

Requirements for Reports Documenting AD/HD

Western Illinois University's office of Disability Support Services (DSS) facilitates accommodations and services for qualified students with disabilities enrolled at Western. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) protects students from discrimination on the basis of disability and ensures the provision of reasonable accommodations. The following documentation guidelines establish that a student is eligible for accommodations and services under these laws, demonstrate that the disability produces a significant, functional impact on a major life activity, and support the student's request for accommodations. **All professional reports or letters from physicians should be type-written on professional letterhead, dated, and signed.**

A. Qualified Evaluator

Professionals conducting assessments and rendering diagnoses of Attention Deficit/Hyperactivity Disorder must have comprehensive training and relevant experience with evaluating adults with AD/HD (psychologists, neuropsychologist, educational psychologists, and relevantly trained medical doctors).

B. Current Documentation

DSS professionals must be able to ascertain the current impact of the condition in order to determine appropriate accommodations. Therefore, a comprehensive assessment of the condition must be recent (no more than 3 years old).

C. Comprehensive Report

A comprehensive report should include the following information:

- Presenting concerns
- Childhood diagnosis or retroactive diagnosis
- Developmental, educational, and accommodation history
- Information from self-report and third-party report (when possible)
- Objective tests of sustained attention
- Summary of the observations of the professional
- Measures taken to rule-out alternative causes
- Information regarding medication and any effects the medication has on performance in an academic setting
- Definitive diagnostic statement

An Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) does not meet documentation requirements.

D. Need for Accommodations

The report should describe the current and significant functional limitations that warrant accommodations and contain recommendations for accommodations that are directly linked to those limitations. Accommodations are not provided for areas of weakness or mild conditions.

Professional Evaluator's Documentation Checklist: ADHD

Student Information

Student Name: _____
Student ID Number: _____
Campus Address: _____
Local Phone Number: _____
Date of Birth: _____
Date of Evaluation: _____

Student's Presenting Concerns

Please check all that apply.

<input type="checkbox"/> Difficulty sustaining attention	<input type="checkbox"/> Difficulty finishing tasks/projects
<input type="checkbox"/> Issues with time management	<input type="checkbox"/> Lack of organizational skills
<input type="checkbox"/> Difficulty finishing exams in the time allowed	<input type="checkbox"/> Problems taking lecture notes
	<input type="checkbox"/> Social difficulties
	<input type="checkbox"/> Other _____

Diagnosis

Please check all that apply.

Student was diagnosed with AD/HD in childhood.
 There is no childhood diagnosis, but symptoms were present in childhood.
 It is very likely that this student has AD/HD.
 It is unlikely that this student's difficulties can be attributed to AD/HD

Evaluation Tools

Clinical Interview Review of academic records
 Information from a 3rd party Professional observation
 Self-report inventories. Please list. _____

Objective tests of sustained attention. Please list. _____

Tests of cognitive functioning. Please list. _____

Please attach test scores. Include any interpretive summary along with standard scores and percentile ranks.

Cognitive Deficits

This student has significant deficits in the following area(s):

Attention/Concentration Long term memory
 Executive Functioning Working Memory

Other _____

Impact of Cognitive Deficits

The cognitive deficits have the following impact on functioning in an academic setting:
Please indicate to what degree this impacts the student (mild, moderate or severe).

Often fails to give close attention to detail

Difficulty sustaining attention

Does not seem to listen when spoken to directly

Difficulty in following through with tasks

Disorganized and forgetful in daily activities

Easily distracted by extraneous stimuli

Often blurts out answers before questions have been completed, interrupts others

Other _____
