

Guidelines for Documentation of ADHD

It is important to note that a diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD) does not necessarily constitute a disability. Eligibility for services is dependent upon a degree of impairment significant enough to substantially limit one or more major life activities.

Professionals recommended to provide documentation include: psychologists, neuropsychologists, and psychiatrists.

Documentation adequate to establish eligibility for services *must* include:

- ❖ Clearly stated clinical diagnosis of Attention Deficit/Hyperactivity Disorder based on DSM-IV criteria. AD/HD subtype should be specified (Predominantly Inattentive Type, Predominantly Hyperactive-Impulsive Type, or Combined Type).
- ❖ Names of the assessment instrument(s) used and the scores (standard scores with percentiles) obtained.
- ❖ Brief client history, to include evidence of impairment in childhood; a statement describing use and impact of medications and therapies; and a list of academic interventions and/or accommodations used previously/in other academic settings.
- ❖ Description of the student's functional limitations based on the diagnosis, as they occur specifically in a classroom/education setting or otherwise impact academic functioning; to include data substantiating ongoing inattentive and/or impulsive/hyperactive symptoms.
- ❖ Specific recommendations for academic accommodations, to include a rationale for each accommodation based on, and related to, listed functional limitations.
- ❖ A discussion of significant side effects of current medications, particularly those that may affect physical, perceptual, behavioral or cognitive performance.

A current psychoeducational or neuropsychological evaluation report may be submitted.