

DOCUMENTATION FOR ATTENTION DEFICIT DISORDER/ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADD/ADHD)

Students requesting accommodations based on a diagnosis of ADD/ADHD are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

This documentation must include a typed, comprehensive assessment prepared by a licensed professional. The diagnostician must be an impartial individual who is not a family member nor in a dual relationship with the student. This assessment should be **current**, reflect significant impairment impacting a major life function, and include a **clearly stated diagnosis**. It must include a typed, full narrative report and evidence of childhood onset. The diagnosis and recommended accommodations must be clearly linked to the evaluative information with a discussion of each. The assessment must include the information listed below.

1. Evidence that ADD/ADHD-type symptoms arose in childhood:
 - Approximate age of onset
 - Date of diagnosis
 - Retrospective review of DSM criteria, indicating the symptoms endorsed
 - Evidence of significant impact on academic functioning
 - Prior accommodations and treatments; if there were none, explain why not
 - If not previously diagnosed or treated, what factors allowed for successful compensation

2. Evidence that symptoms currently meet DSM criteria in their nature and severity:
 - Report the symptoms evident in current functioning
 - Provide objective evidence of significant functional impairment
 - Symptoms cannot be explained by other psychiatric or cognitive factors

3. Explanation of current mitigating factors:
 - Accommodations
 - Medications
 - Side effects, etc.

4. Rationale for the kinds of accommodations requested:
 - Basis for recommended accommodations
 - A list and discussion of current or past accommodations utilized
 - Evidence from the client's history that particular accommodations have been successful