

## Documentation Guidelines for ADHD

### I. A Qualified Professional Must Conduct the Evaluation

Professionals conducting assessments, rendering diagnoses of ADHD and making recommendations for appropriate accommodations must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist), as well as the areas of specialization, employment, and state or province in which the individual practices, should be clearly stated in the documentation. Documentation from family members will not be accepted due to professional and ethical considerations.

### II. Testing Must be Current

Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his or her academic performance, it is in a student's best interest to provide recent and appropriate documentation. In most cases, this means that testing usually has been conducted within the past three years using adult-based norms.

### III. Documentation Must Be Comprehensive

An evaluation report should include the following:

**A. Diagnostic Interview including:** history of presenting ADHD symptoms; relevant developmental history; relevant medical and medication history; relevant psychosocial history and interventions; relevant educational history

#### **B. Alternative Diagnoses or Explanations Must Be Ruled Out**

Given the high rate of co-morbidity, it is recommended that evaluators investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, personality disorders, etc. and/or other health issues that may confound the diagnosis of ADHD (e.g., substance abuse, sleep management, etc.). This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders, as well as educational and cultural factors potentially affecting the diagnosis of ADHD.

#### **C. Relevant Testing Information Must Be Provided**

A complete psychoeducational or neuropsychological assessment is the preferred primary tool for determining the degree to which the ADHD currently impacts individuals in higher education. The tests used should be reliable, valid, and standardized for use with an adult population. Minimally, the domains to be addressed must include the following: Aptitude/ Cognitive Ability; Academic Achievement; Information Processing.

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**HARVARD** | Accessibility  
**LAW SCHOOL** | Services

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The following are recommended assessment measures. Please note the list is not intended to be definitive or exhaustive.

**Aptitude**

- Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scale (4th edition)

**Academic Achievement**

- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- or specific achievement tests such as:
- Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language - 3 (TOWL-3)
- Woodcock Reading Mastery Tests - Revised

**Information Processing**

- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Detroit Tests of Learning Aptitude - 3 (DTLA-3)
- Detroit Tests of Learning Aptitude - Adult (DTLA-A)
- Information from subtests on WAIS-R
- other relevant instruments

Checklists and/or surveys can serve to supplement the diagnostic profile, but in and of themselves are not adequate for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. Selected examples include:

- ADHD Symptom Checklist - 4 (ADHD-SC4)
- Attention-Deficit Disorders Evaluation Scale: Secondary-Age Student (ADDES-S)
- Beck Anxiety Inventory (BAI)
- Beck Depression Inventory (BDI-II)
- Behavior Assessment System for Children-2 (BASC-2)
- Brown Attention-Deficit Disorders Scale
- Conners' Adult ADHD Rating Scales (CAARS)
- Conners' Comprehensive Behavior Rating Scales (Conners CBRS)
- Hamilton's Depression Rating Scale
- Wender Utah Rating Scale (WURS) and Parent's Rating Scale (PRS)

#### **IV. Documentation Must Include a Specific Diagnosis**

The report must include a specific diagnosis of ADHD (including the subtype) based on the current DSM-IV-TR diagnostic criteria.

#### **V. Actual Test Scores from Standardized Instruments Must be Provided**

Standard scores and/or percentiles must be provided for all normed measures. Reports of grade equivalents should also accompany standard and percentile scores.

#### **VI. Each Accommodation Recommended by the Evaluator Must Include a Rationale**

The diagnostic report must include specific recommendations for accommodations(s) as well as an explanation of why each accommodation is recommended.