



Accessibility Services (AS)

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GUIDELINES FOR DOCUMENTATION OF A DISABILITY (ADHD/ADD)

Disability Category:

- ADD and/or ADHD

Professional Diagnostician(s) to be consulted

- Psychologist
- Psychiatrist or
- Physician

Guidelines

- Documentation of a disability must be generated by a medical or professional expert in the related field of disability and submitted in writing to Accessibility Services where it will be kept in a separate, confidential file. (**NOTE:** *A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA, Section 504 or Washington State Law.*)

Documentation

- The documentation should be prepared on letterhead paper from the diagnosing or attending appropriate professional (licensure information and address and phone number need to be included).
- The diagnostician should present a specific diagnosis of ADHD based on DSM-V or DSM-V-TR (or successive editions) diagnostic criteria, using direct language in the diagnosis of ADHD and avoiding the use of such terms as, “suggests” “is indicative of,” or “attention problems.”
- The diagnostic evaluation should show the historical and/or recent level of functional limitations and their impact of the condition that rise to the most significant level to meet the definition of a disability.
- The diagnostician should address the student’s ability to function in the college environment (ability to focus, organize one’s time, attend class, work in groups, work independently, etc.).
- The diagnostician should include current medication(s) and the current side effects that may impact the student in an educational setting.

(Please see other side)

- The diagnostician should rule out any alternative diagnoses or explanations of the functional limitations.
- The diagnostician should include relevant testing information. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not, in and of themselves, establish the presence or absence of ADHD.
- **Note:** Checklists and/or surveys serve to supplement the diagnostic profile.
- Suggestions of accommodations with supporting evidence may be included.

Please Note: The final determination for providing appropriate accommodations rests with the Accessibility Services Office and Grays Harbor College.