

## Checklist for Attention Deficit and Hyperactivity Disorders

\_\_\_\_\_ Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.

\_\_\_\_\_ For ADHD, a licensed psychologist or psychiatrist with appropriate clinical training, and experience working with adults, should make the diagnosis. If students have not secured a professional, they should look in their insurance company's provider directory, the Yellow Pages or should ask a family physician for referrals.

\_\_\_\_\_ Include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.

\_\_\_\_\_ The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. Access Services will not accept handwritten notes on prescription pads, photocopies of physician's notes or hospital discharge papers.

\_\_\_\_\_ In most cases, documentation should date within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the nature of the disability or disorder. Access Services may change this timeframe, as appropriate. Include the date of last meeting with the student.

\_\_\_\_\_ Provide a clear statement of the diagnosis consistent with the criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4<sup>th</sup> ed. (DSM-IV TR).

\_\_\_\_\_ Consider all other psychiatric or medical disorders that may cause problems with inattention within a differential diagnosis. This is particularly important when disorders of mood, anxiety, or substance abuse are involved. Other causes of problems with attention and concentration must be considered and discussed (i.e., test anxiety). A positive response to medication is not by itself considered diagnostic.

\_\_\_\_\_ Provide a description of the symptoms meeting the criteria for diagnosis including onset, longevity, and severity. Include summaries of questionnaires, measures or other clinical data with norm-based behavior rating scales; if diagnosis is associated with a learning disorder, provide a full psycho-educational evaluation.

\_\_\_\_\_ State clearly how the condition affects the student's life across multiple settings and what the functional limitations are for participation in an academic environment.

\_\_\_\_\_ Include information on the current medication(s) used to treat the condition and potential side effects on the student's ability to face college-level academic demands and stressors.

\_\_\_\_\_ Recommend academic accommodations and services; the goal is to reasonably minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her success.