

## Policies and Procedures for Students with Disabilities

**Preamble.** The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

The efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

*Adopted June, 1989*

### Accessibility: The Key to Equal Opportunity

Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Policies regarding access for persons with disabilities apply to the main campus, regional campuses, the School of Social Work, and the School of Law. Individuals seeking services should contact the designated Disability Contact Person at each respective campus.

### University Disability Contact Personnel Main Campus (Storrs):

#### Center for Students with Disabilities (CSD)

Donna M. Korb, Director                      Jennifer H. Lucia, Associate Director  
Wilbur Cross, Room 161, (860) 486-2020 (voice/TDD), (860) 486-4412 (FAX)

#### University Program for College Students with Learning Disabilities (UPLD)

Joseph Madaus, Director  
Neag School of Education, Hall Building, Room 110  
(860) 486-0178, (860) 486-5799 (FAX)

### Regional Campuses

**Avery Point:** Trudy Flanery, Assistant to the Dean of Students  
Administration and Student Affairs Building, Room 109  
1084 Shennecossett Road  
Groton, CT 06340, (860) 405-9024, (860) 405-9018 (FAX)

**Greater Hartford Campus:** Jane Thierfeld Brown, Disability Coordinator or  
Nadine Brennan, Assistant to the Dean of Students  
Undergraduate Building, Room 310  
85 Lawler Road  
West Hartford, CT 06117-2697, (860) 570-9188, (860) 570-9210 (FAX)

**Stamford:** Sharon Johnson White, Assistant to the Dean of Students  
1 University Place  
Stamford, CT 06903, (203) 251-8487, (203) 251-8486 (FAX)

**Torrington:** Judith DiLaurenzio, Assistant to the Dean of Students  
Student Affairs Office, 855 University Drive, Torrington, CT 06790,  
(860) 626-6804, (860) 626-6847 (FAX)

**Waterbury:** Stuart Brown, Assistant to the Dean of Students  
Benedict Miller House, Room 215, 32 Hillside Avenue, Waterbury, CT 06710-  
2288, (203) 236-9847, (203) 236-9845 (FAX)

**Graduate School of Social Work:** Jane Thierfeld Brown  
1798 Asylum Avenue, West Hartford, CT 06117,  
(860) 570-9188, (860) 570-9210 (FAX)

**School of Law:** Jane Thierfeld Brown, Disability Coordinator  
Hartranft 106, 55 Elizabeth Street, Hartford, CT 06105-2296,  
(860) 570-5130 (voice), (860) 570-5299 (TDD)

Laurie S. Werling, Associate Dean  
Hartranft 104, 55 Elizabeth Street, Hartford, CT 06105-2296,  
(860) 570-5130, (860) 570-5128 (FAX)

**Student Rights and Responsibilities.** Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
4. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

**Institutional Rights and Responsibilities.** The University of Connecticut, through its Disability Contact Persons (see pp. 2-3) has the right to:

1. Maintain the University's academic standards.
2. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
  - pose a direct threat to the health and safety of others;
  - constitute a substantial change or alteration to an essential element of a course or program; or
  - pose undue financial or administrative burden on the University.

**The University of Connecticut, through its Disability Contact Persons, has the responsibility to:**

1. Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, the University's Disability Contact Person has the responsibility to:

1. Assist students with disabilities who self-identify and meet University criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. Assure confidentiality of all information pertaining to a student's disability.
3. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Diversity and Equity and/or through external agencies (e.g., Office of Civil Rights).

### Specific Policies

#### Academic Accommodations Policy/Responsibilities of the Disability Contact Person Include:

- Determining eligibility for participation of students with disabilities in the academic accommodations process based upon a review of appropriate documentation.
- Determining the appropriate accommodation for each student based on the individual's need.
- Assuring the student receives the appropriate accommodation.
- Interacting with faculty when appropriate.

