

Docket ID: ED-2017-OS-0074

The "Dear Colleague Letter and Resource Guide on ADHD"

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>

I strongly encourage that this resource guide remains in place. It provides valuable information regarding how to identify students with ADHD, how best to evaluate these students once identified, and what services should be provided in the event that an evaluation determines there is a need for intervention.

If you care about being cost-effective in your policies and interventions, I believe this resource guide will serve you well in the long run as it will greatly increase the number of functional, productive adults who are much more likely to complete their secondary education and go on to contribute additional wealth and innovation to the US economy.

Here's my story,

As the resource guide describes, I have predominantly inattentive type ADHD. I wasn't hyperactive or disruptive in my classes, but I often would not start on classroom tasks or complete homework assignments. I was often described as a daydreamer or spaced out. Based on the guidance and evaluation methods at the time I was overlooked as potentially having ADHD and I continued to struggle through my schooling, much to the frustration of my family and teachers. It wasn't until much later in life, late in my college career, that I sought re-evaluation and was able to receive accommodations that were instrumental in allowing me to complete my coursework.

If this resource guide was available during my early schooling, I am confident that I would have been much less likely to fall through the cracks. I hope you keep this guide around so that The evaluations reflect a much more informed understanding of how ADHD manifests itself and the interventions it recommends are more robust.