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)
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

   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.,  

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 &  
I. DOCUMENT IDENTIFICATION:

Title: ADD im School
ADD im College

Author(s): NCLLD

Corporate Source: NCLLD

Publication Date: 

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 I documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

__________________________________________

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level I

1

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

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

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)

Level 2A

2A

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

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

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

__________________________________________

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2B

2B

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

Telephone: 301-469-8308 FAX: 301-469-8666

E-Mail Address: ____________________________

Date: 10-2-98

NCLLD
PO Box 368
Cabin John, MD 20818

(over)