#### Responsibilities of the Student Include:

- Contacting the Disability Contact Person at the campus he/she is attending at **the beginning of each semester** so that appropriate accommodations can be made in a timely manner. Students are strongly encouraged to make this contact **within the first two weeks** of each semester. This includes filling out the required academic accommodation form, which indicates the student's need (e.g., extended time to complete exams, notetaker, classroom relocation, laboratory assistant, etc.).
- Providing the Disability Contact Person with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student's disability and suggested accommodations.
- Providing signed consent authorizing the Disability Contact Person to discuss his/her need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation.
- Informing the faculty member or professor at the beginning of each semester about his/her disability, how performance may be affected, and necessary and reasonable accommodation(s). (This responsibility is optional for students at the School of Law.)
- Meeting the timelines and procedural requirements established by the Disability Contact Person for scheduling exams, requesting assistance, arranging with a faculty member, and/or the Disability Contact Person for getting the exam to the location of testing. If the student fails to provide adequate notice of the need for space and/or assistance, he/she is still entitled to the accommodation, but there is no guarantee that it can be provided in the fullest measure.
- If the student fails to comply with these requirements, he/she will receive a written reminder of responsibilities in order to stress the importance of these requirements.

#### Responsibilities of the Faculty Member Include:

- Discussing with the Disability Contact Person any concerns related to the accommodation(s) or arrangements that have been requested by the student during their initial contacts.
- Determining the conditions under which the exam is to be administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, scrap paper, dictionary).
- Providing appropriate accommodations, either personally or by making arrangements with the Disability Contact Person.
- Assuring the timely delivery of the exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the exam.
- Assuring the confidentiality of information regarding students with disabilities.

**Eligibility for Financial Aid.** Students with documented disabilities may enroll in a less than full-time course load as an academic adjustment to accommodate their disability under the Americans with Disabilities Act of 1990 and the regulations accompanying Section 504 of the Rehabilitation Act of 1973. Students are encouraged to discuss full-time course load requirements with an academic advisor or student affairs counselor for their respective program. A financial aid counselor can determine how their aid will be affected by a reduced course load.

Students should be aware that Federal law requires the federal Pell Grant funds be prorated based on the number of credits taken, and that the student financial aid budget will also be reduced accordingly. In addition, under the federal Stafford Loan Program, or to have a previous loan deferred, the student must take at least six credits.

Students whose disabilities warrant the adjustment of carrying less than a full-time load per semester can be determined eligible for student financial aid status. In such a case, these procedures must be followed:

1. Students must provide appropriate documentation regarding their disability that substantially limits one or more major life functions to the Disability Contact Person.
2. If a student is registered at the beginning of a semester for less than a full-time credit load as an accommodation for a disability, this must be verified by the Disability Contact Person. Students must contact the Disability Contact Person for this verification **NO LATER THAN** the last day of the University's ADD/DROP period.

3. If a student is registered at the beginning of a semester for a full-time course load but to accommodate his/her disability withdraws from a course within the approved drop period for the respective program and according to the procedures for dropping a course, he/she must discuss this with the Disability Contact Person **NO LATER THAN** the last day of the drop period for classes.

4. The Disability Contact Person will notify Certifications **each semester** regarding students with disabilities carrying fewer than a full-time course load who are eligible for Financial Aid consideration under these procedures.

**Students should be aware that, as always, eligibility for Financial Aid depends upon satisfactory academic progress.**

**Undergraduate Eligibility for Dean's List Status.** Undergraduate students whose disabilities warrant the adjustment of carrying fewer than a full-time course load per semester can be determined eligible for Dean's List status. In such a case, the procedures for **Eligibility for Financial Aid** must be followed **each semester**. The Disability Contact Person will notify Certifications each semester regarding students who are eligible.

**Course Substitutions for Undergraduate Students with Documented Severe Learning Disabilities Policy.** Recognizing that the nature and severity of the documented specific learning disability may preclude learning in the quantitative or foreign language area even with reasonable accommodations, the University will permit the substitution of specific courses as an accommodation. Because these requirements are often important parts of a program, each case must be carefully considered on an individual basis before a decision is made by the appropriate Dean of the student's School or College.

