



DIVISION OF
STUDENT AFFAIRS
COUNSELING CENTER

Disability Support Service
0106 Shoemaker Building
4281 Chapel Lane
College Park, Maryland 20742
301.314.7682 TEL
301.405.0813 FAX

A Guide to Services for Students with
Attention-Deficit Hyperactivity
Disorder
ADHD

(Revised 8.15.15)

Do I Have ADHD?

Attention-Deficit Hyperactivity Disorder is a neurological condition that affects both learning and behavior. It is most commonly diagnosed in the elementary school years because that's when the hyperactivity and/or distractibility component is most apparent. Not every individual with ADHD exhibits hyperactive behavior. As a result, there are a growing number of adults who were never diagnosed as children but are exhibiting other symptoms of the disorder, and these symptoms can have a marked impact of academic performance.

The essential feature of Attention-Deficit Hyperactivity Disorder 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.

Usually adults with ADHD will find their difficulties match the characteristics described in one of the categories below:

Predominantly Hyperactive-Impulsive type have problems with:

- Overactivity
- Restlessness
- Excessive talking
- Interrupting others
- Not waiting one's turn
- High risk taking
- Inability to control temper
- Frustration
- Demanding
- High reactivity
- Overachieving
- Being overly controlling
- Burnout
- Mood swings
- Blaming others

Predominantly Inattentive type have problems with:

- Lack of attention to details
- Distractibility
- Lack of sustained effort
- Careless mistakes
- Not focusing for long periods of time

Predominantly Inattentive type have problems with (continued from last page):

- Lack of concentration
- Forgetfulness
- Difficulty with task following
- Lack of organization
- Procrastination
- Completing repetitious tasks
- Daydreaming
- Failing to listen when spoken to

ADHD, Combined type have problems with:

- A number of characteristics from both inattentive type and hyperactive-impulsive type categories.

These guidelines are intended to help students who suspect they have ADHD decide whether diagnostic testing is warranted. Included in this packet are requirements for documentation, a list of professionals, and additional information about the services available to students registered with the Disability Support Service.

So Now What?

If you are interested in requesting accommodations through the Disability Support Service (DSS), you must have documentation that fulfills the criteria set forth on the following page. An appointment should be scheduled with the counselor providing services for those with ADHD. Be prepared to spend at least 45 minutes to an hour in that session during which time your documentation will be reviewed to establish eligibility, and the appropriate accommodations available to address your needs.

The most frequently requested accommodation is extended time on exams. DSS provides these testing support services along with other accommodations such as note taking support, or may recommend your tape recording lectures. In addition some students with Attention-Deficit Hyperactivity Disorders may also be eligible for priority registration in acknowledgment of medication management issues. Information about all of these arrangements will be provided at your initial meeting. Once your Accommodations letter has been filled out, it is placed on file at DSS. You must obtain validated copies for your professors from the DSS office each semester.

Referral for other academic support services available through the University may be discussed with you as well. Assistance may be sought through individual Department resources and programs such as the Learning Assistance Service (LAS) or OMSE, the Office for Multi-Ethnic Student Education. Additional advice and guidelines for success in your chosen career is also available through the Career Center.

If you have any questions please contact DSS at 301.314.7682



Disability Verification for Students with Attention-Deficit Hyperactivity Disorders

Students wishing to explore the possibility of a disability impacting upon their academic performance must pursue comprehensive evaluation to provide adequate documentation. The following is a detailed description of the required assessment components and report content.

I. Documentation:

Each student has the responsibility to secure appropriate documentation and present a copy to the Disability Support Services Office. DSS adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

- * ADHD evaluation must be current and appropriate given the understanding that the impact on learning may change over time.
- * It is in the individual's best interest to submit evaluations that were completed within the last 5 years of registration with DSS. DSS will review existing documentation to determine eligibility requirements.
- * The report of the comprehensive evaluation (**Psychoeducational** or **Neuropsychological** evaluation) should reflect the incorporation of a diagnostic interview, assessment of aptitude, academic achievement and information processing, clinical interpretation and diagnoses.

If the documentation acquired does not adequately address the student's current functional impairment or explain how the condition limits a major life activity(s), additional information may be required.

Individual Education Program (IEP) and Prior Academic Adjustments in Secondary Settings

The transition from secondary schools to post-secondary institutions is quite demanding in that the student's responsibilities change. Laws related to providing services to students with disabilities are different. An Individualized Education Program (IEP) or a 504 Plan **cannot** be substituted for adequate documentation to provide a rationale for academic adjustments, auxiliary aids, and/or services in the post-secondary setting.

* DSS will review existing documentation to determine eligibility requirements.

II. Diagnostic Interview:

An evaluation report should include the summary of a comprehensive diagnostic interview. ADHD is commonly manifested during childhood, but is not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education should be investigated. The diagnostic interview may include:

- A description of the problem(s) being presented
- Developmental, medical, psychological, and employment histories
- Relevant family history (including primary language of the home and the student's current level of English fluency)
- A discussion of other diagnosis where indicated.

