

Attention Deficit/Hyperactive Disorder Documentation Guidelines

Note: Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature used in the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV), Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.

Students requesting support services and/or reasonable accommodations from Naropa University are required to submit documentation of a disabling condition to verify eligibility under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and Disability Services' policies. Disability is defined as a physical or mental impairment that substantially limits one or more of the major life activities [in condition, manner or duration].

Submission of documentation is not the same as the request for services. Request for services and/or reasonable accommodations *must be initiated by the student* once he/she is confirmed at Naropa University. The student must schedule an intake appointment with Disability Services so that support services and reasonable accommodations may be discussed. Documentation will be reviewed by Disability Services prior to the appointment. Reasonable accommodations cannot be implemented until the student's documentation is complete. Disability Services is responsible for the determination of reasonable accommodations.

Note to students: The student submits documentation to Disability Services (DS) and must initiate the request for services and/or reasonable accommodations once confirmed at the university. DS is ultimately responsible for determining reasonable accommodations based on impact of disability as supported by the documentation. A school plan such as an Individualized Education Plan (IEP) or a 504 Plan is insufficient documentation.

Note to evaluators: The diagnostic report must document a disability. Disorders found in the DSM-IV are not always disabling conditions. Determining reasonable accommodations based on a disabling condition requires more extensive information than that which may be acceptable for treatment purposes only.

Documentation Requirements

Currency of Documentation

Since reasonable accommodations are based on the current impact of the disability, documentation must be current, preferably within the last three years.

Qualifications of the Diagnostician

Professionals rendering a diagnosis of ADHD must have comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD. The following professionals are considered qualified to evaluate and diagnose ADHD: clinical psychologists (Ph.D., Psy.D.), neuropsychologists, psychiatrists, and other qualified medical doctors.

Criteria for Comprehensive Assessment

1. **Early Impairment/History**

Because ADHD is, by definition, first exhibited in childhood, historical and academic information must be gathered and presented by the evaluator.

2. **Second Setting**

Likewise, since ADHD is manifested in more than one setting (school, home and social), evidence of impact in settings other than school must be specifically addressed.

3. **Evidence of Current Disabling Condition**

Diagnostic assessment must include evidence (not just self-report) of ongoing impulsive, hyperactive or

inattentive behavior that has significantly impaired a major life function over time. See “Diagnostic Battery” below.

4. **Alternative Diagnoses and/or Explanations**

Diagnostic assessment should examine the possibility of co-existing diagnoses. This process should explore possible alternative diagnoses including medical and psychiatric disorders as well as educational and cultural factors that impact the individual and may result in behaviors mimicking ADHD.

5. **Diagnostic Battery**

Diagnostic assessment must consist of more than a self-report. Assessment must include standardized measures for inattention, hyperactivity and impulsivity as delineated in the DSM-IV. A combination of assessment measures is required. Examples include: rating scales (self and relevant third party), continuous performance tests (e.g., TOVA, IVA), neuropsychological testing (e.g. WAIS-III), and psychoeducational testing (e.g., Woodcock-Johnson III). A continuous performance test is preferred as one of the measures.

Diagnostic Report & Summary

The diagnostic report must be a comprehensive, interpretive summary synthesizing the evaluator's judgment for the diagnosis of ADHD. The report must include:

- official letterhead with name, titles, professional credentials, address, and phone/fax numbers of the evaluator as well as the date(s) of testing;
- all quantitative information in standard scores and/or percentiles; all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information;
- a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. In clear, direct language, the report must identify the substantial limitation of a major life function presented by the ADHD;
- specific recommendations for reasonable accommodations. Each recommendation must be based on significant functional limitations and must be supported by the results of the diagnostic assessment. Disability Services will make the final determination of reasonable accommodations.

Mitigating Measures and Treatment

Since reasonable accommodations are based on the current impact of a disability, documentation must address the effects of treatment and/or medication on the individual's present functioning.

All documentation is confidential and should be submitted to:

Naropa University
Disability Services
Student Affairs
2130 Arapahoe Avenue
Boulder, CO 80302
Fax: 303-245-4795

The Disability Services Office maintains disability files and diagnostic testing information for seven years after the student either graduates, transfers, or leaves the university. After that time, the confidential files are destroyed. If a student does not attend Naropa University but has submitted documentation, the files will be destroyed after two years. Consequently, the student should maintain his/her own copy of the diagnostic information.