Attention-Deficit/Hyperactivity Disorders (ADHD)

The following guidelines are provided in the interest of assuring that documentation is complete and accurate. Accessible Education Services reserves the right to determine eligibility and appropriate accommodations based on current, appropriate documentation and the functional limitation of the disability with regards to academic achievement. All documentation is confidential and will be maintained by Accessible Education Services. Roanoke College requires that the psychoeducational evaluation be current (within the last three years and based on adult normative data).

**Documentation must include early medical and developmental history.**
A comprehensive psychoeducational or neuropsychological evaluation that provides a diagnosis of an Attention-Deficit/Hyperactivity Disorder must be submitted. The report should indicate the current status and impact of the Attention-Deficit/Hyperactivity Disorder in an academic setting. Other applicable diagnoses should also be listed.

**Psychological Assessment Data must include the following:**

**Intellectual Assessment**
- Cognitive functioning must be measured on an individually administered intelligence test such as the Wechsler Adult Individual Scale of Intelligence-Fourth Edition (WAIS-IV), the Woodcock-Johnson Test of Cognitive Ability, The Stanford-Binet-Fifth Edition (SB-5th Ed.) or the Kaufman Adolescent and Adult Intelligence Test (KAIT). Subtest scaled scores should be listed.
- Abbreviated tests of ability will not be considered.
- Informal assessment data will not be considered.
- **Individual Educational Plans and Section 504** plans will not be considered in lieu of above ability.

**Academic Achievement**
- A comprehensive academic achievement battery should document achievement deficits relative to potential such as The Wechsler Individual Achievement Test (WIAT) or the Woodcock-Johnson Tests of Achievement (W-J III). The achievement testing should include current levels of academic functioning in relevant areas such as reading rate, reading comprehension, oral and written language and mathematics. Standard scores and percentiles for administered subtests should be stated.
- Informal assessment data will not be considered.

**Information Processing**
- Specific areas of information processing (e.g., short and long term-term memory, auditory and visual perception/processing, executive functioning) should also be included in the evaluation.

**Social-Emotional Assessment**
- In order to rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and clinical interview, are recommended.

Standardized test scores and percentiles should be provided for all measures. Grade equivalents will not be considered. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodations. Assessment of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations in the academic setting. Diagnoses must be specific and based on DSM-V criteria. There must be clear, specific evidence and identification of ADHD.

**Medications:** It is strongly recommended that the specific names and dosages of current medication be provided.

**Recommendations:** The report should include specific recommendations for accommodations as well as a rationale for why each accommodation is recommended. However, the final determination of appropriate accommodations will be made by Accessible Education Services.

Psychological, neuropsychological, and/or psycho educational testing is required to diagnose ADHD and its impact on learning. The test data should also identify significant attentional problems and/or processing memory deficits.