



Verification Guidelines Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)

Documentation should meet criteria outlined in the Diagnostic Statistical Manual IV-TR (DSM IV-TR) and be based on adult norms.

- Evaluated by a qualified diagnostician with comprehensive training and relevant experience in differential diagnosis which may include psychologists, neuropsychologists, psychiatrists and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD) in adolescents and adults. Use of diagnostic terminology indicating a diagnosis of ADD / ADHD by someone whose training and experience is not in these fields is not acceptable. It is not appropriate for professionals to evaluate members of their own families or children of close friends.
- Documentation and recommendations must be appropriate to the postsecondary setting.
- ***Clearly state the diagnosed condition, following DSM-IV-TR diagnostic criteria. Alternative diagnoses or explanations should be ruled out.***
- Describe the functional impact or limitations of the disorder or disability on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested supporting the need for requested accommodations.
- Be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of ADD / ADHD, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator. Current is defined as generally within the last 3 years and indicate proof of continual treatment (i.e. physicians care, medications, etc.).
- Include information relevant to the disability for which reasonable accommodations are being requested with a complete educational, developmental, medical history and medications. Information should show the impact on the student's ability to meet the demands of the postsecondary environment. A school plan, such as an individualized education program (IEP) or a 504 Plan, is insufficient documentation in and of itself but can be included as part of a more comprehensive assessment battery.
- Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disorder. Test scores are to be age equivalent.
- Include an interpretative summary
- Describe specific requests for reasonable accommodation with rationale for each.
- Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.
- Be typed or printed in English on official letterhead, dated and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

***** Note that submission of documentation is not the same as the request for services. Student must meet with Office of Student Learning Services Disability Staff after determination is processed to discuss next steps, if applicable.**

Disability verification should be sent to:

Office of Student Learning Services
Attn: Disability Services
University of Dayton
300 College Park
Dayton, OH 45469-1302
Fax Number: (937) 229-3270
TTY Number: (937) 229-2059

For questions or concerns, please call: (937) 229-2066