



## CHICAGO STATE UNIVERSITY

### Abilities Office of Student Services

#### Documentation Guidelines for ADD/ADHD

The following guidelines describe the components of acceptable documentation for students requesting accommodations for on the basis of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD).

Psychologists, licensed therapists and psychiatrists who have had training in and direction experience with ADD/ADHD are the only professionals qualified to evaluate and diagnose **ADD/ADHD**. The provision of accommodations is based on assessment of the current impact of the student's disability.

#### **Documentation must include all of the following elements:**

1. **A qualified professional must conduct the evaluation. The professional documenting the disability must clearly:**
  - be identified by name, title, and professional credentials
  - provide information about their license, certification and specializations, including license number or identifier and state of practice
2. **Documentation should be current and dated within the last 3 years.** Recent documentation is required because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities/impairments on their ability to participate in the academic pursuits at Chicago State University. Updates must be provided when there are relevant changes in behavior or medication.
3. **An evaluation summary.** The summary must demonstrate that there were more sources than the student's self-report and should include a diagnostic interview with the following information:
  - a. Evidence that the condition was exhibited in childhood in more than one setting
  - b. A history of the individual's attention symptomatology and presentation of current impulsive, hyperactive or inattentive behaviors. Relevant medication history should also be included.

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4. **Relevant testing.** Neuropsychological or psychoeducational assessments. Relevant testing is needed to determine the current impact of the condition on the individual's academic functioning.
5. **Specific Diagnosis.** A diagnosis listed in the American Psychiatric Association's Diagnostic and Statistical Manual—V (DSM-V). A specific diagnosis must be included (not merely a reference to symptoms).
6. **A narrative clinical summary.** The summary must include the following:
  - a. An indication that other possible causes of the presenting behavior have been ruled out
  - b. Whether the evaluation occurred while the student was taking medication and how the results were affected
  - c. A description of functional limitations and the impact of the condition on the student's current participation courses, programs, services, or any other university activities.
  - d. Documentation of the student's use of medication and its ameliorative effects.
  - e. Recommendations for academic accommodations, including a rationale for each.

**Accepted forms of documentation:**

- The Abilities Office Verification of Disabilities form (VOD) with attached ocular assessment or low vision evaluation.
- A clear statement on letterhead which meets above stated guidelines with attached relevant assessment instruments
- Neurological assessment that includes all of the required elements as stated above.

*Please note:*

\*Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act. However, students experiencing academic difficulties are welcome to visit The Abilities Office for referrals to campus or outside resources, or to discuss their situation to see if accommodations might be appropriate.

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