Attention Deficit Hyperactivity Disorder (ADHD)  
Documentation Guidelines for Service Eligibility & Determination

In order to establish eligibility for support services and/or reasonable accommodations, students must provide comprehensive disability documentation on official letterhead from a professional licensed or certified to diagnose and treat ADHD (e.g., medical doctor, psychiatrist, neuropsychologist, psychologist). Documentation should be current and is intended to provide information on the present functional impact of the disability.

Comprehensive disability documentation should include:

- Diagnosis including code and “persistent and maladaptive symptoms” from the Diagnostic and Statistical Manual of Mental Disorders.
- History of hyperactive-impulsive or inattentive symptoms present since childhood.
- Frequency, duration, and severity of symptoms in more than one setting, distinguishing the disability as a significant impairment in a major life activity, rather than behavior which may be considered developmentally normal.
- Observational data from the evaluation.
- Test scores from a comprehensive psychoeducational or neuropsychological assessment are often needed to clarify the disability’s present functional impact on cognitive and academic functioning. Such standardized measures can assess processing speed, fluency, memory, and executive functioning and may include:
  - Adult cognitive assessment (e.g., WAIS-IV, Stanford-Binet 5, TOCA)
  - Achievement measures including measures of fluency (e.g., W-J III, WIAT-III)
  - Attentional assessments (e.g., Trail Making Tests, PASAT, D-KEFS, TOVA, WCST).
- Self-report rating scales may be used in conjunction with standardized measures.
- Interpretation of results including explanation as to why differential diagnoses were ruled out.
- Current functional limitations as a direct result of the disability.
- Information regarding medications the student is currently taking, their effect in lessening symptoms, and any side effects experienced by the student.
- Information on previous accommodations and how these supported equal access needs.
- Specific recommendations and rationale regarding accommodations and/or services believed to be necessary for equal access.

These standards of acceptable documentation are designed to provide the staff of Services for Students with Disabilities with meaningful insights into the strengths, weaknesses, and disability-related needs of the students who seek our assistance. They have been developed in line with the professional practices of post-secondary education.