

**DOCUMENTATION REQUIREMENTS
UNIVERSITY OF ALABAMA
OFFICE OF DISABILITY SERVICES**

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of psychiatric disorders (licensed clinical psychologist, neuropsychologist, psychiatrist or another relevantly trained medical doctor), and who has expertise in evaluating the impact of ADHD on an individual's educational performance. Experience working with an adult population is **essential**. Documentation must be current: within the past **3 years for a high school student** and within the past **5 years for an adult**. A school plan such as an IEP or 504 Accommodation Plan is **insufficient** documentation. **All testing instruments must be standardized for use on adults**. Documentation must include, but is not limited to, the following elements:

1. Evidence of early impairment

The condition must have been exhibited in childhood in more than one setting.

2. Evidence of current impairment

In addition to the individual's history, documentation of current difficulties must include the student's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

3. Diagnostic interview

The interview must contain self-report and third-party (i.e., other than the student) information pertaining to developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.

4. Evidence of alternative diagnoses or explanations being ruled out

The possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound or be the primary cause of attentional difficulties must be addressed and ruled out.

5. Neuropsychological or psychoeducational assessments

Such assessments are necessary to determine the current impact of the disorder on the individual's ability to function in an academic setting. Data should include **subtest and standard scores** to support conclusions, and should at least include the **most recent versions** of a comprehensive intelligence battery **and** a comprehensive achievement battery. (Note: Assessments such as checklists and rating scales are very important, but checklists, scales or subtest scores should not be used as the sole criterion for a diagnosis of ADHD.)

Acceptable Instruments – Aptitude / Cognitive Ability

- Wechsler Adult Intelligence Scale III (or latest version). The WAIS is the preferred instrument.
- Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
- Stanford-Binet Intelligence Scale

Unacceptable Instruments – Aptitude / Cognitive Ability

- The Kaufman Brief Intelligence Test (KBIT) is **not** a comprehensive measure and is therefore not suitable for documentation purposes at UA.
- Wechsler Intelligence Scale for Children (WISC) – this instrument is not standardized for use with adults.

Acceptable Instruments – Academic Achievement

- The Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as the Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests – Revised, or the Stanford Diagnostic Mathematics Test.

Unacceptable Instruments – Academic Achievement

- The Wide Range Achievement Test (WRAT)
- Mini-Battery of Achievement (MBA)

(These are **not** comprehensive measures of achievement and are therefore not suitable for documentation purposes at UA.)

6. Diagnosis

A clear and specific statement that the student is diagnosed with ADHD and the accompanying **DSM-IV-TR diagnostic code(s)** are required.

7. Medication

Indicate whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response. Medication alone cannot be used to support a diagnosis.

8. Clinical summary

Must address:

- (a) The **substantial limitations** to major life activities posed by the disability.
- (b) The extent to which these limitations would impact the academic context for which accommodations are being requested.
- (c) Suggestions as to how the specific effects of the disability may be accommodated.
- (d) The **rationale behind the suggested accommodations**. Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. In establishing the rationale for recommended accommodations, test data should be used to document the need.*

9. Additional Requirements

- (a) Interpretation of test results is required. Test protocol sheets, handwritten summary sheets or scores alone are **not** sufficient.
- (b) All reports must be in narrative form, **typed**, signed by the diagnosing clinician, and must include the names, titles and professional credentials of the evaluators as well as the date(s) of testing. Documentation must be submitted on the official letterhead of the professional diagnosing the disability.

* A history of accommodations does not in itself warrant the provision of similar accommodations at UA. The final determination of appropriate and reasonable accommodations rests with the University of Alabama.

Please forward all documentation to:

Office of Disability Services
University of Alabama
133B Martha Parham East
Box 870185
Tuscaloosa, AL 35487-0185

This document will be made available in alternative formats upon request. Please contact the Office of Disability Services, (205) 348-4285 (Voice) or (205) 348-3081 (TTY) for assistance.