AD/HD DOCUMENTATION GUIDELINES

Student Information
To be completed by the student

Name: ___________________________ Student ID: ___________________

Address: __________________________

Email: ___________________________ Phone: ___________________

To the student: These guidelines will help you understand the documentation requirements for establishing a disability related to AD/HD. To be eligible for accommodations related to AD/HD it is necessary to establish impairments in attention that result in limitation/s in a major life activity. It is also necessary to show how accommodations have helped compensate for the limitation/s or why they are needed now.

A report from a qualified professional person who is familiar with you and has expertise in evaluating and diagnosing AD/HD will be very helpful. Because the impact of AD/HD is not always obvious and the symptoms related to AD/HD are variable, it is important to show how AD/HD has impacted your life. A statement regarding the diagnosis is not necessarily enough for Disability Support Services (DSS) to reach a decision about your eligibility and need for accommodations. Generally speaking, recent information is the most relevant in determining what accommodations you may need now.

While not necessary in establishing the presence of AD/HD, psycho-educational evaluations are very useful in establishing how an individual’s AD/HD impacts learning and performance in an academic setting. You may also wish to submit educational records, prior evaluations and/or medical reports, Individualized Education Plans (IEPs), 504 Plans, SAT or ACT test scores, verification of accommodations from other schools, and any other information you believe will help DSS understand your limitations and need for accommodation.

Along with your Request for Services, you are encouraged to submit to DSS all supporting documentation to expedite your request for accommodation. After your documentation has been submitted, you will be contacted by the DSS Office regarding the results of the documentation review. Please note that DSS will make every effort to respond to your request within 15 business days once you have provided all of your documentation.

We encourage you to read the following guidelines before you share them with the qualified professional who most recently evaluated you. Please call the DSS Office at (310) 338-4216 if you have any questions.

I have read and understand the information provided above.

Signature: ___________________________ Date: ___________________
Licensed Professional Information
To be completed by the Licensed Professional

Name and Title of Licensed Professional: ____________________________________________

License Certification Number (Describe credentials): ________________________________

Business Address: ______________________________________________________________

Telephone Number: ______________________________________________________________

Signature: ___________________________ Date: _________________________________

To the Licensed Professional: Based on AD/HD, your patient is requesting services through Loyola Marymount University’s Disability Support Services (DSS) Office. To be eligible for services, the student must show that impairments caused by AD/HD result in limitations in a major life activity.

To assist this student in the request for disability services, we strongly encourage you to attach a narrative report that fully addresses the student’s limitations and need for accommodation. Students with AD/HD do not present the same clinical picture, and the nature and severity of symptoms can vary considerably from person to person. Furthermore, a number of other factors can affect attention as well. For these reasons, a differential diagnosis and description of the student’s current limitation should be included.

A statement of the diagnosis, prescription notes, and brief letters generally do not provide enough information to establish a disability and are not sufficient in determining accommodations. Recommendations are most helpful if they are directly supported by objective information from your evaluation procedures and/or your patient’s history of limitation. Complete documentation will enable the University to provide appropriate accommodation to the student in a timely manner. Typed, rather than handwritten material is greatly appreciated.

Your report will be most helpful if it includes the following:

1. A developmental history which includes a student’s behavior and learning history, prior treatment, and need for accommodations in elementary, secondary, and post-secondary education. A developmental, medical, psychosocial, and family history as it relates to the student’s current level of functioning will also be appreciated. Because self-report can be inaccurate, other sources of information are encouraged.

2. A DSM-IV or ICD-9 diagnosis that includes past and present symptoms that support the diagnosis.

3. A clinical summary based on your comprehensive evaluation. The summary should include:
   a. Consideration of other alternative explanations for academic problems.
   b. An objective description of limitations in learning or other major life activities that are the direct result of AD/HD.
   c. Recommendations for appropriate accommodations at the University that are based on this student’s history and demonstrated current limitations.
4. Psychological testing may not be necessary in establishing the presence of AD/HD; however it can be very helpful in demonstrating the impact of a student’s attention deficits for the purpose of educational planning. If psychological testing is submitted, we recommend that an evaluation of ability, executive function (memory, sustained attention, decision making, etc.), and academic fluency and achievement be included. Accompanying reports should include the information suggested above in the items numbered 1 through 3.

Thank you for your time in helping this student. Additionally, please feel free to add any verifying documentation from your files. If you have questions, please call the DSS Office at (310) 338-4216.