GUIDELINES FOR DOCUMENTATION OF
ATTENTION DEFICIT/HYPERACTIVITY DISORDER

Introduction

Students requesting services from Disability Support Services (DSS) at Southern Arkansas University are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). A diagnosis of AD/HD does not necessarily qualify a student for academic accommodations under the law. To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. For students previously diagnosed who have not continuously received medical and educational support, a comprehensive evaluation will be necessary to determine whether academic accommodations are appropriate.

The following guidelines are provided in the interest of assuring that documentation of ADHD is complete and supports the request for accommodations. DSS will determine eligibility and appropriate services based on the quality, recency and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of ADHD, the impact of ADHD on the individuals educational performance, and the need for academic accommodations in compliance with ADA.

A Qualified Professional Must Conduct the Evaluation

The evaluation must be completed by an appropriate professional, including a medical doctor or licensed psychologist who is knowledgeable about AD/HD. The evaluator’s name, title and professional credentials and affiliation should be provided. The professional completing the evaluation should not be a family member. All reports should be on letterhead, typed, dated, signed, and otherwise legible.

Documentation Must Be Current

Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases, this means that a diagnostic evaluation must have been completed within the past three years. If documentation does not address the individual’s current level of functioning, a re-evaluation may be required.
**Documentation Must Include a Specific Diagnosis**

The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests," "is indicative of," or "attentional problems".

**Coexisting Conditions**

The diagnostic assessment should examine the possibility of co-existing conditions including medical and psychiatric disorders as well as a possible learning disability. The evaluator should determine and discuss the possibility of alternative disorders that may mimic ADHD.

**Documentation Must Include Evidence of Current Impairment**

**Statement of Presenting Problem**

A history of the individual’s presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in an academic setting.

**Diagnostic Interview**

Information from a structured interview should be thorough and include:

- Family History
- Medical history
- Developmental History
- Social history
- Educational history
• Review of prior psycho-educational test reports to determine whether a pattern of strengths and weaknesses is supportive of attention or learning problems

• Description of current functional limitations pertaining to an educational setting that is a direct result of problems with attention

• Relevant history of prior therapy

**Documentation Must Include Relevant Testing Information**

Psycho-educational assessments are important in determining the current impact of the disorder on the individual’s ability to function in an academic setting. The report must include objective data, which might include, but not be limited to psychological assessments, educational assessments, rating scales, memory function tests, attention or tracking tests, or continuous performance tests. A score report page(s), which presents the test, sub test, raw scores and derived scores, should accompany the report.

**Current Plan for Treatment and Effects of Medication**

Please summarize current plans for treatment including the use of medications. Please indicate whether or not the individual was evaluated while on medication, and whether or not the prescribed treatment produced a positive response. Include information about how treatment and the use of medications mitigate the impact of the disorder on the individual’s ability to function in an academic setting.

All documentation is confidential and should be submitted to:

Disability Support Services  
Southern Arkansas University  
P.O. Box 9371

Magnolia, AR 71754  
Phone: 870-235-4145  
Fax: 870-235-5262