

Documentation Guidelines for Attention-Deficit/Hyperactivity Disorder**

Policy

Federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990) and the Americans with Disabilities Amendment Act of 2008 established the rights of individuals with disabilities. Northern State University is committed to compliance with all applicable federal laws and regulations regarding reasonable accommodations needed to provide equal educational opportunity to all students. Final determination as to the appropriateness of an accommodation is evaluated on a case-by-case basis. In accordance with federal and state regulations, disability-related information will be treated in a confidential manner.

Procedure

The student is responsible for providing documentation that supports his/her request for accommodation services. It is important that the documentation clearly establishes that the student has a disability as defined by federal regulations and that the documentation clearly supports the individual's request for accommodation. The following documentation guidelines are provided in the interest of ensuring that documentation of a disability demonstrates a significant impact on a major life activity and supports the individual's request for accommodation.

Documentation Guidelines

1. A qualified professional must conduct the evaluation:

An evaluation must be conducted by a qualified professional. Professionals conducting assessment should have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent and/or adult AD/HD population: licensed doctoral-level clinical, educational, or neuro-psychologists, psychiatrists, or other professionals with training and expertise in the diagnosis of mental health disorders. Also appropriate may be a diagnosis using a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of AD/HD in adolescents and adults. The name, title, and professional credentials of the evaluator, including information about license or certification and employment, should be clearly stated in the documentation. All reports should be on letterhead, dated, signed, and otherwise legible.

2. Documentation should be current:

The provision of accommodations is based upon assessment of the current impact of the student's disabilities on his or her academic performance and learning style. Documentation that is outdated or inadequate in scope or content; does not address the student's current level of functioning; or does not address changes in the student's performance since the previous assessment was conducted may not support requested accommodations. When appropriate, additional supportive documentation will be requested. Documentation will generally be considered current if it has been completed within the last three (3) years.

3. Diagnosis of AD/HD:

Evaluators should provide the following:

- a. DSM-V diagnosis;
- b. Other information collected and used in arriving at the above diagnosis (behavioral observations, developmental history, rating scales, medical history, structured or unstructured clinical interview with student, interviews with others (parents, teachers, spouse, or significant others), neuropsychological or psycho educational testing (including date(s) of testing), or other relevant information;
- c. Date of diagnosis;
- d. Date of first contact with student;
- e. Date of last contact with student;
- f. Student's history, including AD/HD history, pharmacological history, current medication(s), AD/HD symptoms currently exhibited;
- g. Current treatment plan (e.g., medication, counseling, coaching, learning strategies instruction, etc.) and the student's response to treatment;
- h. Specific accommodation recommendations and a rationale as to why the accommodation is necessary, and an explanation of why accommodations are recommended for equal access if the student is responding positively to the current treatment plan.

****These guidelines are not meant to be used exclusively or as a replacement for direct communication with the Student Accessibility Services regarding the individual nature of a disability. While submitted documentation meeting the above guidelines may be acceptable to Student Accessibility Services at NSU, it is important to be mindful that they may/may not meet the documentation guidelines required in other academic or testing organizations.**