

Attention Deficit Disorder and/or Attention-Deficit /Hyperactivity Disorder

GUIDELINES FOR DOCUMENTATION OF ADD and/or ADHD

Aurora University students who are requesting accommodations are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973. The following guidelines are provided to ensure that documentation is complete and appropriate.

Note: Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature used in the *Diagnostic and Statistical Manual of Mental Disorders*, 4th edition (DSM-IV), Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.

Currency of Documentation

Accommodations are based on the current impact of the disability; therefore, documentation must be current, preferably within the last three years.

Qualifications of the Diagnostician

Professionals rendering a diagnosis of ADHD must have comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD. The following professionals are considered qualified to evaluate and diagnose ADHD: clinical psychologists, neuropsychologists, psychiatrists, and other qualified medical doctors.

Criteria for Comprehensive Assessments

The following criteria are based on guidelines from the Consortium on ADHD Documentation:

- **Evidence of Early Impairment**
Because ADHD is, by definition, first exhibited in childhood and manifests itself *in more than one setting*, historical and academic information must be gathered by the evaluator.
- **Evidence of Current Impairment**
Diagnostic assessment should consist of more than a self-report; history of attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time is critical in the diagnosis of ADHD.
- **Alternative Diagnoses and/or Explanations**
Diagnostic assessment should examine the possibility of co-existing diagnoses. This process should explore possible alternative diagnoses including mental and psychiatric disorders as well as educational and cultural factors which impact the individual and may result in behaviors mimicking ADHD.

- **Diagnostic Battery**

Neuropsychological or psychoeducational assessment is critical in determining the current impact of the disorder on the individual's ability to function in a variety of settings. Assessment must include standardized measures for inattention, hyperactivity and impulsivity as delineated in the DSM-IV.

Diagnostic Report & Summary

The diagnostic report must be a comprehensive interpretive summary synthesizing the evaluator's judgment for the diagnosis of ADHD. The report must include: all quantitative information in standard scores and/or percentiles; all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information;

- a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. In clear, direct language, the report must identify the *substantial limitation of a major life function* presented by the ADHD;
- an explanation of the contexts in which accommodations and supports have been used to minimize the impact of the disability; and a summary of the effectiveness of said accommodations and supports in reducing the functional impact of the disability;
- official letterhead with name, title, professional credentials, phone number and address of the evaluator as well as the date(s) of testing.

All documentation is confidential and will be assessed according to these requirements.

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