



**Loyola Marymount  
University**

**AD/HD DOCUMENTATION GUIDELINES**

**Student Information**  
*To be completed by the student*

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

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 licensed professional who is familiar with you and has expertise in evaluating and diagnosing AD/HD will be needed. Because the impact of AD/HD is not always obvious and the symptoms can fluctuate, 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 related to current functional limitations is the most relevant in determining what accommodations you may need now.

When establishing the presence of AD/HD, psycho-educational evaluations that include adult-based testing 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 prior evaluations and any other information you believe will help DSS understand your limitations and need for accommodation. Additionally, you will be asked to provide any history of accommodation such as Individualized Education Plans (IEPs), 504 Plans, and verification of accommodations from other schools or testing agencies.

Along with your online application, you will need to submit to DSS all supporting documentation. After your documentation has been submitted and reviewed, DSS will email your Lion account regarding the results. Please note that DSS will make every effort to respond to your request within 15 business days once you have provided all your documentation.

We encourage you to read the following guidelines before you share them with the **licensed** qualified professional with expertise in evaluating and diagnosing AD/HD who most recently evaluated you. Please contact the DSS Office at [dsslmu@lmu.edu](mailto:dsslmu@lmu.edu) or (310) 338-4216 if you have any questions.

I have read and understand the information provided above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**AD/HD Documentation Guidelines**  
**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 with expertise in evaluating and diagnosing 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 limitation/s in a major life activity.

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, several 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.

**To assist this student, we ask that you respond to each of the four points below in a typed narrative report, signed and on letterhead.** Complete documentation will enable the University to provide appropriate accommodation to the student in a timely manner.

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 should be included. Because self-report can be inaccurate, other sources of information are encouraged, including a description of how you arrived at the diagnosis.
2. A DSM-V or ICD-10 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 using adult-normed testing 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 contact the DSS Office at [dsslmu@lmu.edu](mailto:dsslmu@lmu.edu) or (310) 338-4216.