

## DOCUMENTATION GUIDELINES

### ATTENTION DEFICIT HYPERACTIVITY DISORDER

Students requesting accommodations because of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a qualified professional, a person who is licensed or otherwise properly credentialed and possesses expertise in the disability for which modifications or accommodations are sought. Documentation must provide evidence of a disability, and the evaluation must have occurred after the student reached the age of 13.

A school plan such as an IEP or 504 Accommodation Plan is **insufficient** documentation. Clinical chart notes and/or printed electronic records from the provider's patient portal are also insufficient. Testing instruments normed for use with adults are preferred. A history of accommodations does not in itself warrant the provision of similar accommodations at Trenholm State Community College. The final determination of appropriate and reasonable accommodations rests with Trenholm State Community College.

Documentation must include, but is not limited to, the following elements:

#### **1. EVIDENCE OF IMPAIRMENT**

- (a) Early - The condition must have been exhibited in childhood in more than one setting.
- (b) Current – Presenting symptoms, evidence of current impulsive / hyperactive or inattentive behaviors that significantly impair functioning in two or more settings, must be discussed.

#### **2. DIAGNOSTIC INTERVIEW**

Include self-report and third-party (i.e., other than the student) information pertaining to developmental history, relevant medical and medication history, a thorough academic history, and a review of prior reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.

### **3. EVIDENCE OF ALTERNATIVE DIAGNOSES OR EXPLANATIONS OF RULE OUT**

The possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound or be the primary cause of attentional difficulties must be addressed and ruled out.

### **4. DIAGNOSIS**

- (a) A clear and specific statement that the student is diagnosed with ADHD as per the DSM-V (including diagnostic codes). Primary and secondary Axis I and Axis II diagnoses are required.
- (b) Description of symptoms related to the diagnosis which indicate the nature, frequency and severity of the symptoms that the student experiences.
- (c) Date of original diagnosis, if known, and last contact with the student.

### **5. MEDICATION**

Prescribed medications, dosages, schedules and side effects that may influence the type of accommodations provided should be addressed. Medication alone cannot be used to support a diagnosis.

### **6. CLINICAL SUMMARY**

- (a) The substantial limitations to major life activities posed by the disability.
- (b) The extent to which these limitations would impact the academic context for which accommodations are being requested.

### **7. ADDITIONAL REQUIREMENTS**

- (a) All reports must be in narrative format, typed, signed by the diagnosing clinician, and must include the names, titles and professional credentials of the evaluators as well as the date(s) of testing.
- (b) Documentation must be submitted on the official letterhead of the professional diagnosing the disability.