

ADHD

Wheaton College recommends that the following criteria, consistent with the DSM-V, be met in documenting ADHD in adults.

This documentation allows a student to receive the most appropriate academic accommodations that may be critical for academic success. If the clinician prefers to use this form rather than a narrative report, please indicate each applicable criterion, and attach supporting data (e.g, copies of rating scales).

The clinician must include his/her qualifications to make this diagnosis on official letterhead along with specific recommendations for academic accommodation which addresses the student's needs.

Documentation guidelines for physical disabilities/chronic medical conditions may be substituted for this form if the evaluator is a medical doctor and not a clinical psychologist or psychiatrist.

Note: All documentation must include a specific diagnosis of ADHD and provide the evidence used to meet the seven criteria listed below.

It is important for all evaluations to clearly state how ADHD functionally impacts the student's life across multiple settings and creates a substantial limitation in learning.

Clear rationale must be provided as to why specific accommodations are needed to mediate the impact of ADD/ADHD.

STUDENT NAME: _____

Date of Assessment: _____

1. Developmental history, documented using independent sources, of appropriate symptoms and problem behaviors across multiple settings. [Possible data sources: past evaluations, school records, teacher report]

Cite evidence obtained and its source: _____

2. Documentation of current symptoms that meet diagnostic criteria. [Possible data sources: clinical interview, behavior rating scales]

Cite evidence obtained and its source: _____

3. Documentation of both childhood and current adult behavior on rating scales of ADD/ADHD symptoms that have appropriate age norms. [Possible data sources: norms-based behavior rating scales]

Cite evidence obtained and its source: _____

4. Corroboration of current ADD/ADHD symptoms across multiple settings by two independent observers with knowledge of the student's functioning. [Possible data sources: parent, spouse, teacher, supervisor, coworker, relative, and/or clinician observation]

Cite evidence obtained and its source: _____

5. Clear evidence and documentation of interference with developmentally appropriate academic social or vocational functioning.

Cite evidence obtained and its

source: _____

6. All other psychiatric or medical disorders which may cause problems with inattention are differentially evaluated, documented, and considered in the differential diagnosis. This is particularly important when mood or anxiety disorders are involved. Other causes of problems with attention and concentration must be considered and discussed (e.g., test anxiety). A positive response to medication is not by itself considered diagnostic.

Cite evidence obtained and its

source: _____

7. Assessment on which the documentation is based must have been completed *no more than three years* prior to the student's application for academic assistance, OR must have been completed as an adult (18 years old or older) and still be considered current.

Diagnosis: _____

Current medications: _____

Signature: _____

Date: _____

Psychological and Psychiatric Disabilities

Appropriate documentation for students with psychological or psychiatric disabilities consists of a letter on letterhead from a qualified mental health professional (licensed psychologist, psychiatrist). The letter should include:

1. A current diagnosis
2. Functional limitations due to the disability
3. Previous accommodations
4. Recommendations for current accommodations

Updated documentation on current level of functioning may be requested beyond receipt of initial documentation but only when necessary to adequately provide specific accommodations (i.e. additional extensions on incomplete requests, excessive absences).