Documentation Guidelines for ADD/ADHD

Documentation submitted to Disability Services for the diagnosis of ADD/ADHD should include the following elements. If your documentation doesn’t meet all of these guidelines, we encourage you to submit what you have.

1. **The credentials of the evaluating professional(s).** Documentation should be typed and submitted on official letterhead by a professional who is licensed and has received comprehensive training in diagnosing ADD/ADHD, such as psychiatrists, neurologists, psychologists, and/or other professionals. Name, title, specialty, and license or certification credentials must be stated in the documentation.

2. **Current documentation.** Documentation should be completed within the last 3 years.

3. **A clear diagnostic statement identifying the disability or disabilities.** The ADD/ADHD diagnosis should be made using DSM 5 criteria. We prefer a summarized diagnostic interview conducted by a qualified evaluator that offers evidence of early impairment and manifestations of ADD/ADHD in more than one environment. Self-report is usually not sufficient by itself and we prefer the addition of third party sources in the documentation.

4. **A description of the diagnostic tests, methods, and/or criteria used including specific test results and the examiner's narrative.** Quantitative and qualitative data based on standardized testing for adults should be included and all standardized testing scores should be reported. If grade equivalents are reported, they should be accompanied by standard scores and/or percentiles. Such assessments might include testing of intellect, achievement, processing speed, fluency, executive functioning, language, memory and learning, and attention.

5. **A description of current functional limitations resulting from the disability.** Documentation should describe how the disability currently impacts the student’s academic performance.

6. **A thorough educational, developmental and medical history relevant to the disability.** There should be an emphasis on how the ADD/ADHD symptoms have manifested across various settings over time, how the student has coped with the problems, and what success the student has had in their coping efforts.

7. **Recommendations for accommodations, adaptive devices, assistive services, treatment, and/or other services related to the student’s specific limitations.** Accommodation recommendations should be based on the student’s specific functional limitations. Please note: Post-secondary institutions are not legally obligated to adopt third-party recommendations but may use this information to determine reasonable accommodations.

For more information about our guiding philosophy in establishing these documentation guidelines, please visit our website at www.meredith.edu/disability and click on Certification Process.