

DOCUMENT RESUME

ED 422 699

EC 306 662

AUTHOR Latham, Patricia H.; Latham, Peter S.
TITLE Attention Deficit Disorder in College: Faculty and Students.
Partners in Education.
INSTITUTION National Center for Law and Learning Disabilities, Cabin
John, MD.
PUB DATE 1998-00-00
NOTE 7p.
AVAILABLE FROM National Center for Law and Learning Disabilities, P.O. Box
368, Cabin John, MD 20818; telephone: 301-469-8308; fax:
301-469-9466.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Access to Education; *Attention Deficit Disorders;
Classroom Environment; *Classroom Techniques; College Role;
*College Students; Educational Legislation; Educational
Strategies; *Etiology; Federal Legislation; Higher
Education; *Student Rights; Teaching Methods
IDENTIFIERS *Academic Accommodations (Disabilities); Testing
Accommodations (Disabilities)

ABSTRACT

This publication provides an overview of attention deficit disorders (ADD) and the legal rights of college students with ADD. Possible accommodations that schools can make for students with ADD are provided and include: (1) provide structure and reduce distraction in class; (2) simplify and repeat instructions, as necessary, both orally and in writing; (3) give frequent and specific feedback from faculty and disability services staff; (4) provide accommodations such as priority registration, reduced course loads, taped textbooks, tape recorders, course modifications, tailored assignments, modified text books, priority seating in the front of the room, study guides, and summaries of important points; (5) provide test accommodations such as extra time, quiet room, alternative formats, and opportunities to seek clarification; (6) allow course substitutions to fulfill certain requirements, e.g., for foreign language and mathematics; (7) offer as electives alternative learning style courses; (8) educate the student regarding ADD, coping strategies, and advocacy techniques; (9) encourage the use of support groups, counselors and advisors to assist with academic, career and other issues; and (10) review rules and expectations and use behavioral management techniques as needed. Possible strategies for students with ADD are provided and a list of organizational resources is included. (CR)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ATTENTION DEFICIT DISORDER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IN COLLEGE

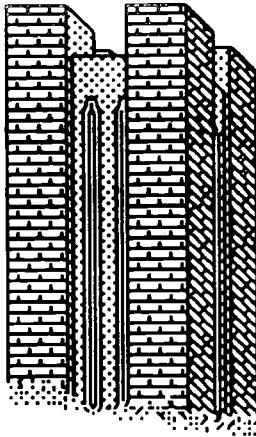
FACULTY AND STUDENTS PARTNERS IN EDUCATION

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

P. LATHAM

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1



A Publication of

NCLLD

National Center for Law and Learning
Disabilities

P.O. Box 368

Cabin John, MD 20818

Telephone (301) 469-8308

FAX (301) 469-9466

By Patricia H. Latham, J.D.
Peter S. Latham, J.D.

with information and assistance from:

Kathleen G. Nadeau, Ph.D.
Patricia O. Quinn, M.D.
Mary MacDonald Richard
President - Elect CHADD

Attention Deficit Disorder

Attention Deficit Disorder (ADD) is a neurologically based disorder that impacts upon learning and behavior. Specifically, the disorder may involve attention deficits, impulsivity, hyperactivity, mood swings, low stress tolerance and difficulty in following rules. It is a hidden disability which often impacts upon an individual's performance in the early school years, college and throughout life. ADD is not the result of poor parenting, inadequate teaching, laziness or emotional disturbance. It is frequently mislabeled, misdiagnosed and misunderstood.

ADD, once considered to be a disorder of childhood that is outgrown in the teen years, is now recognized as frequently extending into the college years and even being a lifelong disability for many people. In college there may be problems with organizing, prioritizing, completing tasks on time, doing lengthy assignments, performing tasks with many steps, writing papers, handling mathematics requirements, interacting with faculty and other students in an appropriate manner, meeting expectations and following rules.

Many students with ADD also have learning disabilities. A learning disability is a disorder of neurological origin that may impact upon input, output, and processing of information. In practical terms, learning disabilities may involve problems with reading, arithmetic, spelling, writing, speaking in an organized manner, sequencing, managing time and gross and fine motor coordination. An individual may have one or several learning disabilities.