**Procedures.** The following procedures must be followed if a student with a documented learning disability is seeking a modification of either the University's Q or Foreign Language requirement:

1. The petition process should begin as soon as there is strong objective evidence (e.g., previous documented difficulties) that the student will be unable to fulfill the requirement.
2. The student must provide the Director of the University Program for College Students with Learning Disabilities (UPLD) on the Storrs campus with **current**, relevant, and comprehensive documentation and assessment data from certified professionals. Detailed guidelines for acceptable documentation are available from UPLD. This documentation must substantiate a severe learning disability and its specific impact upon the student's ability in the area of mathematics or foreign language learning.
3. A complete case history is required to document the student's history of problems in quantitative or foreign language learning from high school until the date of the petition. This case history should include:
  - a. a personal statement by the student indicating the reasons for the request including prior experiences with the subject matter; and
  - b. the names of courses and grades, as well as letters from high school personnel and/or college faculty attesting to the student's efforts and diligence in attempting to master the subject matter.

Upon completion of these steps, the documentation and the supporting evidence from the case history are reviewed by the Director and Associate Director of UPLD. If there is evidence that a substitution is warranted, the Director will forward the petition packet to the Dean of the student's College or School with a copy sent to the student. The student will be notified in a timely manner of the final decision rendered by the Dean of his/her College or School. If the Director and Associate Director find there is insufficient evidence to verify the appropriateness of the request, the student has the option of having a Documentation Review Team, comprised of University faculty in the areas of special education and school psychology and advanced graduate students with expertise in learning disabilities and assessment, conduct an impartial, blind review of the documentation. The Team's decision as to whether there is sufficient evidence to warrant a course substitution will be conveyed to the student.

Any student who receives an exemption is expected to fulfill the University's Q or Foreign Language requirements according to the following guidelines for selecting alternative courses. To fulfill the University's Q-requirement, two alternative courses must be chosen from Groups VI, VII, and VIII. To fulfill the foreign language requirement, an equivalent number of courses must be chosen from Column A (Literature) of Group IV, and/or from Group V.

**Students with a Documented Severe Communication Disorder Policy.** For students with a documented severe communication disorder for whom learning a foreign language would be unreasonable, the University will permit the substitution of specific courses as a reasonable accommodation. Because these foreign language requirements are often important parts of a program, each case must be carefully considered on an individual basis before a decision is made by the appropriate Dean.

**Procedures.** The following procedures must be followed if a student with a

documented severe communication disorder is seeking a modification of the University's Foreign Language requirement:

1. The petition process should begin as soon as there is strong objective evidence that the student will be unable to fulfill the requirement.
2. The student must provide the Director of the Center for Students with Disabilities (CSD) on the Storrs campus with **current**, relevant, and comprehensive documentation from a certified professional. This documentation must substantiate both the severe communication disorder and its specific impact upon the student's ability in the area of foreign language learning.

Upon completion of these steps, the documentation is reviewed by the Director of the CSD and a diagnostic evaluator. A decision regarding the validity of a student's petition is rendered within one (1) month of the team's receipt of the documentation. The decision and recommendation of the team are then forwarded to the Dean of the student's College or School with a copy sent to the student. The student will be notified in a timely fashion of the final decision rendered by the Dean of his/her College or School. Any student who receives an exemption is expected to fulfill the University's Foreign Language requirements according to the guidelines for selecting alternative courses.

### Procedures for Accessing Services at the Storrs Campus

#### Center for Students with Disabilities

Donna M. Korb, Director  
Jennifer H. Lucia, Associate Director  
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Any student with a documented disability is eligible to receive services from the Center for Students with Disabilities (CSD). The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability. The law does not require institutions to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability. Students wanting to access services must self-identify and provide appropriate verification of their disability. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the University in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations. It is the responsibility of the student requesting accommodations to present documentation and request accommodations in a timely manner prior to the beginning of the academic semester.

