

AD/HD Documentation Guidelines

Attention Deficit Hyperactivity Disorder: Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (AD/HD) should provide current documentation by a qualified diagnosing professional. Examples are licensed psychologists, psychiatrists, neurologists, and in some instances family practice physicians. The diagnosing professional should have expertise in the differential diagnosis of the documented mental disorder or condition, follow established best-practices in the field, and not be related to the patient.

The documentation should include:

1. Documentation Needs to Be Current (within 3 years)
2. Documentation Needs to Be Comprehensive
 - a. Evidence of Early Impairment (parent interviews, report cards, etc.)
 - b. Evidence of Current Impairment (and level of severity)
 - c. Alternative Diagnoses or Explanations Should Be Ruled Out
 - d. Relevant Testing Should Be Provided
 - e. Identification of DSM-5 Criteria
 - f. Documentation Needs to Include a Specific Diagnosis
 - g. Statement of Specific Functional Limitations (especially those involved in attending a post-secondary educational institution, and whether the degree of limitation is mild or severe)
 - h. An Interpretative Summary Needs to Be Provided
3. Each Accommodation Recommended by the Evaluator Needs to Include a Rationale

(Note that tests of intelligence, cognition/information processing and academic achievement, which may not be part of the diagnostic process itself, may be needed by a disabilities specialist to determine appropriate accommodations and services for a student with AD/HD.)

For specific guidelines on the criteria for AD/HD documentation, please see the Educational Testing Services Policy Statement for Documentation of Attention-Deficit/Hyperactivity Disorder (ADHD) in Adolescents and Adults (www.ets.org); click on *Test Takers with Disabilities*.

Accommodations and Support Services

Requests for accommodations are considered on an individual basis by taking into account the student's qualifications related to the educational activity, the reasonableness of the request and whether or not the accommodation would fundamentally alter the nature of the activity in question.

Impairments rising to the level of disability protect individuals from discrimination on the basis of disability; however, services and accommodations related to those impairments must reflect specific limitations affecting the ability to participate in one or more major life activities.

Students must complete and return an Application for Services form with the disability documentation. The application should be completed and included with the other required materials.

5. Functional Limitations: Please check the level of limitation you believe this individual experiences in the college environment as a result of his or her disability. Check only those boxes that apply.

	Not at all limited/Not Applicable	Slightly limited	Somewhat limited	Moderately limited	Extremely limited
Caring for Oneself					
Talking					
Hearing					
Breathing					
Seeing					
Walking/Standing					
Lifting/Carrying					
Sitting					
Performing Manual Tasks					
Eating					
Working					
Interacting with Others					
Sleeping					
Reading					
Writing					
Spelling					
Quantitative Reasoning					
Math Calculating					
Processing Speed					
Memorizing					
Concentrating					
Listening					
Executive Functioning					

(ex: Time Management, Organization, Planning)

Other:

6. Are there other specific symptoms manifesting themselves at this time which might affect the student's academic performance?

7. In addition to DSM 5 criteria, how did you arrive at this diagnosis?

<input type="checkbox"/> Structured or unstructured interviews	<input type="checkbox"/> Medical history
<input type="checkbox"/> Interviews with other persons	<input type="checkbox"/> Neuro-psychological testing. Date(s) of testing:
<input type="checkbox"/> Behavioral observations	<input type="checkbox"/> Psycho-educational testing. Date(s) of testing:
<input type="checkbox"/> Developmental history	<input type="checkbox"/> Standardized or un-standardized rating scales
<input type="checkbox"/> Educational history	<input type="checkbox"/> Other (Please specify)

8. Additional documentation attached? Yes No

9. Is there anything else you think we should know about this student?

Note: Qualified diagnosing professionals are licensed psychologists, psychiatrists, neurologists, and in some instances family practice physicians. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition, follow established best-practices in the field, and not be related to the patient.

Print Name _____ License Number: _____

Signature: _____

Address _____

Phone _____ Fax _____ Email _____

Return To:

Disability Resource Center - Bldg. 124-119
California Polytechnic State University -San Luis Obispo, CA 93407-0205
Phone: 805-756-1395 FAX: 805-756-5451