



Documentation Guidelines for Students with

ADD/ADHD

Professional qualifications of the evaluator:

- Professionals conducting assessments and rendering a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) must have training in differential diagnosis and the full range of psychiatric disorders.
- The name, title, and professional credentials of the evaluator, including information about license or certification, as well as the areas of specialization, should be clearly stated in the documentation.
- The following professionals would generally be considered qualified to evaluate and diagnose ADHD (provided they have training in the differential diagnosis of ADHD and direct experience with adolescents and adults with ADHD): licensed psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. The evaluator must be an impartial individual who is not a family member of the student.
- It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation and development of recommendations for educational accommodations to address ADHD in adolescents and adults.

Diagnosis or diagnoses must include:

A specific, current psychiatric diagnosis or diagnoses on the current edition of the DSM or ICD which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was based. A diagnosis without an explicit listing of current symptoms is insufficient.

Current Impact of the disability:

Because the provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic performance, it is in the individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three years. Flexibility in accepting documentation which exceeds a three-year period may be appropriate if the previous assessment is applicable to the current or anticipated setting. If the documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be warranted.

Documentation must include:

- A medical or clinical diagnosis of ADD/ADHD based on DSM-IV-TR or DSM-V criteria and a rationale for the diagnosis with quantitative and qualitative information that supports the diagnosis.
- Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index, etc.).
- Recommendations for reasonable academic accommodations based on specific features/symptoms of disability.

Documentation should also include:

- Summary and interpretation of assessment instruments (e.g., cognitive testing; attention, memory and learning; executive functioning; and, academic achievement.
- Rating scales, self-rated or interview-rated scales, may be useful in conjunction with other data. Rating scales alone are not sufficient.
- Investigation or evaluation of dual and/or co-occurring diagnosis (e.g., mood, anxiety, behavior, learning, personality disorders).

Medications:

Documentation must include a complete listing of psychotropic medications, dosages and schedules which may influence the types of accommodations requested. Evaluator should note recommendations for and compliance with prescriptive treatment, including medication.

Recommendations for the student's academic program:

The report should contain the following:

- Recommendations for specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning.
- Suggestions about how the specific effects of the psychiatric disability may be accommodated.

Neither an individual educational plan (IEP) nor a 504 plan constitute sufficient documentation but may be submitted along with a medical or clinical evaluation.

Please send documentation forms to:

Student Accessibility Services
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