



## Student Disability Services

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### Requirements for Professional Reports Documenting Accommodation Needs of Students with AD/HD

Under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act of 2008, Student Disability Services (SDS) protects qualified students enrolled at the University of Iowa from discrimination on the basis of disability and assures provision of reasonable accommodations. To do this, SDS requires documentation that diagnoses a disability **and** describes how the condition directly and substantially limits a major life function such as learning. **The documentation must demonstrate that the condition rises to the level of a disability.**

The following documentation requirements establish that the student is eligible for protection and 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 type written 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 and 504 plans will not be considered documentation, but should be integrated by the professional into the final report.

Components I-IV **must** be included in the professional report.

#### I. Qualifications of the Evaluator

Professionals conducting assessments and rendering diagnoses of AD/HD and making recommendations for accommodations must have comprehensive training and relevant experience with an adult AD/HD population. Examples of such professionals are Clinical, Counseling, Educational, School Psychologists, Neuropsychologists, and relevantly trained Medical Doctors and Learning Disability Specialists. The professional completing the report must be independently licensed or working under the supervision of a licensed professional.

#### II. Recency of Documentation

Because the provision of all reasonable accommodations and services is based upon our review of the professional's assessment of the current impact of the disability on academic performance, it is in a student's best interest to provide recent and appropriate documentation. This means that the comprehensive evaluation must have been completed within the past **three years**.

#### III. 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 must include the following:

1. **Evidence of early impairment:** The report must 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 AD/HD. Accommodation history should be outlined.

2. **Evidence of current impairment:** The report must describe the student's present attentional 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. Documentation must include a current DSM-IV-TR diagnosis including the criteria by which the diagnosis was determined. A definitive diagnostic statement must 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 must be included. The report should indicate whether or not the individual was evaluated while on medication prescribed for the treatment of AD/HD, and whether or not the prescribed medication consistently produces a desired response.
3. **Alternate causes ruled out:** The report must 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 must be provided to establish average or higher intelligence:** The WISC-III or IV or the WAIS-III or IV must be administered and all scale and subscale information must be included. Full scale and subscale information must be provided for both the intelligence test and any other testing used to substantiate a disability related to academic functioning.
5. **Achievement testing must be provided to demonstrate academic impairment:** The Wechsler Individual Achievement Test-II (WIAT-II) or the Woodcock Johnson Psychoeducational Battery-III or similar measures must 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 not sufficient in this regard.
6. **Additional testing must 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 (ACT), or similar measures.

**IV. Each recommended accommodation must be discussed individually and specific evidence must support 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 be correlated with specific functional limitations that have been documented in the assessment. All data must logically reflect the substantial limitation(s) to learning for which the individual is requesting accommodations. For example, a recommendation for extended time for exams may be related to the individual's processing speed sub-score on the WAIS-III, or to differences between "standard" and "extended time" administration scores on the Nelson-Denny Reading Test. "Laundry lists" of accommodations that are not individually supported are insufficient for this section.

Please feel free to attach any additional documentation to the report.