



GUIDELINES FOR DOCUMENTING ATTENTION DEFICIT HYPERACTIVITY DISORDER

For the purpose of determining eligibility for services, documentation must be submitted describing the current impact of the disability as it relates to the accommodation request. Such documentation will consist of an evaluation conducted by a licensed or certified psychologist, psychiatrist, or other relevant professional with comprehensive training and experience in diagnosing AD/HD in adolescent and adult populations. Documentation should substantiate the need for services based on the student's current level of functioning and reflect evidence of a substantial limitation to learning or other major life activity in order for eligibility to be determined. We prefer that the evaluation be less than three years old in order to demonstrate the current impact of the disorder. Evaluations conducted by family members are not accepted. To identify appropriate accommodations, the evaluation should include a diagnostic interview that documents the following:

- **Alternative Causes Ruled Out:**

The evaluator must demonstrate that alternative psychological, medical, or non-cognitive (e.g., educational, cultural) explanations for hyperactivity or attentional problems have been ruled out.

- **Statement of Presenting Problem:**

A history of the individual's present attentional symptoms should consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview should address the following:

- History of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time
- Developmental history
- Family history for presence of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner
- Relevant medical and medication history
- Relevant psychosocial history and any relevant interventions
- A thorough academic history of elementary, secondary, and postsecondary education
- A review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems
- Description of current functional limitations in an educational setting that are a direct result of problems with attention
- Severity of the disorder
- Relevant history of prior therapy

The diagnostic report should be on letterhead, dated and signed, indicating the certification or licensure of the evaluator. The report should include a summary of the diagnostic interview, the tests administered with subtest and standard scores, a description of the nature and severity of the substantial limitation to learning (or other major life activity) and the specific diagnosis, a description of the student's history, test behaviors, and score patterns that support the diagnosis, and recommended academic accommodations with a rationale to support them.



To the professional:

To assist Austin College in determining a student's eligibility for accommodations for a disability, please provide the following information about his/her disability on your professional letterhead.

- Student's name
- Date of evaluation and/or last contact
- Diagnosis and history (e.g., symptoms, age at onset, procedures used to assess or diagnose the disorder); full psychoeducational or neuropsychological evaluation report, preferably less than three years old (for more information see specific Guidelines for Documentation)
- Thorough academic history of elementary, secondary, and postsecondary education
- Developmental and family history identifying relevant educational, learning, physical, or psychological difficulties
- Summary of procedures used to assess or diagnose the disorder, including all scores
- Alternative causes should be ruled out (e.g., psychological, medical, or non-cognitive explanations for hyperactivity, impulsivity, or attentional problems)
- Nature of impairment(s) on major life activities (must include evidence of current impairment and limitations in the academic setting)
- Level of severity of the impairment(s) (mild, moderate, or severe)
- Stability of impairment and recommended interval for re-evaluation
- Duration of treatment and frequency of contact
- Medication(s) and other treatments
- Strengths in an academic setting
- Recommended accommodations and rationale to support them
- Additional comments or relevant information
- Your name, address, phone number, and information about your licensure or certification, degree, training, area(s) of specialization, etc.

Please send the above information to:

Laura Márquez Ramsey,
Director, Academic Skills Center
Austin College
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Sherman TX 75090