Students requesting accommodations of either an academic or personal nature must contact the CSD and present appropriate documentation prior to receiving services. Documentation must be current, in most cases within three years of the current date, and must be submitted by a qualified practitioner. This documentation must be a comprehensive assessment including recommendations for accommodations as well as recommendations for treatment. Documentation should include:

- A diagnostic statement including the date of the most recent evaluation
- The current impact of (or limitations imposed by) the condition
- Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition
- The expected duration, stability or progression of the condition.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. Recommendations should:

- Provide clear description of the recommended accommodations
- Connect the recommended accommodations to the impact of the condition
- Provide possible alternatives to the recommended accommodations
- Include a statement of the level of need (or consequences of not receiving) the recommended accommodations

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Documentation guidelines for students with ADD/ADHD are as follows:

#### Documentation Guidelines for Students with ADD/ADHD:

**I. A Qualified Professional Must Conduct the Evaluation.** Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and the full range of psychiatric disorders. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation. The

following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adolescents and adults.

Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable. It is also not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. The receiving institution or agency has the responsibility to maintain the confidentiality of the individual's records.

**II. Documentation Should be Current.** Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the disability on academic performance, it is in an individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three years. Flexibility in accepting documentation which exceeds a three-year period may be important under certain conditions if the previous assessment is applicable to the current or anticipated setting. If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodation(s), reevaluation may be warranted. Furthermore, observed changes may have occurred in the individual's performance since previous assessment, or new medication(s) may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it may be necessary to update the evaluation report. The update should include a detailed assessment of the current impact of the ADHD and interpretive summary of relevant information (see Section III, G) and the previous diagnostic report.

### III. Documentation Should be Comprehensive

**A. Evidence of Early Impairment.** Because ADHD is, by definition, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of objective, historical information establishing symptomology indicative of ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psychoeducational testing, and third party interviews when available.

**B. Evidence of Current Impairment.** In addition to providing evidence of a childhood history of an impairment, the following areas must be investigated:

**1. Statement of Presenting Problem.** A history of the individual's presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

**2. Diagnostic Interview.** The information collected for the summary of the diagnostic interview should consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview with information from a variety of sources should include, but not necessarily be limited to, the following:

- history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time;
- developmental history;
- family history for presence of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner;
- relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated;
- relevant psychosocial history and any relevant interventions;
- a thorough academic history of elementary, secondary, and postsecondary education;
- review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems;
- relevant employment history;
- description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention;
- relevant history of prior therapy.

**C. Rule Out of Alternative Diagnoses or Explanations.** The evaluator must investigate and discuss the possibility of dual diagnoses, and alternative or co-existing mood, behavioral, neurological, and/or personality disorders, *which* may confound the diagnosis of ADHD. This process should include exploration of possible, alternative diagnoses, and medical and psychiatric disorders as well as educational and cultural factors impacting the individual which may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

**D. Relevant Testing.** Neuropsychological or psychoeducational assessment is

important in determining the current impact of the disorder on the individual's ability to function in academically related settings. The evaluator should objectively review and include with the evaluation report relevant background information to support the diagnosis. If grade equivalents are reported, they must be accompanied by standard scores and/or percentiles. Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. All data must logically reflect a substantial limitation to learning for which the individual is requesting the accommodation.

**E. Identification of DSM-IV Criteria.** According to the DSM-IV, "the essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development" (p. 78). A diagnostic report should include a review and discussion of the DSM-IV criteria for ADHD both currently and retrospectively and specify which symptoms are present.

In diagnosing ADHD, it is particularly important to address the following criteria:

- symptoms of hyperactivity/impulsivity or inattention that cause impairment which must have been present in childhood;
- current symptoms that have been present for at least the past six months;
- impairment from the symptoms present in two or more settings (for example, school, work, and home);
- clear evidence of significant impairment in social, academic, or occupational functioning; and
- symptoms, which do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

**F. Documentation Must Include a Specific Diagnosis.** The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests," "is indicative of," or "attention problems."

Individuals who report only problems with organization, test anxiety, memory and concentration in selective situations do not fit the proscribed diagnostic criteria for ADHD. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation(s).

