

## Attention-Deficit/Hyperactivity Disorder Documentation Guidelines

All disability eligibility and accommodation decisions are made on a case-by-case basis.

ADHD is a **persistent pattern** of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than typically observed in individuals at a similar developmental level. The disorder is developmental in nature, so **diagnosis requires the appearance of several symptoms before age 12. A diagnosis of ADHD is not sufficient, on its own, to determine appropriate accommodations.** Objective data provided in a **comprehensive assessment of cognitive processing and academic functioning *may be required*** to establish the nature and severity of the student's functional limitations. Such data may include, but are not limited to: rating scale information, performance on continuous performance tasks, cognitive processing test results, and/or the results of achievement tests.

Specific documentation guidelines for ADHD include the following:

- General documentation guidelines are addressed.
- Documentation should reflect data collected to represent current functioning at the time of request for services.
- A diagnosis consistent with the most recent DSM/ICD.
- Evidence of the following diagnostic criteria must be included:
  - Evidence, **beyond simple self-report**, of **clinically significant** inattention and/or hyperactivity-impulsivity symptoms **prior to the age of 12** (in accordance with DSM). Possible data sources of early symptoms include parent/guardian report, medical reports, school records, and past evaluations.
  - Evidence of **current clinically significant symptoms** of inattention and/or hyperactivity-impulsivity documented using appropriate **standardized rating scales or norm-referenced measures** of cognitive/executive functioning that **provide comparisons to similarly aged individuals**. *However, in some cases*, a detailed written statement from a qualified evaluator with adequate experience with the student and their symptom history may be sufficient.
  - Symptom presence must be assessed using student self-report **and** corroborated by an independent informant who has been able to observe the student's recent functioning.
  - **Current clinically significant** symptoms must be present in **at least two settings** and interfere with social, academic, or occupational functioning.
- Verifiable evidence that symptoms are associated with **significant functional impairment** in the academic setting. Suggested sources of evidence include results of a comprehensive psycho-educational evaluation, school records, and/or a comprehensive clinical interview described in a written statement by the evaluator.

***These criteria are established by the University System of Georgia Board of Regents. If you have any questions, please contact Augusta University's Testing and Disability Services at (706) 737-1469. Thank you.***