

Office of Disability Services

Guidelines for Documentation of ADD/ADHD

To be completed by Diagnosing Professional:

Please provide information about:

(Student's name)

Permission for release of information to Southern New Hampshire University:

Signature of

Student: _____ Date: _____

Eligibility requirements for support services for students with ADD/ADHD:

1. Student provides verification of diagnosis and severity of condition. The evaluation must be recent and appropriate. Test reports must be no more than three years old (unless earlier evaluations are approved) at the time the student begins classes at this institution. An evaluator must have included in the test report evidence that the instruments are appropriate for an adolescent or adult. A specific diagnosis of ADD/ADHD based on the DSM-IV diagnostic criteria is needed. Specific recommendations for reasonable accommodations must be based on significant functional limitations and must be supported by the results of the diagnostic assessment. The SNHU Office of Disability Services will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual.
2. Student is assessed as having a functional limitation in the educational setting. ADD/ADHD may prevent student from equal access to classes, activities, or services offered by the University to non-disabled students unless specific additional support services or accommodations are provided.
3. The evaluation must have been completed by a qualified, licensed professional who has experience with an adolescent and adult

ADD/ADHD population. This professional's credentials must appear on the documentation and must include information regarding credentials (license or certification), his/her area of specialization and the state in which he/she practices.

4. Alternative diagnoses or explanations should be ruled out. The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of ADD/ADHD. This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders as well as educational and cultural factors affecting the individual that may result in symptoms mimicking ADD/ADHD.
5. The evaluation must reveal evidence of ADD/ADHD, not just a summary of learning strengths and weaknesses. In addition, the evaluation must include a list of recommended services and accommodations to address specific classroom and testing needs.
6. A comprehensive evaluation must be attached and ***must include at least one test from each of the following categories:***
 - a. ***Aptitude:*** Assessment of the capacity to learn is needed.
 - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS-IV) with subtest scores; or
 - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
 - Stanford-Binet Intelligence Scale: Fourth Edition; or
 - Kaufman Adolescent and Adult Intelligence Test; or
 - The WISC-III or IV may be acceptable if recently administered.
 - b. ***Information Processing:*** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed; processing auditory and phonological information, executive functioning, motor ability) must be assessed.
 - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS-IV) with subtest scores; or
 - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
 - Test of Adolescent Language (TOAL); or
 - Detroit Tests of Learning Aptitude-4 (if recently administered)

- c. ***Achievement:*** Current levels of functioning in reading, mathematics and written language are required.
- Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement; or
 - Stanford Test of Academic Skills (TASK) Scholastic Abilities Test for Adults; or
 - Wechsler Individual Achievement Test (WIAT); or
 - Specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test.
 - The Wide Range Achievement Test-Revised is **not** a comprehensive measure of achievement and therefore is **not** suitable for this category.
- d. ***Neuropsychological***
- Controlled Oral Word Association Test (COWAT)
 - California Verbal Learning Test (CVLT)
 - Stroop Color Word Test
 - Trail Making Test
- e. ***Continuous Performance Test***
- The Test of Variable Attention (TOVA)
 - Gordon Diagnostic System
- f. ***Executive Function Test***
- Halstead Category Test
 - Wisconsin Card Sorting Test
 - Porteus Maze Test
 - Letter Cancellation Test
- g. ***Memory Test***
- Wechsler Memory Scale (WMSR)
 - Continuous Visual Memory Test (CVMT)
- h. ***Behavioral Rating Scale***
- TOVA Adult Rating Form
 - ADHD Rating Scale IV – Self Report Version
- i. ***Clinical Scale***
- Personality Assessment Inventory (PAI)
 - Cognitive Symptoms Checklist

7. DSM IV Diagnosis:

8. Level of Severity: (circle one) mild moderate severe
Global Assessment of Functioning Scale Score:

9. Date of Diagnosis: _____

Length and type of treatment:

Last contact with student:

10. Describe symptoms which meet the criteria for this diagnosis with approximate date of onset:

11. Development History:

12. Family/Social Background (basic family structure (potential as support system), history of family dysfunction, alcoholism, abuse, psychiatric illness, relevant major medical history):

13. Previous Psychiatric Treatment and Medications:

14. Medical Issues – Current Medications:

15. Academic History:

16. Describe this student's functional limitations in an educational setting:

17. What are your recommendations regarding effective accommodations to equalize this student's educational, social and residential opportunities at the post-secondary level?

Signature of Diagnosing Professional:

PLEASE PRINT CLEARLY

Print name and title:

Agency/Address

Phone

Date

All documentation is confidential and should be submitted directly to the Office of Disability Services:

Office of Disability Services
Hyla Jaffe, Director
Southern New Hampshire University
2500 North River Road, Exeter Hall, Suite 59
Manchester, NH 03106-1045
Phone: 603-668-2211, ext.2386
Fax: 603-645-9718

Note: Students may be required to furnish periodic recertification of continuing need.