

Documentation Guidelines for Attention Deficit Disorder or Learning Disability

Professionals conducting the assessment and rendering the diagnosis must be qualified to do so (i.e., physician, psychiatrist, or licensed psychologist). Any request for accommodation based on ADD/ADHD or learning disability must include comprehensive documentation. Documentation must provide a full picture of the individual as outlined below. A letter stating that the student has the diagnosis, in the absence of appropriate documentation as specified below will not be accepted. Students who have been approved for accommodations are not required to re-submit documentation of the disability; however, they must re-submit the Request for Accommodations form to the Office of Student Affairs on an annual basis.

Accommodations may include, but are not limited to, time and a half during exams and test taking in a room free from distractions. Additional time in isolation may not be feasible in some instances such as the Gross Anatomy Practical Examinations or simulated clinical examinations.

- (a) Students who request accommodations or for whom accommodations are recommended on the basis of a diagnosis of attention deficit disorder/attention deficit hyperactivity disorder must have undergone evaluation that may include psychiatric/physician evaluation but must also include appropriate psychological testing to provide objective, empirical assessment of relevant capabilities. Diagnosis must not be based solely on self-report of symptoms or responses to checklists since these do not rule out alternative etiologies or other contributory conditions. Appropriate testing must include recognized measures of intellectual functioning, achievement, memory, processing speed, continuous performance and attention or tracking tests, as well as checklists or rating scales to assess learning styles/skills, anxiety and depression.
- (b) A clear, unequivocal diagnosis of ADHD or learning disability based on DSM-IV criteria must be rendered based on a thorough diagnostic interview and appropriate psychological testing. The evaluator must indicate that alternative explanations and co-morbid diagnoses have been ruled out. Existing co-morbid diagnoses must be listed.
- (c) The current functional limitations of the individual in the academic environment must be described.
- (d) Based on the findings the evaluator must make appropriate and specific recommendations for accommodation in the learning environment.

Approved by the Curriculum Committee to be in effect January 2007

Reviewed and approved by Dean's Advisory Committee on June 15, 2010