MOREHOUSE SCHOOL OF MEDICINE

GUIDELINES FOR DOCUMENTATION OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDERS

Under the Americans with Disabilities Act (ADA) of 1990, as amended by the American with Disabilities Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, individuals with attention-deficit/hyperactivity disorders (AD/HD) are guaranteed certain protections and rights to reasonable academic adjustments based upon documentation. The documentation must indicate the disability substantially limits some major life activity including learning. The following guidelines were developed to ensure documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

Evaluator's Qualifications

Professionals conducting assessments, rendering the diagnosis of AD/HD, and making recommendations for academic adjustments must be qualified. In general, clinical psychologists, neuropsychologists, and psychiatrists would be considered qualified to evaluate and diagnose AD/HD. The name, title, and professional credentials of the evaluator, including license or certification number, must be clearly stated on submitted documentation. The professional should have experience with an adolescent or adult AD/HD population. It is not considered appropriate to evaluate members of their families. Documentation from a family member will not be accepted.

Documentation

The impact of AD/HD on an individual changes over time, therefore in order to provide the most appropriate accommodation(s), AD/HD documentation must be current. Documentation should be within the last three years. If current documentation is found to be incomplete, an update may be required. In order for documentation to be complete, the following items should be included in the documentation:

- Evidence of early impairment as AD/HD is first exhibited in childhood and is manifested in various settings.
- Description of current manifestations, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has impaired functioning and limited the student in learning.
- Diagnosis and corresponding DSM-IV codes with the date of the diagnosis.
- An explanation of how the disability and/or related medication and treatments interfere with participation in courses, programs or services.
- Information on any current medication, including dosage and frequency.

Other supporting documentation may be accepted along with the above items to better understand the student's need for reasonable academic adjustments. These documents may include but are not limited to: records on standardized tests, transcripts, and previous psycho-educational evaluation.

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