



ATTENTION DEFICIT/HYPERACTIVITY DISORDER DOCUMENTATION GUIDELINES

These guidelines have been established to provide students and qualified professionals¹ conducting the evaluation with a common set of criteria necessary to assist Disability Resources and Services in making appropriate decisions regarding requested accommodations on the basis of Attention Deficit/Hyperactivity Disorder.

Please be certain that the following elements are included in any submitted documentation:

1. A coded diagnosis per the Diagnostic and Statistical Manual IV-TR (DSM-IV-TR) or the DSM-V is required, including the subtype of ADHD.
2. A comprehensive diagnostic evaluation.

In order to accurately assess the *impact* of an attention deficit disorder an examiner must evaluate an individual's current cognitive functioning/processing. Any tests that are selected by the evaluator must be valid, reliable and standardized on the appropriate norm group. Testing should not be more than five years old. Individuals are required to submit the standard scores and/or the percentile scores of any tests administered. The following categories and suggested tests are meant to guide evaluators to appropriately examine the impact of Attention Deficit/Hyperactivity Disorder.

Aptitude/Cognitive Ability:

- Wechsler Adult Intelligence Scale –IV (WAIS-IV)
- Woodcock-Johnson III – Tests of Cognitive Ability
- Stanford-Binet 5 (SB5)
- Kaufman Adolescent and Adult Intelligence Test

¹ Professionals typically qualified to make this diagnosis include licensed psychologists, neuro-psychologists, psychiatrists and other doctors trained in psychology/psychiatry. A clinical team approach to diagnosis may also be appropriate. Documentation completed by family members, regardless of qualifications, will not be accepted.

Academic Achievement:

- Wechsler Individual Achievement Test –III (WIAT-III)
- Woodcock-Johnson Psychoeducational Battery – III: Tests of Achievement
- Nelson-Denny Reading Test (with standard and extended time)

Executive Functioning/Memory

- Subtests from the WAIS-IV
- Woodcock-Johnson III – Tests of Cognitive Ability
- Trail Making Test Parts A and B
- Stroop Color and Word Test
- Wisconsin Card Sorting Test
- Wechsler Memory Scale –III (WMS-III)
- California Verbal Learning Test (CVLT)

Behavior Rating Scales

- Brown Attention-Deficit Disorder Scale
- Wender Utah Rating Scale
- Conners' Adult ADHD Rating Scales (CAARS)

3. A narrative report including:

- Description of the presenting problem(s).
- Developmental history, relevant family history, medical history, and relevant psychiatric history.
- Summary of a comprehensive diagnostic interview.
- Summary of student self-report, interview with others, and historical documentation such as standardized test scores and transcripts.
- Summary and interpretation of any diagnostic testing performed

IMPORTANT INFORMATION PLEASE READ

*An ADHD diagnosis alone will not necessarily establish disability status or warrant accommodations under the ADA. Discrepancy in test scores is not evidence of a need for accommodation if the lowest scores are in the average range or above. Accommodations must be necessary and appropriate. If making recommendations for accommodations it is useful for the evaluator to establish a clear link between the accommodations and the student's functional limitations.

Please mail or fax to:
Disability Resources and Services
202 Hanley Library
300 Campus Drive
Bradford, PA 16701
Fax: 814-362-7607

OR

Scan and e-mail as a PDF to: clh71@pitt.edu