



## **Documentation guidelines for students with learning disabilities or ADHD/ADD**

Reasonable accommodations and services are based on the current impact of the disability on academic performance. Recent and appropriate documentation must be provided. In most cases this means a diagnostic evaluation has been completed within the past 4 years. Trained and certified learning disability specialists and/or licensed psychologists may conduct the assessment. Diagnostic reports must include the names, title, and professional credentials of the evaluators, as well as the date(s) of the testing.

### **ADHD/ADD**

Documentation must include:

- 1) A medical and/or clinical diagnosis of ADD/ADHD based on DSM-5 criteria and a clear explanation of the diagnosis.
- 2) Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index, etc.).
- 3) Recommendations for academic accommodations based on specific features/symptoms of disability.
- 4) Recommendations for and compliance to prescriptive treatment, including medication

### **Learning Disability**

Documentation must include:

- 1) A specific current diagnosis as per the DSM-5 criteria
- 2) A complete neuropsychological or psychoeducational battery.
  - Test results that measure and describe strengths or difficulties with both basic and higher-level skills in reading, math, and written expression.
  - Specific areas of information processing: long and short-term memory, sequential memory, auditory and visual processing, processing speed, executive function, and motor ability.

- 3) Current impact of the disability: A summary should include substantial limitations to major life activities. Limitations should describe to what extent the student will be impacted in an academic setting.
- 4) Recommendations for specific reasonable accommodations and how the effects of the disability are mediated by the recommended accommodations.