



Documentation Guidelines: Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Center for Academic Success and Achievement
Disability/Access Services

Students who are seeking accommodations or academic support services on the basis of ADD/ADHD are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973, the ADA of 1990, and ADA Amendments Act of 2009. The following guidelines are provided to assure that documentation is appropriate to verify eligibility. Although the more generic term, Attention-Deficit Disorder (ADD) is frequently used, the official nomenclature in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5, American Psychiatric Association, 2015) is Attention-Deficit/Hyperactivity Disorder and is used in these guidelines.

Qualifications of the Evaluator

The following professionals are considered qualified to evaluate ADHD:

- Clinical psychologists
- Neuropsychologists
- Psychiatrists
- Other relevantly trained medical doctors

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. Reports should be on letterhead, typed, dated, signed, and otherwise legible.

Documentation

Documentation should be recent and should validate the need for services based on the individual's *current* level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. In most cases, testing needs to be recent ***within the past three years***.

Qualified documentation should include:

- Evidence of *early* impairment
- Evidence of *current* impairment, including statement of presenting problem and diagnostic interview
- Rule out of alternative diagnoses or explanations
- Identification of DSM-5 criteria
- Specific diagnosis
- Interpretive summary
- Recommendations for academic accommodations

Typical Tests for Evaluating ADHD in Adolescents and Adults

Brief IQ Screen: e.g., Kaufman Brief Intelligence Test; Shipley Institute of Living Scale

Comprehensive histories: developmental, medical, educational, social, psychological, occupational, substance use, and family

Multiple source interviews: student, parents, guardians, teachers

Rating scales: scales assessing student's retrospective and current behavior from multiple sources such as student or parents/guardian; e.g., ADHD Behavior Checklist; Wender Utah Rating Scale; Brown ADD Scales; or Attention-Deficit Scale for Adults

A personality inventory: e.g., Symptom Checklist 90-Revised; Personality Assessment Inventory; Minnesota Multiphasic Personality Inventory-II; Beck Anxiety Inventory; or Beck Depression Inventory