

Accommodations at Collin College for Equal Support Services

Disability Verification Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Collin College follows the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973 when developing accommodations for students with disabilities. Accommodations are designed to provide equal access to educational services, programs, and activities. As part of the accommodation request process, students may be asked to provide documentation of their disability, current functional limitations, and the nature of those limitations. All documentation is reviewed on a case-by-case basis and is kept confidential. Providing documentation does not automatically qualify an individual for academic accommodations.

The purpose of this documentation is to validate functional limitations, which support the request for disability accommodations in an academic setting. In providing documentation for individuals with this type of disorder, the following guidelines should be considered:

- The document must be on official letterhead, dated, and signed by a qualified professional, who has the training, experience, and licensure relevant to the disability.
- The documentation must describe the <u>current</u> functional limitations caused by the disability and limitations to major life activities
- List the functional limitations and the severity of the symptoms as it pertains to an educational setting.
- Recommendations for academic accommodations based on the impact of the disability, such as assistive technology or adaptive equipment.

If there is no written report for the diagnosis of ADHD, the attached form may be completed by an *unbiased* Medical Professional, Psychologist and/or School Psychologist, Psychiatrist, Licensed Professional Counselor, etc. to support a diagnosed disability.



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Documentation Guidelines- Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Student:	Date:					
Please provide the diagnosis and specific severity for this individual in an education		-		ons and th	he level of	
Major Life Activity-	No	Mild	Moderate	Severe		
Learning	Impact	Impact	Impact	Impact	Unknow	
Sustaining focus						
Concentrating						
Following directions						
Organizing information, tasks, and materials						
Managing internal distractions						
Managing external distractions						
Managing perseverative behavior						
Shifting tasks						
Over attention to details						
Failure to attend to details						
Task avoidance						
Loses things easily						
Submitting assignments in timely manner						
Managing stress						
Containing emotions and behaviors						
Interacting with individuals (one on one)						
Interacting in group settings						
Please list any additional functional limita setting and recommendations for acader			•	•		
Professional's Name (print)	S	ignature			Pate	
Professional's Title (print)		License Number				
Address		Phone Number				