

Vanderbilt University - ADHD Documentation Guidelines

Students requesting accommodations on the basis of **attention-deficit/hyperactivity disorder** (ADHD) must provide documentation performed and signed by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologist, neuropsychologist, psychiatrist and other relevantly trained medical doctors). The documentation must include, but is not restricted to, the following:

- **An Assessment:** A Neuropsychological or a psychoeducational evaluation is required. It must have been administered within the past three years. The evaluation must provide clear and specific evidence that a disability exists and that alternative explanations for lower than expected performance have been ruled out. The assessment, and any resulting diagnosis, must consist of and be based on multiple forms of evidence (i.e., standardized test results, informal assessment results, observational and historical data). Evidence must establish a clear link between specific deficit areas and the functional limitations experienced by the individual.
 - For the evaluation to illustrate a substantial limitation to learning, the comprehensive assessment battery must assess the following domains:
 - Aptitude/Cognitive Ability
 - Academic Achievement
 - Information Processing
- **A diagnostic interview:** The interview must contain a self-report and third-party information pertaining to developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, and/or a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- **Evidence of early impairment:** The condition must have been exhibited in childhood in more than one setting.
- **Evidence of current impairment:** An assessment of the presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings. In an academic setting, functional impairment is most often expressed in poor academic performance across a variety of academic tasks. In adults, work history may demonstrate an inability to retain or maintain employment.
- **Evidence of alternative diagnoses or explanations being ruled out:** The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD diagnosis.
- **A specific psychological diagnosis as per the Diagnostic and Statistical Manual - IV (DSM-IV):** Symptoms of hyperactivity/impulsivity that were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- **Effects of Medication:** An indication of whether or not the student was evaluated while on medication and the degree to which the prescribed treatment reduces the level or degree of impairment.
- **A clinical summary:** Details indicating the substantial limitations of the major life activities posed by the disability, describing the extent to which these limitations would impact the academic context for which accommodations are being requested, suggests how the specific effects of the disability may be accommodated, and states how the effects of ADHD are mediated by the recommended accommodations.

Assessments used for Adolescents and Adults with ADHD

Psychoeducational and neuropsychological testing include tests that measure:

- **Aptitude**
 - Wechsler Adult Intelligence Scale – III (WAIS-III)
 - Woodcock-Johnson Psychoeducational Battery – Revised; Tests of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence Test (KAIT)
- **Academic Achievement**
 - Scholastic Abilities Test for Adults
 - Stanford Test of Academic Skills
 - Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - **Or specific achievement tests such as:**
 - Nelson-Denny Reading Skills Test
 - Stanford Diagnostic Mathematics Test
 - Test of Written Language – 3 (TOWL-3)
 - Woodcock Reading Mastery Tests – Revised
- **Information Processing**
 - Detroit Tests of Learning Aptitude-3 (DTLA-3)
 - Information from subtests on WAIS-R or Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability, as well as other relevant instruments
- **Behavior through Rating Scales (that are used in conjunction with other tests listed above). Rating scales include:**
 - Wender Utah Rating Scale
 - Brown Attention-Activation Disorder Scale
 - Beck Anxiety Inventory
 - Hamilton's Depression Rating Scale
 - Conners Teacher Rating Scale (ages 3-17)
 - Conners Parent Rating Scale (ages 3-17)

Copies of an Individual Educational Plan (IEP) or a 504 Plan alone are not acceptable documentation. Prior accommodations in an educational setting do not necessarily warrant the provision of current accommodations.

Submission of Documentation and Questions

Documentation should be mailed to the Disability Program Coordinator, Opportunity Development Center, Vanderbilt University, VU Station B# 351809, 2301 Vanderbilt Place, Nashville, TN 37235-1809 or fax to (615) 343-0671. Questions should be directed to (615) 322-4705.

Accommodations and Services

The final determination of appropriate accommodations, auxiliary aids and services rest with Vanderbilt University's Opportunity Development Center's Disability Services Program, in consultation with individual academic and non-academic programs.

Confidentiality

All information obtained in diagnostic and medical records will be maintained and used in accordance with applicable confidentiality requirements.