**G. An Interpretative Summary Should be Provided.** A well-written interpretative summary based on a comprehensive evaluative process is a necessary component of the documentation. Because ADHD is in many ways a diagnosis, which is based upon the interpretation of historical data and observation, as well as other diagnostic information, it is essential that professional judgment be utilized in the development of a summary, which should include:

1. demonstration of the evaluator's having ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological or medical disorders or non-cognitive factors;
2. indication of how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings are used to determine the presence of ADHD;
3. indication of whether or not the student was evaluated while on medication, and whether or not there is a positive response to the prescribed treatment;
4. indication and discussion of the substantial limitation to learning presented by the ADHD and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
5. indication as to why specific accommodations are needed and how the effects of ADHD symptoms, as designated by the DSM-IV, are mediated by the accommodation(s).

#### IV. Each Accommodation Recommended by the Evaluator Should Include a Rationale

The evaluator(s) should describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of impact on the individual. The diagnostic report should include specific recommendations for accommodations that are realistic and that postsecondary institutions, examining, certifying, and licensing agencies can reasonably provide. A detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, current documentation should validate the need for services based on the individual's present level of functioning in the educational setting. A

school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report. The documentation should include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether or not they benefited the individual. However, a prior history of accommodations, without demonstration of a current need, does not in itself warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the individual should include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, and chronic tardiness or inattentance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity. Reasonable accommodation(s) may help to ameliorate the disability and to minimize its impact on the student's attention, impulsivity, and distractibility. The determination for reasonable accommodation(s) rests with the designated disability contact person working in collaboration with the individual with the disability and when appropriate, college faculty. The receiving institution or agency has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the individual's informed consent.

**DSM-IV Diagnostic Criteria for ADHD\*.** The following diagnostic criteria for ADHD are specified in the DSM-IV (American Psychiatric Association, 1994):

A. Either (1) or (2):

1. six (or more) of the following symptoms of **inattention** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

##### *Inattention*

- (a) often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
- (b) often has difficulty sustaining attention in tasks or play activities
- (c) often does not seem to listen when spoken to directly
- (d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- (e) often has difficulty organizing tasks and activities
- (f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- (g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- (h) is often easily distracted by extraneous stimuli
- (i) is often forgetful in daily activities

- 2) six (or more) of the following symptoms of **hyperactivity-impulsivity** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

##### *Hyperactivity*

- (a) often fidgets with hands or feet or squirms in seat
- (b) often leaves seat in classroom or in other situations in which remaining seated is expected
- (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- (d) often has difficulty playing or engaging in leisure activities quietly
- (e) is often "on the go" or often acts as if "driven by a motor"
- (f) often talks excessively

##### *Impulsivity*

- (g) often blurts out answers before questions have been completed
  - (h) often has difficulty awaiting turn
  - (i) often interrupts or intrudes on others (e.g., butts into conversations or games)
- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.

E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

The DSM-IV specifies a code *designation* based on type:

**314.01 Attention-Deficit/Hyperactivity Disorder, Combined Type:** if both

Criteria A1 and A2 are met for the past 6 months

**314.00 Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive**

**Type:** if Criterion A1 is met but Criterion A2 is not met for the past 6 months

**314.01 Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type:** if Criterion A2 is met but Criterion A1 is not met for the past 6 months.

**Coding note:** For individuals (especially adolescents and adults) who currently have symptoms that no longer meet full criteria, "In Partial Remission" should be specified.

**314.9 Attention-Deficit/Hyperactivity Disorder Not Otherwise Specified:** This category is for disorders with prominent symptoms of inattention or hyperactivity-impulsivity that do not meet criteria for Attention-Deficit/Hyperactivity Disorder.

**\*Note.** From Diagnostic and Statistical Manual of Mental Disorders (4th ed.) (pp. 83-85), by the American Psychiatric Association, 1994, Washington, D.C. Copyright © 1994 by the American Psychiatric Association. Reprinted with permission.