There are many positive traits often seen in students with ADD: high energy level, intensity about interests, creativity and responsiveness to structure. Properly channeled, these qualities can lead to success in learning.

While ADD cannot be "cured", medication and other treatments are proving helpful. College students with ADD can be successful in the learning. College disability services staff, faculty, family and other social supports, combined with advocacy by the college student with ADD, are key elements in achieving success.

Legal Rights of the College Student with ADD

ADD which substantially limits a major life activity such as learning is a disability under two important federal statutes that apply to most colleges : the Rehabilitation Act of 1973 (RA) and the Americans with Disabilities Act (ADA).

Section 504 of the RA prohibits discrimination against otherwise qualified students with ADD that substantially limits a major life activity such as learning. The RA applies to all colleges that receive federal funds: all public colleges and most private colleges. The RA requires that students with disabilities that substantially limit a major life activity be provided with academic adjustments and auxiliary aids so that the courses, examinations and activities will be accessible to them.

The ADA prohibits discrimination against otherwise qualified students with ADD that substantially limits a major life activity and requires that those students be provided with reasonable accommodations. The ADA applies generally to public and private colleges, regardless of whether or not they receive federal funds.

Many colleges are offering programs and/or support services for students with learning disabilities and ADD. Most require standardized admissions tests - SAT or ACT- but some waive these tests as an accommodation in the admissions process. Students with ADD and/or learning disabilities who

take standardized admissions tests may be eligible for test accommodations, e.g. extra time, breaks, alternative format. To establish eligibility, the disability must be documented in accordance with the requirements of the testing service.

Students with ADD may choose if and when to disclose their disabilities. If admissions and/or test accommodations are not needed, a student may elect to disclose the disability after admission. Remember, if the college is not aware of the disability, the college would not be required to provide accommodations.

In disclosing disabilities and requesting College accommodations, the student should consult with professionals to determine what documentation to provide to the College. The particular accommodations that a student may need is an individual matter. Some students may have one or more learning disabilities in addition to ADD. The request for accommodations should take into account how the disabilities impact on the student's learning. If a student has questions about confidentiality of information regarding the disability, he or she may consult with independent professionals and/or college personnel.

Colleges must provide legally required services at no additional charge to a student with a disability. Generally, the college must provide services necessary to make courses, examinations and activities accessible to a student with a disability but is not required to provide remedial services to improve the skill level of the student in the area of his or her disability. For example, test accommodations and note takers would be provided free of charge to students in need of those accommodations. Colleges may charge supplemental fees for services that are over and above legal requirements. For example, a fee may be charged for the services of a remedial reading tutor.

There are various mechanisms to enforce these statutes. Complaints may be filed with the Office for Civil Rights of the Department of Education. The ADA may be enforced by the Department of Justice as well as by private action.

Possible Accommodations by Colleges

In general, accommodations should provide the student with structure and reduced distractions, assistance with organizing and prioritizing, clear guidance as to expectations, and specific and repeated instructions, as needed. As with any disability, particular accommodations should be tailored to the needs of the individual to maximize success in learning. Possible specific accommodations are set forth below.

1. Provide structure and reduce distraction in class.
2. Simplify and repeat instructions, as needed, both orally and in writing.

3. Give frequent and specific feedback from faculty and disability services staff.
4. Accommodations in courses may include: priority registration, reduced course load, taped textbooks, tape recorders, course modifications, tailoring assignments, modified text books, priority seating in the front of the room, study guide and summary of important points.
5. Accommodations in examinations may include: extra time, quiet room, alternative format and opportunity to seek clarification.
6. Allow course substitutions to fulfill certain requirements, e.g. for foreign language and mathematics.
7. Offer as electives alternative learning style courses, e.g.. history through film and internships to emphasize hands on learning.
8. Educate the student regarding ADD, coping strategies and advocacy techniques.
9. Encourage the use of support groups, counselors and advisors to assist with academic, career and other issues.
10. Review rules and expectations and use behavioral management techniques as needed.

Possible Strategies for Students

As with any disability, strategies should be tailored to the needs of each student to maximize success in college. Possible strategies are set forth below.

