



## Student Handbook

2018-2019

### Disability Services Office

Louis F. Cappelli, Sr. Student Center  
Taft Hall, Office 311

# **SERVICES FOR STUDENTS WITH DISABILITIES**

## ***DISABILITY SERVICES OFFICE***

### **Introduction**

The Disability Services Office (formerly known as PACS), is a support service for students with physical, visual, psychiatric, and learning disabilities at Camden County College. Established in 1988, DSO has assisted several hundred students with services including course advisement, academic counseling, tutoring, and program accommodations.

### ***Legal Foundations for Services to Students with Disabilities***

Under Section 504 of the Vocational Rehabilitation Act of 1973 (504), and the Americans with Disabilities Act of 1990 (ADA), the college has a responsibility to accommodate and provide access to students with disabilities. The Section 504 reads, in part:

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.

This act guarantees civil rights for Americans with disabilities, which has been extended recently with the passage of the ADA. With respect to postsecondary education services, “otherwise qualified” means a person with a disability who meets the academic and technical standards requisite to participation in the program or activity.

Section 504 is the section of the law the specifically refers to postsecondary and vocational education services. This section requires that colleges and universities make arrangements necessary to eliminate discrimination on the basis of disability. The key is accommodating the disability, not altering course content. With the exception of removing architectural barriers, no set formulas exist for making adjustments that will be helpful in every case. Thus, adaptations will be specific to the individual student and their disability. In every case, the intent is to accommodate the disability without altering academic standards or course content.

The law requires that course adaptations meet the unique needs of the student’s disabling condition. However, adaptations of course procedures are not solely the instructor’s responsibility. Students bear responsibility to make their abilities and limitations known and to meet the instructor’s expectations concerning attendance, class participation, performance, and work standards.

At a student’s request for services and proper documentation is received, DSO staff meets early in the semester with the student so that course requirements and appropriate academic adjustments can be discussed. Topics that generally need to be addressed early are special considerations regarding test-taking and note-taking procedures, reproduction of written

materials, visual aids, and any physical access adjustment which need to be made, as well as, Alternative textbooks.

## **Types of Disabilities at Camden County College**

### ***Learning Disabilities***

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapped conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

Some student with learning disabilities may require extended time for testing or alternate testing formats due to their processing deficit. The DSO will assist the students with arranging special testing. When necessary, the DSO can also assist students in getting taped textbooks from the textbook publisher.

### ***Visual Impairments***

Students with visual impairments may require note-taker, reader, scribe services, or adaptive technology. These students are encouraged to meet with the DSO as early as possible in order that the reader/scribe is in place at the start of the semester.

### ***Physically Disabled***

Although not all buildings and walkways on the Blackwood Campus are barrier-free, procedures are being enacted to make accommodations, especially for class participation, more accessible. If a student with a mobility impairment enrolls in a course scheduled in an inaccessible space, the student should immediately contact the DSO to arrange for a room change. Students with physical disabilities are encouraged to use priority registration opportunities so appropriate adjustments can be made. In the event of disruption to elevator service, students with physical disabilities who need to leave a building but cannot use an elevator should contact the Security Office (Ext. 4288) to arrange for the use of a stretcher chair to exit. Students will not be carried into a building with this device, but they will be offered the option to exit if they give permission to the trained Security Staff ONLY.

### ***Psychiatric Disabilities***

Students with psychiatric disabilities are recognizing the importance of postsecondary education an opportunity to enhance their recovery and reintegration process. With the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with psychiatric disabilities are identifying themselves as having a disability, and are requesting accommodations.

### ***Hearing Disabilities***

A separate pamphlet is available for students who are deaf or hard of hearing. For more information call (856) 227-7200, Ext. 4506.

### ***Sensory, Physical, or Health Impairment***

In order to receive services through the Disability Services Office (formerly known as PACS) at Camden County College, students with sensory, physical, or other health impairments are required to provide written documentation in the form of medical reports or a letter from a physician detailing the disability.

### ***Learning Disabilities***

In order to receive classroom accommodations, students are required to submit documentation that validates a learning disability and the need for accommodations. A qualified professional who has comprehensive training and direct experience with adolescent and adult LD populations must complete documentation of a learning disability. The provision of all reasonable accommodations and services is based upon assessment of how the student's disability affects his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide thorough and appropriate documentation relevant to their learning environment. Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (I.E.P.) or 504 plan is insufficient documentation but should be included as part of a more comprehensive assessment battery. A more comprehensive assessment battery and the diagnostic report that follows should include a diagnostic interview, an assessment of aptitude, academic achievement, information processing, a diagnosis, and a summary. (*See Appendix A for complete guidelines.*)

### ***Attention Deficit/Attention Deficit Hyperactivity Disorders***

(*See Appendix B for documenting ADD/ADHD.*)

### ***Psychiatric or Psychological Disabilities***

Documentation to support a psychiatric or psychological disability must include the specific clinical diagnosis and specify what accommodations the student will need. The diagnostician must document why the accommodation(s) is/ are being recommended.

