Attention-Deficit/Hyperactivity Disorder (ADHD) Documentation Requirements

EVALUATION BY AN APPROPRIATE EXPERT
Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) are requested to 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.

DOCUMENTATION MUST BE CURRENT
Since extensive testing is not required, students registering for the first time are requested to submit documentation from an assessment conducted no more than six months prior to the date of registration with the OSSD. A school plan such as an IEP or 504 Accommodation Plan is insufficient documentation without the background information from which the plan was written.

DOCUMENTATION MUST INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING ELEMENTS:

1. EVIDENCE OF IMPAIRMENT
   a. Early – the condition must have been exhibited in childhood in more than one setting.
   b. Current – Presenting symptoms, evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings, must be discussed.

2. DIAGNOSTIC INTERVIEW
   Include self-report and third-party (i.e., other than the student) information pertaining to developmental history, relevant medical and medication history, a thorough academic history, and a review of prior reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.

3. 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.

4. DIAGNOSIS
   Must include:
   a. A clear and specific statement that the student is diagnosed with ADHD.
   b. The accompanying DSM-V diagnostic code(s).
5. **MEDICATION**
Prescribed medications, dosages, schedules and side effects that may influence the type of accommodations provided should be addressed. Medication alone cannot be used to support a diagnosis.

6. **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 evidence of a **substantial limitation** to learning.

7. **ADDITIONAL REQUIREMENTS**
All reports must be in narrative form, **typed**, signed by the diagnosing clinician, and must include the date the student was last seen by the clinician. Documentation must be submitted on the official letterhead of the professional diagnosing the disability.