

**Academic Development Center
Colby-Sawyer College**

Guidelines for Documentation of ADD/ADHD

Any student with a documented disability is eligible for reasonable and appropriate accommodations. Students must first declare the disability to the Academic Development Center and provide adequate documentation. The documentation enables the Learning Specialist to determine reasonable academic adjustments that are appropriate for the student's needs. Disability documentation must confirm the nature and extent of the disability, and it must support the necessity of all accommodation requests. Testing or diagnosis performed by a family member is unacceptable. If the submitted documentation is incomplete, the college can require additional documentation. The cost of this additional documentation is the responsibility of the student. If the submitted documentation is complete but the college requests a second professional opinion, the cost will be incurred by the college.

The following guidelines will assist in ensuring that documentation appropriately supports requests for reasonable accommodations. The Learning Specialist is available to consult with diagnosticians regarding any of these guidelines.

Format/Qualification Requirements:

- *Documentation must be conducted by a professional who has had comprehensive training and relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g. psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors).*
- Must be on official letterhead of the professional service provider
- Must include clinician's name, signature, title, professional credentials (including information about licensing or certification), phone number, and address
- Must include a summary of all instruments and procedures used
- Must state date(s) of testing

Documentation for ADD/ADHD must include all of the following components.

Diagnostic Interview:

- A diagnostic interview which includes: a description of the problem with self-report and third party information; developmental history, medical and medication history, family history (of ADD/ADHD or learning/psychological difficulties), and comprehensive academic background information (including review of prior psycho-educational test reports)

Substantiation:

- Evidence of early impairment
- Evidence of current impairment
- Evidence that alternative explanations have been ruled out. The documentation should address the potential of dual diagnosis and alternative/coexisting conditions and should show that the attention related difficulties are not better accounted for by other conditions, disabilities, or disorders.

Diagnosis:

- A specific psychological diagnosis as per the Diagnostic and Statistical Manual IV (DSM IV). Current symptoms that have been present for at least six months and that impair functioning in two or more settings (e.g., school, work, home) must be identified.

(The documentation must indicate whether the student was taking medication when the evaluation was conducted. Information should be included regarding the effectiveness of the medication for the condition as well as any resulting side effects.)

Testing should be **current**. For an ADD/ADHD diagnosis, this means that the testing should have been conducted within the past three years and should clearly show the impact of the disability on current academic performance.

Academic Accommodations

Academic accommodations provided are designed to meet a student's disability-related needs without fundamentally altering the nature of the instructional program or altering any directly related licensing program. They are not intended to provide remediation (instruction in basic skills not acquired earlier in the educational process, such as basic grammar or basic math).

*To ensure that your assessment is comprehensive,
please share this document with your clinician before testing.*

Questions?

Please call us at the Center (603) 526-3711 or email learning@colby-sawyer.edu.