Bryant University
Guidelines for Documentation of ADHD

Academic accommodations for students with ADHD are provided by the Bryant University Academic Center for Excellence (ACE) in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Documentation must be comprehensive and submitted in the English language. Individual Education Programs/Plans (IEPs) and Section 504 plans are useful but not sufficient to establish the rationale for accommodations.

- **A qualified professional must conduct the evaluation**

  Quality documentation will be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training in the differential diagnoses of ADHD and other psychiatric disorders, has relevant direct experience in the diagnosis and treatment of adolescents and adults with ADHD, and has no personal or familial relationship with the individual being evaluated.

- **A diagnostic statement identifying the disability based on the DSM V**

  The documentation should build a case for and provide a sound rationale for the ADHD diagnosis. Checklists and/or ADHD symptom rating scales can be a helpful supplement in the diagnostic process, but by themselves are not adequate to establish a diagnosis. A positive response to medication by itself does not constitute a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation(s).

- **A description of the diagnostic methodology**

  Quality documentation will include a description of the diagnostic criteria, evaluation methods, procedures, tests and test scores, and dates of administration, along with a clinical narrative, observation, and specific results. Neuropsychological or psycho-educational assessment is important in determining the current impact of the disorder on an individual's ability to function in academically related settings. Such assessments might include testing of intellect, achievement, processing speed, fluency, executive functioning, language, memory and learning, attention, etc.

- **A description of the current functional limitations**

  The provision of reasonable accommodations is based upon assessment of the current impact of the ADHD on the student's academic performance; thus, it is necessary to provide recent documentation (within the past three years of the date of enrollment).

- **Each accommodation recommended by the evaluator must include a rationale**

  The provision of reasonable accommodations is based upon clear evidence of current functional impairment and the current impact of the disability on the student's academic performance. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate.

Please submit documentation or questions to:
Sally Riconscente - Assistant Director of the Academic Center for Excellence (ACE)
Unistructure Room 275 in the Center for Teaching and Learning
Bryant University 1150 Douglas Pike Smithfield, RI 02917
Phone: 401.232.6746  Fax: 401.232.6038  sriconsc@bryant.edu

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