1. Continue to educate yourself regarding ADD, strategies, and accommodations that might be useful and legal rights and advocacy techniques.
2. Sit toward the front of the class to help you focus.
3. Use note takers or a tape recorder in classes.
4. Take time to get to know faculty and disability support staff and seek them out to request any assistance you need. Seek help as soon as you experience difficulties. Consider working with a counselor or advisor to help you learn coping strategies.
5. Keep a planner (assignment book or electronic scheduler) in which you record your assignments, due dates for papers and projects, your plans for completion, your personal deadlines for steps to completion, dates of quizzes, mid terms and finals exams, and your plans for study periods.

6. Pick a quiet and comfortable study place (e.g. your room, library or an available classroom), schedule study periods and take frequent breaks to get physical movement and refresh yourself.
7. Set aside 15 minutes at the end of your study time to review where you are on your various projects and to plan the next day.
8. Select courses that are high interest and a good fit for your learning style. Consider taking a reduced course load. If possible, request course substitutions to fulfill requirements that pose great difficulty for you because of your disability. If you must take a difficult course, consider taking it during the Summer or during a semester in which you have a light load.
9. Request needed accommodations in advance in courses, examinations and activities.
10. Ask questions if you do not understand an assignment or an exam question, and, if you remain unsure, you may note in writing your question and then proceed to complete the task to the best of your ability and understanding.

Resources

ORGANIZATIONS

1. AHEAD
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972
2. Attention Deficit Disorder Association (ADDA)
P.O. Box 972
Mentor, OH, 44061
(800) 487-2282
3. CH.A.D.D. (Children and Adults with Attention Deficit Disorder)
499 Northwest 70th Avenue, Suite 308
Plantation, FL 33317
(305) 587-3700
4. Council for Learning Disabilities
P.O. Box 40303
Overland Park, KS 66204
(913) 492-8755
5. Department of Education
Office for Civil Rights
330 C Street, SW
Washington, DC 20202-2720
(202) 205-9645

6. Department of Justice
ADA Information
(800) 514-0301
7. HEATH
One Dupont Circle, NW
Suite 800
Washington, DC 20036
(800) 544-3284
8. Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
9. National Center for Learning Disabilities
381 Park Avenue S. #1420
New York, NY 10016
(212) 545-7510
10. National Information Center for Children and Youth With
Disabilities
P.O. Box 1492
Washington, DC 20013
(800) 695-0285

PUBLICATIONS

1. ADD AND THE COLLEGE STUDENT, edited by Patricia O. Quinn, M.D.,
New York : Brunner/ Mazel, 1994.
2. HIGHER EDUCATION SERVICES FOR STUDENTS WITH ATTENTION DEFICIT
DISORDER AND LEARNING DISABILITIES: A LEGAL GUIDE, by Patricia H.
Latham, J.D. and Peter S. Latham, J.D. , Washington, D.C.: NCLLD,
1994.
3. SURVIVAL GUIDE FOR COLLEGE STUDENTS WITH ADD OR LD, by
Kathleen G. Nadeau, Ph.D., New York: Brunner/Mazel, 1994,
1994.
4. PETERSONS GUIDE TO COLLEGES WITH PROGRAMS FOR STUDENTS WITH
LEARNING DISABILITIES, edited by Charles T. Mangrum, III &
Stephen S. Strichart. Princeton, NJ: Petersons Guides, 1994.

**NATIONAL CENTER FOR LAW AND LEARNING DISABILITIES, P.O. Box 368 Cabin John
Maryland, 20818
Education • Advocacy • Accommodation**

FC 306662



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

| | |
|--|-------------------|
| Title: ADD in School ADD in College | |
| Author(s): | Publication Date: |
| Corporate Source: NCLLD | |

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1

Level 2A

Level 2B

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

| | | |
|--|--|----------------------|
| Signature: | Printed Name/Position/Title: Patricia H. Latham | |
| Organization/Address: NCLLD PO Box 368 Cabin John, MD 20818 | Telephone: 301 469 8308 | FAX: 301 469 9466 |
| | E-Mail Address: | Date: 10-2-98 |

Sign here, → please



(over)