

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse, and integrated environment for all students.

In accordance with Section 504 of the Rehabilitation Act of 1973—Subpart E and Title III of the Americans with Disabilities Act, the University ensures accessibility to its programs, services, and activities for students with documented disabilities.

To qualify for services, the student must provide the Office of Student Disability Services appropriate documentation of his or her disability at the time services and/or accommodations are requested.

This brochure is available
in alternate format
upon request

*Information provided by the University of Southern California

The University of the Incarnate Word
Student Disability Services
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San Antonio, TX 78209

Administration Building Room # 105
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Student Disability Services

**The University of
the Incarnate Word**



**Attention Deficit
Hyperactivity
Disorder**

**Administration Building
Room 105**

Telephone: 210-829-3997

Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological condition that occurs in five to ten percent of the population and affects cognition, learning, and behavior. The condition is believed to arise from anomalous brain chemistry and possibly anatomy. Symptoms of the disorder may include:

- Impulsivity
- Low stress tolerance and overreaction
- Poor organization and task completion
- Extreme mood swings
- High anxiety and/or short, excessive temper

ADHD does not necessarily appear in a consistent manner in all areas of an individual's life. It is characterized

By an inability to regulate attention, impulse control, and behavior.

Students with ADHD often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. In social situations, inattention may be apparent by frequent shifts in conversation, poor listening comprehension, and not following the details or rules of games and activities. ADHD arises during childhood before the age of seven. It is attributed to neither mental retardation, severe emotional disturbances, nor gross neurological, sensory, language, or motor impairment.

Support Services

In order to receive support services and accommodations from Student Disability Services, a student must present appropriate documentation verifying the disability. Documentation must be current, within three years for undergraduates, or five years if diagnosed as an adult. Documentation should include the following:

- A diagnosis by a licensed or certified doctor, psychologist, educational therapist, or a combination of professional with expertise in the diagnosis of ADHD in adults
- A comprehensive report that lists standardized test scores, their evaluation, and a summary of procedures and instruments used for assessment
- Past and present symptoms which meet the diagnostic criteria
- Medical history regarding current use of medication, if any, impact of the medication on a student's academic performance
- Statement of current functional limitations
- Recommendations for appropriate accommodations

Appropriate accommodations are determined by SDS on a case by case basis, based on documentation information. Reasonable modifications include adjustment of a course, program, service, job, activity, or facility that enables students with disabilities to have an equal opportunity to attain the same level of performance and enjoy equal benefits as are available to students without disabilities.

Instructional Strategies

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations

- Keep instructions brief and as uncomplicated as possible
- Permit the student to tape-record lectures
- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes in writing assignments
- Demonstrate or explain information in more than one way
- Have copies of the syllabus ready three to five weeks before the beginning of class, so students can obtain taped textbooks
- Break information into small steps when teaching new tasks (State objectives, review previous lesson, summarize periodically)
- Allow time for clarification of directions and essential information
- Provide alternative ways for the student to do tasks, such as dictation or oral presentations (when appropriate)
- Stress organization and ideas rather than mechanics when grading in-class writing assignments (when appropriate)
- Allow the use of spell check and grammar-assistive devices
- Honor the student's rights to privacy (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)