements:

- Must be **current**, (six months to one year of entering college)
- Include a clearly stated diagnosis
- Must provide information about the significant impact to a major life function, including those expected for a post-secondary experience.

 The report/assessment must also include the information listed below with evidence that ADHD symptoms currently meet DSM-V criteria (including subtype) in nature and severity:

Evidence of Early Impairment

- Relevant historical information including the evidence of the symptoms arose in childhood; including the age of onset, and any academic or behavioral issues that were noted at the time.
- Date of diagnosis



➔ Evidence of Current Impairment

- Statement of current presenting problems
- Statement of what alternative diagnoses were ruled out as part of the assessment
- Summary of diagnostic information, including:
 - ✓ Diagnostic interview
 - ✓ Relevant medical or medication history
 - ✓ Review of prior psychoeducational reports
 - ✓ Description of current functional limitations impacting two or more settings
 - ✓ Information regarding direct impact of diagnosed condition on academic performance
 - ✓ Complete test scores with written interpretations from the evaluator
 - ✓ If not previously diagnosed or treated, what qualifying criteria is now present or different in the student's profile

➔ Rationale for Recommended Accommodations

- Recommended accommodations must be clearly linked to the evaluative information with a discussion and rationale of each accommodation being recommended
- List and discuss current and/or past accommodations that were utilized as well as an assessment of their effectiveness
- Include a statement about prior treatments and their effectiveness. If there were no prior treatments, an explanation of why none were in place