**Recommendations for Consumers.**

1. For assistance in finding a qualified professional:
  - a. contact the disability services coordinator at a college or university for possible referral sources; and/or
  - b. contact a physician who may be able to refer you to a qualified professional with demonstrated expertise in ADHD.
2. In selecting a qualified professional:
  - a. ask what experience and training he or she has had diagnosing adolescents and adults;
  - b. ask whether he or she has training in differential diagnosis and the full range of psychiatric disorders. Clinicians typically qualified to diagnose ADHD may include clinical psychologists, physicians, including psychiatrists, and neuropsychologists;
  - c. ask whether he or she has ever worked with a postsecondary disability service provider or with the agency to whom you are providing documentation; and
  - d. ask whether you will receive a comprehensive written report.
3. In working with the professional:
  - a. take a copy of these guidelines to the professional; and
  - b. be prepared to be forthcoming, thorough, and honest with requested information.
4. As follow-up to the assessment by the professional:
  - a. schedule a meeting to discuss the results, recommendations, and possible treatment;
  - b. request additional resources, support group information, and publications if you need them;
  - c. maintain a personal file of your records and reports; and
  - d. be aware that any receiving institution or agency has a responsibility to maintain confidentiality.

**University Program for College Students with Learning Disabilities (UPLD)**

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**Accessing Services.** To access services, students must refer themselves to UPLD and submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis. Documentation of a LD that **currently substantially limits** some major life activity including learning must be provided.

**Guidelines for Documentation of a Specific Learning Disability.** The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility **and** to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids. The Director and Associate Director of UPLD are available to consult with diagnosticians regarding any of these guidelines.

1. Testing **must** be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include (but not be limited to):
  - a. **Aptitude.** The Wechsler Adult Intelligence Scale - Revised (WAIS-R) or WAIS-III with subtest scores is the preferred instrument. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability **or** the Stanford-Binet Intelligence Scale: Fourth Edition are acceptable. The Kaufman Brief Intelligence Test (KBIT) is **not** a comprehensive measure and therefore is not suitable.
  - b. **Achievement.** Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Wechsler Individual

Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Test of Written Language - 3 (TOWL-3), Woodcock Reading Mastery Tests - Revised, **or** the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test - 3 (WRAT-3) and the Mini-Battery of Achievement (MBA) are **NOT** comprehensive measures of achievement and therefore are not suitable.

c. **Information Processing.** Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Information from subtests on the WAIS-R (or WAIS-III), the Woodcock-Johnson Tests of Cognitive Ability, **or** the Detroit Test of Learning Aptitude-Adult (DTLA-A), **as well as** other instruments relevant to the presenting learning problem(s) may be used to address these areas.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

2. Testing must be **current**. In most cases, this means testing that has been **conducted within the past three years**. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.
3. **There must be clear and specific** evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
4. **Actual test scores must** be provided. Standard scores are required; percentiles and grade equivalents are **not** acceptable unless standard scores are also included. This is important since certain University policies and procedures (e.g., petitioning for permission to substitute courses) require actual data to substantiate eligibility.
5. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are **not** sufficient.
6. Professionals conducting assessment and rendering diagnoses of learning disabilities **must** be qualified to do so. Trained, certified and/or licensed psychologists, neuropsychologists, clinical psychologists, learning disabilities specialists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment. Experience in working with an adult population is **essential**.
7. Tests used to document eligibility **must** be technically sound (i.e., statistically reliable and valid) and standardized for use with an adult population.
8. Diagnostic reports **must** include the names, titles and professional credentials (e.g., licensed psychologist) of the evaluators as well as the date(s) of testing. **All reports must be typed.** Handwritten scores or summary sheets are **not** acceptable.
9. A written summary of or background information about the student's educational, medical, and family histories that relate to the learning disability **must be included**.
10. Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results or clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
11. A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level should be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefited the student.
12. Individual Education Programs (IEP's) are useful, but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations.

**Program Services.** Three types of program services are offered along a Continuum leading to independence. Components of Direct Instruction, Monitoring, and Consultation are illustrated in the UPLD Continuum of Services (see back of brochure).

