



The purpose of this packet is to inform students and medical providers guidelines to define and inform students about the specific requirements placed on medical documentation in order to assist with the appropriate accommodations.

In compliance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act and its amendments, the Florida Statute 1001.64, Tallahassee State College (TSC or the College) shall allow otherwise qualified, eligible students to utilize appropriate accommodations, where the student's disability can reasonably be expected to prevent the student from meeting requirements.

ADA statement: "A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact."

Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act (ADA)

Attention Deficit Hyperactivity Disorder (ADHD/ADD)

Attention deficit hyperactivity disorder (ADHD) is the inability to focus, being overactive, not being able to control behavior, or a combination of these. ADD/ADHD is characterized by symptoms of inattention (such as distractibility, disorganization, or forgetfulness) or by symptoms of hyperactivity and impulsivity (such as fidgeting, speaking out of turn, or restlessness). For these problems to be diagnosed as ADHD, they must be out of the normal range for a person's age and development.

Disability Specific Guidelines

Documentation for each of the specific disabilities should address a) the currency of the disability (how old is the evaluation), b) medical professional's/evaluator credentials, c) the assessment employed for the diagnosis and d) recommended accommodations, indicating or validating the need for services to minimize the impact in the educational setting.

1. ADHD/ ADD

- A. **Currency. 5 YEARS.** If evaluations are more than 5 years old or based on children's norms, an addendum may be requested. Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable. Documentation should validate the need for services based on the individual's current level of functioning in an educational setting.
 - B. **Medical Professional Credentials.** Documentation must be dated and signed by the physician or psychologist/evaluator. Typed letters on official letterhead, psycho-educational evaluation reports (with scores), or neuropsychological evaluation reports (with scores) are preferred. Letters must be signed by an evaluator qualified to make the diagnosis, and include information about license or certification, background and area of specialization.
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- C. Assessments. Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable. Information regarding functional limitations or barriers connected to the ADHD or ADD in the academic environment is crucial; i.e. “How does ADHD or ADD impair the student’s ability to learn?” *Brief screening measurements are not sufficient.
- D. Recommended Accommodations. Recommended reasonable accommodations that will provide effective access to the student’s academic program. Documentation should validate the need for services based on the individual’s current level of functioning in an educational setting.

Current functional impact – The current functional impact on physical, perceptual, cognitive, mental, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures.

Documentation Currency – Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and how the information applies to the current situation of the request for accommodations. Given this, different disabilities may have different document currency for the reason/s stated.

Documentation Requirements Components of all documentation

1. Completed by a licensed or credentialed examiner (not a family member, nurse or general practitioner).
2. A description of the disability, including the diagnosis and history.
3. A description of the current functional impact in daily living and in an educational setting.
4. A description of the expected duration, frequency, severity, and progression of the condition.
5. A description of the past use of disability services.

General Guidelines

In order to provide reasonable, effective and appropriate academic accommodations to students at TSC who have disabilities, the Office of Student Accessibility Services (SAS) requires students to provide recent, relevant and comprehensive medical documentation of the disability and the disability’s impact on the student’s participation in a course, program, or activity. The student will also have the opportunity to discuss the impact of the disability on his or her academic performance, as well as discuss what accommodation has worked and what has not been effective.

Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history and MAY or MAY NOT be used to determine the reasonableness of certain accommodations. The Plan should be 5 years old or less; however, not all secondary accommodations are applicable in postsecondary settings. Other documentation may be necessary.

1. Documentation from appropriate medical professionals, i.e. typed letters on official letterhead.
 2. Documentation reflects a specific diagnosis or condition and the current functional limitations or academic barriers presented by the disability; i.e., how does the disability create a barrier for the student academically?
 3. Include a DSM-IV or DSM-V code where appropriate.
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