## **Academic Accommodations**

It is not the sole responsibility of the DSO to provide appropriate academic adjustments, but rather to assist all units of the college in meeting their mandated responsibilities. In essence, legislation allows for students with disabilities to be on an equal playing field. The law has been interpreted by the judicial system to call for equal access, but there should not be any "watering down" of the curriculum. In other words, students have an equal right but not a guarantee to succeed academically at the college. The DSO Director informs faculty members through a letter that a student is eligible for accommodations in his/her class and what those accommodations should be. The student is responsible for delivering the letter to the faculty member at the beginning of the semester, preferably the first week. The responsibility for determining

a student's eligibility for appropriate academic adjustments rests with the staff of the DSO. Confidentiality of records is maintained within the DSO. Upon the student's written release, the DSO can verify the disability and make recommendations for necessary academic adjustments. Without such a release, DSO is unable by law to discuss the specific nature of a student's disability.

### **Reasonable Accommodations**

Reasonable Accommodations are provided on a case by case basis according to the appropriate documentation submitted by the student to the Disability Services Office.

Accommodations may include:

- Extended time for assessments
- Recording lectures
- Reduced distraction testing environment
- Note-takers
- Readers/scribes
- Use of Assistive Technology
- Flexible attendance/deadlines as needed due to a medical disability
- Alternative textbooks

### **Advisement/Academic Counseling**

Camden County College encourages students with disabilities to contact the DSO to arrange for services and to plan their course schedules. Students requiring assistance with registration and program planning can be assisted to make the process effective and reasonable. DSO Consultants can also meet with students to discuss learning strategies and techniques to make the college experience more successful.

### **DSO Policy Regarding Note-takers**

When a student provides substantive and current documentation, which supports the need for a note-taker, as mandated by Section 504 of the Rehabilitation Act of 1974, the following guidelines will be followed:

- note-taker will attend every class with the student and write lecture and chalkboard notes in legible handwriting

- note-taker will secure a ‘back-up’ note-taker from the class when primary note-taker is absent
- note-taker will introduce student to ‘back up’ note-taker
- note-taker will wait in class 10 minutes (if not a student in the class) – if student does not arrive in class within 10 minutes, the note-taker will leave the class
- note-taker will report to DSO repeated student absences from class (2 consecutive)
- note-taker will continue to take notes for absent student ONLY if student has alerted the DSO Office for the reason for absences and reason is due to documented illness
- note-taker is not responsible to tutor the student

### **Assistive Technology**

Students registered with DSO ( formerly The Program for the Academically Challenged Student (PACS)) at Camden County College are eligible to access various technology tools needed to foster academic success.

In instances where students with Visual Impairments require access to technology in the classroom (JAWS, Zoom Text Extra), the DSO Director contacts the Office Of Information Technology liaison who in turn is responsible for seeing that the technology is installed and accessible in the specific classrooms.

The Testing Center, located on the second floor of the Wolverton Learning Resource Center, is equipped with technology that addresses various types of disabilities. For students with Learning Disabilities the Testing Center is equipped with two scanners, the Kurzweil 1000/3000 Scan and Read Educational System, and Dragon Naturally Speaking.

For students with Visual Impairments, The Testing Center and the Open Access Lab, which is located on the third floor of the Wolverton Learning Resource Center, are equipped with JAWS and Zoom Text Extra.

### **Service Animals**

A Service Animal is any guide dog, signal dog, or other animal individually trained to provide assistance to a student with a disability. If they meet this definition, animals are considered service animals under the Americans with Disabilities Act regardless of whether they have been licensed or certified by a state or local government.

Camden County College allows students with disabilities to bring their service animal onto campus in whatever areas students are generally allowed.

## Tutoring Services

Study groups and other tutorial assistance programs are provided for eligible students through the DSO. Professional instructors generally lead tutoring and study group sessions. Students interested in tutorial assistance must contact the DSO directly to obtain a list of existing group sessions and register a request for assistance. All tutoring is on campus at times arranged through the DSO and the general service fees paid along with tuition cover the cost.

