

Documentation Guidelines For Students with ADD/ADHD

Dear Doctor:

_____ has applied for support services available to qualified individuals at WPI. Current and comprehensive documentation of his/her disability must be on file to determine appropriate and reasonable accommodations. Please address the criteria outlined below which have been developed by the Consortium on ADHD Documentation.

Professionals conducting assessments and rendering a diagnosis of 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 ADHD provided they have training in the differential diagnosis of 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.

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.

1. Documentation must include a medical or clinical diagnosis of ADD/ADHD based on DSM-IV criteria and a rationale for the diagnosis.
2. The documentation should include the following:
 - Quantitative and qualitative information that supports the diagnosis;
 - Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);
 - Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index);
 - Recommendations for and compliance to prescriptive treatment, including medication;
 - Recommendation for academic accommodations based on specific features/symptoms of disability;
 - Investigation/evaluation of dual and/or confounding diagnosis (e.g./ mood, behavioral, neurological, learning, personality disorders).

