



Office of
Disability Services

Documentation Guidelines for Students with ADD/ADHD

Please supply documentation;
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Professional qualifications of the Evaluator

- Professionals conducting assessments and rendering a diagnosis of ADD or ADHD must have training in differential diagnosis and the full range of psychiatric disorders. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the areas of specialization, should be clearly stated in the documentation.
- The following professionals would generally be considered qualified to evaluate and diagnose ADD or ADHD provided they have training in the differential diagnosis of ADD or ADHD and direct experience with the adolescent or adult ADHD population: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors.
- It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adolescents and adults.

Current Impact of the Disability

Because the provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic performance, it is in the individual's best interest to provide recent and appropriate documentation. In most cases this means that a diagnostic evaluation has been completed *within the past three years*. Flexibility in accepting documentation, which exceeds a three-year period, may be appropriate under certain conditions if the previous assessment is applicable to the current or anticipated setting. If the documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be warranted.

Documentation ***must*** include:

- A medical or clinical diagnosis of ADD/ADHD based on DSM-IV_TR criteria, a rationale for the diagnosis with quantitative and qualitative information that supports the diagnosis.
- Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index, etc).
- Recommendation for academic accommodations based on specific features/symptoms of disability.

Documentation ***should also*** include the following:

- Summary and interpretation of assessment instruments (formal assessment instruments [i.e. Cognitive/Achievement testing] and/or clinical interview).
 - Examples of instruments include: Wechsler Adult Intelligence Scale (Revised or III), the Woodcock Johnson Psychoeducational Battery Test of Cognitive Ability (Revised or III), or a complete neuropsychological battery. It should describe processing strengths and weaknesses.
 - Achievement testing; test results from individualized achievement measures that describe strengths or difficulties with both basic and higher level skills in reading, math, written expression, and, if relevant, foreign language acquisition.
- Recommendations for and compliance to prescriptive treatment, including medication;
- Investigation/evaluation of dual and/or confounding diagnosis (e.g./ mood, behavioral, neurological, learning, personality disorders).

Neither a 504 plan nor an individualized educational plan (IEP) constitute sufficient documentation but may be submitted along with a medical or clinical evaluation.

Version: 9.20.11