## Testing Accommodations

Students with disabilities may be afforded alternate testing arrangements that offer optimum testing conditions. The College's responsibility is to respond to a request for test adaptation and to assure the valid measurement of the student's academic achievement, not the functional limitations caused by the disability. The student has the right to appropriate testing adjustments based upon the disability. Testing adjustments may be provided by the faculty member. This is to be determined through consultation between the faculty member and the student.

### *Guidelines for Testing Accommodations*

Faculty members may wish to handle their own adaptive testing. In such instances, primary consideration should be given to arranging a test to measure the student's acquired knowledge of the subject matter. To create a fair testing situation for students with disabilities, the following should be considered:

- an accessible test site
- quiet test environment
- large-print copies of test when necessary
- sufficient uninterrupted time
- assistive technology

The nature of the disability dictates the adjustment needed. If a faculty member is unable to make appropriate accommodations, they may arrange for the student to have the test taken at the Make-Up Testing Center following the Center's guidelines.

**Students in need of reader, or scribe services will still DSO. These arrangements must be made through the DSO at least one week before the test date. No testing adjustments will be made unless a student presents a letter from the DSO.**

### *Extended Testing Time*

For many students with disabilities, taking tests within the normal time may not result in a fair evaluation. There are situations in which reasonable accommodations dictate extended testing time. The policy at Camden County College is to give the DSO student twice the usual testing time. This includes the group administration of the New Jersey College Basic Skills Placement Test that is scheduled several times during the year.

## **Course Substitutions under Section 504 and the Americans with Disabilities Act**

Students requesting a course substitution must submit appropriate documentation supporting the need for a substitution to the Director of DSO. After evaluation of the documentation (how long does evaluation take?), the Director will forward the request to the appropriate academic Dean.

In some instances, a student's disability may inhibit the successful completion of certain courses, even with appropriate accommodations. These students may request to substitute a reasonably alternative course.

### **Appeals/Grievance Policy**

Any student with a disability having a problem receiving an accommodation should contact the DSO as soon as possible. A meeting will be held with the instructor, the Dean and the PACS Director. Every reasonable effort will be made to bring the parties together within three working days. If students are unable to resolve concerns at the instructor, area Dean, or DSO Director. When students disagree with a decision by the Disability Services Office regarding accommodations, they are encouraged to discuss the situation with the following:

- 1) Assistant Dean for Student Development & Support Jacqueline Tenuto
- 2) Dean of Enrollment & Student Services Anne Daly-Eimer
- 3) Executive Dean of Enrollment & Student Services Dr. James Canonica

For more information about services for student with disabilities at Camden County College, contact:

Joanne Kinzy, LDTC, Director  
Disability Services Office  
Louis F. Cappelli, Sr. Student Center  
Office, Taft 311  
P. O. Box 200, College Drive  
Blackwood, NJ 08012  
(856) 227-7200, Extension 4430

# ***APPENDIX A***

# **DOCUMENTATION NEEDED TO RECEIVE SERVICES**

*The following guidelines for documentation of a learning disability in adolescents and adults have been adapted from the Association on Higher Education and Disability adopted in July 1997.*

In order to receive classroom accommodations, students are required to submit documentation that validates a learning disability and the need for accommodations. A qualified professional who has comprehensive training and direct experience with adolescent and adult LD populations must complete documentation of a learning disability. The provision of all reasonable accommodations and services is based on the professional assessment of how the student's disability affects his/her academic performance. Therefore, it is in the student's best interest to provide thorough and appropriate documentation relevant to his/her learning environment.

Documentation should validate the need for services based on the individuals' current level of functioning in the educational setting. A school plan such as an individualized education program (I.E.P.) or 504 plan is insufficient documentation but should be included as part of a more comprehensive assessment battery. A more comprehensive assessment battery and the diagnostic report that follows should include a diagnostic interview, an assessment of aptitude, academic achievement, information processing, a diagnosis, and a summary.

## ***Documentation Guidelines***

### ***Diagnostic Interview***

A diagnostic report should include a summary of the comprehensive diagnostic interview. This typically includes a description of the presenting problem(s): developmental, medical, psychosocial, employment and family histories.

### ***Assessment***

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment and any diagnosis should consist of, and be based upon, a comprehensive assessment battery that is not based upon any single test or subtest.

Evidence that the disability substantially limits the ability to learn or impacts on any other major life activity must be provided.

Minimally, the domains to be addressed must include the following:

1. ***Aptitude*** — A complete intellectual assessment with all subtests and standard scores reported.
2. ***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.

