

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.