



Accommodations and Resource Center (AARC) Documentation Guidelines

Attention Deficit Hyperactivity Disorder (AD/HD)

Introduction

The Accommodations and Resource Center (AARC) at Western University of Health Sciences is committed to providing accommodations and services to qualified students and employees with disabilities in order to eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, AARC is guided by the federal definition of disability, which describes an individual with a disability as someone who has:

A physical or mental impairment that **substantially** limits one or more major life activities of such individual, a record of such impairment or is regarded as having such an impairment.

Any student or employee may request accommodations from AARC. In order to establish disability status and eligibility for specific accommodations, academic adjustments, ergonomic furniture/equipment and or auxiliary aids/services, AARC requires **current** and **comprehensive** documentation of the student's or employee's impairment(s). Disability documentation is reviewed by the Assistant Director AARC, and the determination of accommodations is made on a case-by-case basis based on the functional limitations of the disability. It is the student's and employee's responsibility to obtain and provide this information. If a student or employee cannot present current and comprehensive documentation, the Assistant Director may refer him/her to a qualified professional for assessment.

Disability documentation is credible evidence from a qualified practitioner that attests to the existence of a disability, the impact of the alleged disability on academic and job performance and related competencies and recommendations for accommodations.

Guidelines for Disability Documentation

Attention Deficit/Hyperactivity Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis of this disorder are practitioners who have been trained in the assessment of AD/HD and

are experienced in assessing the needs of adult learners. Recommended practitioners may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, or a combination of such professionals. The diagnostician should be an impartial individual who is not a family member of the student or employee.

The following guidelines are provided to assist the service providers in collaborating with each student or employee to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's or employee's request for appropriate accommodations; therefore, the following should be included:

1. Documentation submitted must reflect evaluation conducted within the past 3 (three) years.
2. Evaluators, physicians, medical professionals, etc., are encouraged to submit any prior assessments and/or evaluative reports together with the current documentation.
3. Documentation must be printed on official letterhead and signed by the credentialed professional.
4. A Summary of Performance (SOP), Individualized Education Program (IEP) and/or 504 Plan are not considered adequate documentation.
5. Reasonable accommodations and resulting impairment(s) due to the disability.
6. While the law requires that priority consideration be given to the specific methods requested by a student or employee, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable techniques are available.
7. Prior receipt of accommodations does not guarantee receipt of the same accommodations at Western University of Health Sciences.
8. Missing disability documentation information may result in a delay in reviewing a student's or employee's request for accommodations.
9. A statement of the functional impact or limitations of the disability on learning, working or other major life activity and the degree to which it impacts the individual in the learning or working context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student or employee and the Assistant Director AARC collaborate regarding accommodations.