A trained staff of Learning Specialists (graduate students pursuing Masters and Doctoral degrees) are available to work with students on developing learning strategies to apply to their college coursework. Individual structured sessions are planned on a weekly, biweekly, or monthly basis. Students are encouraged to plan their coursework in a way that affords an opportunity for success including a reduced course load and extending the time period for degree completion. Accommodations including, but not limited to, testing (e.g., extended test time), use of a tape recorder for notetaking, and taped textbooks are facilitated by program staff.

Learning Specialists assist students with learning disabilities to identify and make use of existing campus resources such as the Center for Students with Disabilities (CSD), Counseling Services, the Speech and Hearing Clinic, Writing Resource Center, Math Center, Mental Health Services and Career Services. UPLD staff work closely with students to empower them to plan and implement a successful academic experience. Training and self-advocacy skills encourages students to consult directly with faculty regarding modifications and alternative testing procedures. Learning Specialist are available to assist students identify and monitor their needs for additional support services. This process culminates in the development of an individu-

alized, comprehensive, education plan that is cooperatively generated by the student, the Learning Specialist, and UPLD administrative staff.

Learning Specialists also work with students with LD to identify which level of program services will best meet their individual needs. Most students find that it is beneficial to access services at the Direct Instruction level, and to progress at an individual rate through the UPLD Continuum as they experience increasing confidence and competence. Support services are available at no cost and for as long as a student needs them.

**Testing Accommodations.** Students with disabilities are eligible for test accommodations determined on an individual basis. "Test," as used in this context, refers to quizzes and examinations taken during the semester in conjunction with an academic class. Students should discuss their specific needs for testing accommodations (e.g., extended time; separate location; use of computer) with CSD or UPLD staff **within the first two weeks** of a semester.

Students with documented learning disabilities who require accommodations must identify themselves to the University Program for College Students with Learning Disabilities (UPLD) and present appropriate documentation, as detailed in the preceding section. All other students, including those diagnosed with ADD and ADHD must present documentation to the Center for Students with Disabilities (CSD).

If the need for accommodations is deemed appropriate, UPLD or CSD will generate an academic accommodation request letter, which the student will present to the class instructor. Ideally, the student and the professor will determine the appropriate accommodation. UPLD and CSD will be available for consultation, and CSD will be able to execute accommodations if necessary.

Students are responsible for meeting with professors to discuss exam considerations **at the beginning of the semester**. Preferably, instructors or the academic department will administer the test accommodations. If this is not possible, the CSD can administer and/or proctor examinations.

Exams can also be taken at the Homer Babbidge Library. Please note that the Library may only be used as a testing site, and Library personnel will not administer or proctor exams. Exams to be taken at either location must be arranged in advance and taken as close to the actual class time as possible.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific method requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Test accommodations determined on a case-by-case basis may include:

- extended time to complete examinations and quizzes;
- a testing location free of distractions;
- special equipment such as a computer, magnifier, or braille;
- readers and scribes; and
- alternative formats such as oral or taped tests.

**Procedures for Accessing Services at Other Campuses.** Please get in touch with the Disability Contact Personnel at the University campus or School of attendance to request information about procedures for accessing services. (See section on **University Disability Contact Personnel** for detailed information.)

**Academic Accommodations Advisory Panel.** If a disagreement arises concerning specific accommodation requests, the Center for Students with Disabilities (CSD) and the University Program for College Students with Learning Disabilities (UPLD) are the official University agents in such matters if a process of conflict resolution is desired. Students must provide relevant documentation of their disability from an appropriate professional source in order to verify their eligibility for accommodations. This documentation is confidential and shared with University personnel on a need-to-know basis only.

The University of Connecticut has established an Academic Accommodations Advisory Panel under the jurisdiction of the Chancellor, the University's chief academic officer. The purpose of this Panel is to assist the Chancellor, on a case-by-case basis, in resolving any disagreements that arise concerning specific requests for academic accommodations. The Panel serves as a resource for all University entities including faculty, academic administrators, and University students for a final review of disagreements concerning specific academic accommodation requests.

