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 Office of Disability Services regarding the individual nature of a disability. While submitted documentation meeting the above guidelines may be acceptable to the Office of Disability 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.**