

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 – V (DSM-V)*.
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.

However, students experiencing academic difficulties are welcome to visit the CDR for referrals to campus or outside academic resources, or to discuss their situation to explore whether or not accommodations may be appropriate.