**Members of the Panel.** Members of the Academic Accommodations Advisory Panel may include the following:

- \* Faculty chairperson or designated representative of the Department offering the course(s) in which the accommodation is requested.
- \* Representative from CADRI.
- \* Director from either the University Program for College Students with Learning Disabilities (UPLD) or the Center for Students with Disabilities (CSD). The staff member who determined an accommodation for the student requesting a review will not participate in the Panel's review of that accommodation request.
- \* Representative appointed by the Dean of Students.

\* Faculty representative from the Special Education Program of the Department of Educational Psychology, Allied Health, or another department or program with specific expertise, to be determined by the ADA Compliance Officer depending upon the nature of the disability.

#### **Procedure.**

1. The student requests accommodation(s) and provides supporting documentation according to University guidelines to the Disability Contact Person.
2. In instances where there is disagreement concerning the appropriateness of the requested accommodation, the student, instructor teaching the course for which the accommodation has been requested, and the Disability Contact Person will make every effort to resolve the disagreement in a timely manner.
3. If agreement cannot be reached, the student, instructor, or University administrative staff may file a petition with the ADA Coordinator who would have responsibility for convening the Academic Accommodations Advisory Panel.
4. The Panel then reviews the petition and any additional relevant information from University personnel in order to render a decision within ten (10) days from the date of the petition. This decision is subject to the approval of the Chancellor.
5. While a petition is under review by the Academic Accommodations Advisory Panel or the Chancellor, a reasonable accommodation should be provided by the instructor.
6. The decision of the Chancellor is not appealable; however, a student may pursue standard administrative channels through the Office of Diversity and Equity, Hall Building, Room 221, and/or through external agencies (e.g., Office for Civil Rights) for filing a formal grievance.

#### **Discrimination Complaint Procedures**

**Summary.** Any employee, student, or other member of the University community injured by the discriminatory behavior of an employee may file a complaint under the *Discrimination Complaint Procedures*. Similar complaints against students should be filed with the Office of the Dean of Students under the *Student Conduct Code*. University policy prohibits discrimination on the basis of race, sex, age, national origin, ethnicity, physical or mental disabilities, sexual orientation, marital status, religion, status as a disabled veteran or veteran of the Vietnam Era, and any other group protected by civil rights laws. Discrimination means unequal treatment or harassment based upon any of these group characteristics.

1. One may file complaints with the Office of Diversity and Equity (ODE) within 30 days after the discriminatory act by calling (860) 486-2943 or writing to ODE at Room 221, Hall Building, 362 Fairfield Road, Box U-175, Storrs, CT 06269. Alternatively, one may file a complaint with the line administrator in the unit/division in which the incident occurred.
2. The ODE staff/line administrator interviews complaints to obtain complete accounts of their allegations, and advises them of their right to file complaints through the internal administrative systems and with civil rights agencies. They may also counsel complainants on self-resolution techniques or refer them to additional sources of support. Line administrators may enlist the ODE's advice or support in this phase.
3. Cases filed directly with the ODE (a) if the accused employee is a member of a bargaining unit, the ODE will immediately involve the Office of Labor Relations (OLR) and the line administrator responsible for resolving the problem. Throughout the complaint process, the ODE and the OLR advise line administrators from the perspective of civil rights and contractual obligations, respectively. (b) If the accused employee is not in a bargaining unit, the ODE may either have the line administrator handle the complaint or investigate it itself. In the latter case, the ODE's finding and recommendation are referred to the line administrator for action.
4. Cases filed directly with line administrators. In all cases, line administrators receiving complaints must consult with the ODE who may advise him/her on the proper handling of the case. If the accused employee is covered by a collective bargaining agreement, 3 (a) applies. If not, 3 (b) applies.

**The Center for Students with Disabilities has a website at**

<http://www.csd.uconn.edu/>

**University Program for College Students with Learning Disabilities (UPLD) has more information at**

<http://www.ucc.uconn.edu/~wwwpcse/upld.htm>