

# ADD/ADHD Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of Attention Deficit Disorder (ADD) and Attention-Deficit Hyperactivity Disorder (ADHD). Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. An evaluation performed by a **qualified, licensed professional** (e.g. psychologist or psychiatrist) who has had training in and direct experience with ADD/ADHD. Information about professional credentials, including licensing and certification, and areas of specialization must be clearly listed in the report.
2. An evaluation dated **within three (3) years**, with updates provided when relevant changes in behavior or medication occur. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
3. An **evaluation summary** based on more sources than the student's self-report and which includes a **diagnostic interview** with the following information:
  - Evidence that the condition was exhibited in childhood in more than one setting.
  - A history of the individual's attention symptomatology and presentation of current impulsive / hyperactive or inattentive behaviors, as well as relevant medication history.
4. **Neuropsychological or psycho educational assessments.** (Relevant testing needed to determine the current impact of the condition on the individual's academic functioning.)
5. A **specific diagnosis** (not merely a reference to symptoms) which corresponds with a diagnosis listed in the American Psychiatric Association's *Diagnostic and Statistical Manual – IV (DSM-IV)*.
6. A narrative **clinical summary** which includes the following:
  - An indication that other possible causes of the presenting behavior have been ruled out.
  - Whether the evaluation occurred while the student was taking medication and how the results were affected.
  - A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other university activities.
  - Documentation of the student's use of medication and its ameliorative effects.
  - Recommendations for academic accommodations, including a rationale for each.

Please note:

- Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act.