

Attention Deficit Hyperactivity Disorder (ADHD) Documentation Guidelines

The following guidelines are provided for evaluators, physicians, medical professionals, and students to guide the process of submitting ADHD documentation to the Office of Student Disability Services. **Documentation submitted must reflect evaluation conducted within the past 3 years.** Evaluators, physicians, medical professionals, etc. are encouraged to submit any prior assessments and/or evaluative reports together with the current documentation. Documentation must be printed on official letterhead and signed by the credentialed professional, who is not a family member of the student. Reasonable accommodations are determined based on the nature and resulting impairment(s) due to the disability.

Documentation Requirement Checklist

In order for Student Disability Services to determine eligibility for specific accommodations, ADHD documentation **must** include the following information, as appropriate:

Presenting Issue(s)

- Reason for referral for evaluation
- Information regarding the individual's presenting issues (i.e., ongoing difficulties and behaviors) that significantly impact functioning in a postsecondary setting

Evidence of Existing Impairment

- Identification of the type of Attention Deficit Hyperactivity Disorder (ADHD):
- ADHD (DSM-IVR 314.01): predominantly hyperactive-impulsive type, **or**
- ADHD (DSM-IVR 314.00): predominantly inattentive type (sometimes called ADD), **or**
- ADHD (DSM-IVR 314.01): combined type (displays symptoms of both of types)
- Date when individual was first diagnosed with ADHD
- Date(s) of current evaluation
- Discussion of co-morbid conditions, if appropriate

Background History

- Discussion of pertinent background information including developmental, medical, psychosocial, family, academic and employment histories.
- Sources of background information (i.e., parent/spouse/partner interview; review of records, self report, etc.)
- Discussion of any prior accommodations received (whether in high school, at another postsecondary institution, or place of employment)

Evaluation Protocol

- Screening measures used
- List of test instruments used (Instruments used must be age appropriate; adult norms are preferred)
- Clinical intake and findings (including self report)
- Behavioral observations during evaluation

Discussion of Evaluation Results (reported as standard scores and/or percentile scores)

- *Tests of information processing/cognitive abilities* (including speed of processing, cognitive efficiency, visual-auditory processing, perceptual-motor processing and so on; and discussion of strengths and functional limitations as a result of scores obtained)
- *Tests of executive functioning* (including memory, concentration, attention, and discussion of strengths and functional limitations as a result of scores obtained)
- *Tests of academic achievement* (including reading, writing, math, oral language, and discussion of strengths and functional limitations as a result of scores obtained.)

Current Medications

- List of current medication(s) including dosage(s), frequency and dates (if applicable)
- Description of any adverse side effects or functional limitations due to medications (if applicable)
- Indication if evaluation was conducted while on or off medication

Recommendations

- Specific recommendations regarding academic accommodations, auxiliary aids and/or services including a rationale for each accommodation recommended based on the individual's identified functional limitations.

Evaluator Qualifications

- Name and title, license # with state (if applicable), address, phone number, fax number, e-mail address and signature (**Professionals conducting assessment, rendering diagnosis of specific disabilities and making recommendations for appropriate accommodations must be qualified to do so**)

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Office of Student Disability Services will collaboratively determine appropriate accommodations.

NOTE: Please complete and return the **Student Intake Form** and the **Release of Information Form** with your documentation.