3. ***Information Processing*** — Specific areas of information processing should be addressed. They include short- and long-term memory, sequential memory, auditory and visual perceptual processing, processing speed, executive functioning and motor ability.

### ***Specific Diagnosis***

Individual “learning styles,” “learning differences,” “academic problems,” and/or “test anxiety” alone do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning, such as emotional, attentional, or motivational problems that may be interfering with learning, but do not constitute a learning disability.

### ***Test Scores***

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

### ***Clinical Summary***

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

1. indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning environment for which accommodations are being requested; and
2. indication as to why specific accommodations are needed and how the effects of the specific disability are to be accommodated.

# ***APPENDIX B***

# ***Policy Statement for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults***

Note: Although the more generic term Attention-Deficit Disorder (ADD) is frequently used, the official nomenclature in the *Diagnostic and Statistical Manual of the Mental Disorders*, 4<sup>th</sup> edition (DSM-IV [American Psychiatric Association], 1994) is Attention-Deficit/Hyperactivity Disorder (ADHD) and is used in this document.

## Documentation Requirements

### ***I. A Qualified Professional Must Conduct the Evaluation***

Professionals conducting assessments and rendering diagnosis of ADHD, and making recommendations for accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of psychiatric disorders is essential.

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: 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.

The name, title and professional credentials of the evaluator, including information about license or certification, and the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed and otherwise legible.

### ***II. Documentation Must Be Current***

Because the provision of all reasonable accommodations and services is based on the professional assessment of the **current** impact of the disability on academic performance, it is in the student's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation must have been completed within the past three years. Flexibility in accepting documentation that is more than three years old 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 accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the individual's performance since the previous

assessment, or new medications may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report.

The update must include a detailed assessment of the current impact of the ADHD and interpretive summary of relevant information and the previous diagnostic report (see Section III, G).

### ***III. Documentation Necessary to Substantiate the Diagnosis Must be Comprehensive***

#### ***A. Evidence of Early Impairment***

Because ADHD is, by definition in the DSM-IV, first exhibited in childhood (although it may not have been formally diagnosed) and manifest itself more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of object historical information, establishing ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, and past psycho-educational 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 attention symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning 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
- A review of prior psychoeducational tests 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. Alternative Diagnosis or Explanations Should be Ruled Out***

The evaluator must investigate and discuss the possibility of dual diagnosis and alternative or coexisting mood, behavioral, neurological, and or personality disorders that may confound the diagnosis of ADHD. This process should include exploration of possible alternative diagnosis and medical and psychiatric disorders as well as educational and cultural factors affecting the individual that may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

***D. Relevant Testing Information Must Be Provided***

Neuropsychological or psychoeducational assessment is important in determining the current impact of the individual's ability to function in academically related settings. The evaluator must 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 the 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 function tests, or tracking tests, or continuous performance test do not in and of themselves establish the presence 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 the 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-V 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 (see appendix for DSM-IV criteria *where is appendix?*).

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

- Symptoms of hyperactivity/impulsivity or inattention that cause impairment that 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, home)
- Clear evidence of significant impairment in social, academic, or occupational functioning
- Symptoms that do occur exclusively during the course of Pervasive Development 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 such terms as “suggest,” “is indicative of,” or “attention problems.”

Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations do not fit the prescribed 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 Interpretive Summary Must Be Provided***

A well-written interpretive summary based comprehensive evaluative process is a necessary component of the documentation. Because ADHD is in many ways a diagnosis that 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 summary, which must 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 noncognitive factors.
2. Indication of how patterns of attentiveness, 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 candidate was evaluated while on medication, and whether or not the prescribed treatment produced a proper response.

4. Indication and discussion of the substantial limit to learning presented by the ADHD and the degree to which it affects the individual in the testing context for which accommodations are being requested.
5. Indications as to why specific accommodations are needed and how the effects of ADHD symptoms, as designated by the DSM-IV, are mediated by the accommodations.

#### Each Accommodation Recommended by the Evaluator Must Include a Rationale

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of the impact on the individual. The diagnostic report must include specific recommendations for accommodations that are realistic and that post-secondary institutions, and examining, certifying, and licensing agencies can reasonably provide. A detailed explanation as to why each accommodation is recommended must be provided 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 must 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 (I.E.P.) 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 must 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 itself warrant the provision of accommodations. If no prior accommodations were provided, the qualified professional and/or the candidate must include a detailed explanation of why no accommodations were needed in the past and why accommodations are needed 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, chronic tardiness or attendance) 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.