III. Diagnostician:

The diagnosis of ADHD should be made by a professional such as a clinical psychologist, administering a comprehensive evaluation to determine diagnosis of ADHD and its impacts on learning, as well as other psychiatric disorders which might resemble symptoms of ADHD. In addition, it is important that the diagnostician be able to screen for other coexisting conditions. **The provider completing the evaluation cannot be a relative of the student, a friend of the student's family, a primary care provider or general practice physician.**

IV. Assessment:

The assessment, and any resulting diagnoses, should be based on a comprehensive evaluation that does not rely on any one test or subtest. Evidence of a substantial limitation on a major life activity must be provided. The domains to be addressed must include the following:

- **Aptitude:** A complete intellectual assessment with all subtests and standard scores reported.
- **Academic achievement:** A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

IV. Assessment (continued from last page)

- **Information processing:** Specific areas of information processing (e.g., short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

V. Test Scores:

Standard scores and percentiles should be provided for all normed measures. The data should logically reflect a substantial limitation to learning for which the student is requesting accommodation. The test findings should document both the nature and severity of the ADHD. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests should be reliable, valid, and standardized for the use with an adolescent/adult population.

VI. Specific Diagnosis:

It is important to rule out alternative explanations for problems in learning such as emotional, or motivational problems that may be interfering with learning, but do not constitute ADHD. The diagnostician is encouraged to use direct language in the diagnosis and documentation of ADHD, for example DSM terminology. If the data indicates that ADHD is not present, then the evaluator should state that conclusion in the report.

VII. Clinical Summary:

A well-written diagnostic summary based on the comprehensive evaluation process is a necessary component of the report. The clinical summary should include:

- Demonstration of the evaluator's having ruled out alternative explanations for academic problems.
- Indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of ADHD.
- Assessment of the substantial limitation to learning or other major life activity presented by the ADHD and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- A list of recommended accommodations and justification as to why specific accommodations are needed and how they address the academic needs associated with the specific disability.



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Disability Support Service (DSS)

DSS Services:

- Test Accommodations
- Note Taking Services
- Individualized Student Advocacy and Support Services
- Priority Registration
- Assistive Technology
- Digital Books and Materials

Contact DSS:

- Location: 0106 Shoemaker
- Phone: 301.314.7682
- Fax: 301.405.0813
- Website: www.counseling.umd.edu/DSS

Learning Assistance Service (LAS)

LAS Services:

- Tutor Referrals
- Workshops
- Note-taking Skills
- Test Taking Strategies
- Study Skills
- Writing Papers
- Mathematics
- Reading
- Organization
- Time Management

Contact LAS:

- Location: 2202 Shoemaker
- Phone: 301.314.7693
- Website: www.counseling.umd.edu/LAS/

ADHD SERVICES (continued from previous page)

Counseling Service

Counseling Services:

- Adjustment Difficulties
- Interpersonal Problems
- Career Guidance
- Individual Sessions
- Special Groups

Contact Counseling Service:

- Location: 1st Floor Shoemaker
- Phone: 301.314.7651
- Website: www.counseling.umd.edu

COMMUNITY RESOURCES FOR DIAGNOSTIC TESTING

Provided by
Disability Support Service
University of Maryland
301.314.7682 / 301.405.0813 Fax

(Updated 8.15)

ON CAMPUS:

University of Maryland Psychology Clinic

2114 Biology-Psychology Building
College Park, MD 20742
Phone: 301.405.4808
Fax: 301.405.0367
marylandclinicalpsychology.tumblr.com/Clinic
Services: Therapy, Diagnostic Consultation, IQ Evaluations, LD Evaluations, ADHD Evaluations

Beth S. Warner, PhD

7303 Hanover Parkway, Suite C
Greenbelt, MD 20770
Phone: 301.442.3593
Fax: T301.441.2511
Services: ADHD Evaluations, Disability Verification, Educational Evaluations, IQ Testing, Learning Disabilities, Neuropsychological Evaluations, Psychological Evaluations, Psycho-educational Evaluations

Applied Counseling & Psychoeducational Services

Mvra Burgee, PhD

932 Hungerford Dr., Suite 5B
Rockville, MD 20850
Phone: 301.933.2374
Fax: 301.253.5859
www.psychoeducationaltests.com
Services: \$200 discount for UMD – must ask for discount when calling. ADHD Evaluations, Disability Verification, Educational Evaluations, IQ Testing, Learning Disabilities, Psycho-educational Evaluations, Psychological Evaluations

Chesapeake ADHD Center of Maryland

Kathleen Nadeau, PhD, Director

8607 Cedar Street
Silver Spring, MD 20910
Phone: 301.562.8448, extension 10
www.chesapeakeadd.com
Services: ADHD Evaluations, Disability Verification, Neuropsychological Evaluations, Psycho-educational Evaluations, Psychological Evaluations, Educational Evaluations, Learning Disabilities

Manny Gerton, PhD

1325 18th St. NW #105
Washington, DC 20036
(near Dupont Circle, Red Line Metro)
Phone: 202-331-9722
Services: Psychoeducational Evaluations

Gallaudet University Mental Health Center

William P. Kachman, Ph.D, NCSP
800 Florida Avenue, NE
Washington, DC 20002-3695
Phone: 202.651.6080 (TTY/V)
Fax: 202.651.6085
www.gallaudet.edu/counseling-and-psychological-services.html
Services: ADHD Evaluations, Educational Evaluations, IQ Testing, Learning Disabilities, Psycho-educational Evaluations, Psychological Evaluations

Paula Elitov, PhD

6262 Montrose Road
Rockville, MD 20852
Phone: 301.738.7990
Fax: 240.260.0810
www.paulaelitovphd.com
Services: ADHD Evaluations, Disability Verification, Educational Testing, IQ Testing, Learning Disabilities, Literacy Evaluations, Psycho-educational Evaluations, Psychological Evaluations

The Lab School of Washington

4759 Reservoir Rd, NW
Washington DC 20007
Phone: 202.944.3071
Contact: Doug Fagen, PhD, Director of Psychological Services
www.labschool.org/Page/Services/Psychological-Services
Services: Psychoeducational Testing, Diagnostic Services, Career and College Counseling, IQ Testing, Speech and Language Services, Occupational Therapy

James F. McTamney, PhD

Licensed Psychologist

Green Spring Station, Suite 218
2360 W. Joppa Road
Lutherville, MD 21093
Phone: 410.823.4311
Fax: 410.825.7203
www.jamesmctamney.com
Services: ADHD Assessment, Cognitive Strengths and Weaknesses, Executive Functioning

R. Patrick Savage, Jr. Ph.D

& Associates

(1) 6010 Executive Blvd.,
Suite 1030,
North Bethesda, MD 20852
(2) 17101 Thatcher Ct.
Olney, MD 20832
Phone: 301.587.2818; 301.774.0575
Fax: 301.587.6279

www.silverspringpsychology.com

Services: Psychology Evaluations, Neuropsychological Evaluations, Neuropsychoevaluational Evaluations, Psychoeducational Evaluation for ADHD, LD, and Traumatic Brain Injuries, Disability Verification

The Wake-Kendall Group PLLC

5247 Wisconsin Avenue NW Suite 4
Washington, DC 20815
Phone: 202.686.7699

www.wakekendall.com

Services: Neuropsychological Evaluations, Psychoeducational Testing

Kenneth Stefano & Associates

6345 Executive Blvd.
Rockville, MD 20852
Phone: 301.770.7507
Fax: 301.770.3576

www.stefanoassociates.com

Services: Psychoeducational Evaluations, ADHD Evaluations, Cognitive Adaptive Functioning, Consultations, Advocacy

Humanim

Jennifer Schwartz-Mitchell, PhD

Director of Community Mental Health Services 6355
Woodside Court
Columbia, MD 21046
Phone: 410.381.7596
Fax: 410.381.0782

www.humanim.com/cognitive-assessment-center-cog

Services: Learning Disability Evaluations, Educational Evaluations, Psycho-educational Evaluations, Psychological Evaluations, ADHD Evaluations, Behavioral Consultation, Executive Function Coaching

Patrick Brice, PhD – Clinical Psychologist

8405 Piney Branch Road Takoma,
MD 20901
Phone: 301.221.8199
Fax: 202.651.5747

Services: ADHD Evaluations, Psycho-educational Evaluations, Psychological Evaluations, IQ Testing, Learning Disabilities

Loyola Clinical Centers

Belvedere Square
5911 York Road, Ste. 100
Baltimore, MD 21212
Phone: 410.617.1200

www.loyola.edu/clinics

Services: Speech Evaluations, Psychological Evaluations, Educational Evaluations

Spectrum Behavioral Health

(1) 1509 Ritchie Highway, Suite F Arnold,
MD 21012

Fax: 410.757.5184

(2) 49 Old Solomans Island Road, Suite 303
Annapolis, MD 21401

Fax: 410.573.1972

(3) 1662 Village Green, Suite 100
Crofton, MD 21114

Phone: 410.757.2077 (for all locations)

www.spectrum-behavioral.com

Services: ADHD Evaluations, Disability Verification, Educational Evaluations, IQ Testing, Learning Disabilities, Neuropsychological Evaluations, Psycho-educational Evaluations, Psychological Evaluation

The Treatment & Learning Center

2092 Gaither Road, Suite 100
Rockville, MD 20850
Phone: 301.424.5200
Fax: T301.424.8063

www.ttlc.org/psychoeducational_evaluations/

Services: ADHD Evaluations, Disability Verification, Early Childhood Evaluations, Educational Evaluations, IQ Testing, Learning Disabilities, Literacy Evaluations, Psycho-educational Evaluations, Psychological Evaluations, Speech and Language Evaluations

The Stixrud Group

8720 Georgia Avenue, Suite 300
Silver Spring, MD 20910
Phone: 301.565.0534

www.stixrud.com

Services: Limited number of pro bono evaluations based on financial need. Neuropsychological Evaluations, Adult Neuropsychology, Asperger's/High Functioning Autism Evaluations