Students who are seeking support services from the Disability Support Services Office at EWU on the basis of an attention disability are required to submit documentation to verify eligibility. Documentation of disability and related information will be kept in a separate file in the DSS office. The cost and responsibility for providing this documentation shall be borne by the student.

Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature used in the *Diagnostic and Statistical Manual of Mental Disorders*, 4th edition (DSM-IV), Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.

Documentation should show current impact of the disability. The age of acceptable documentation is dependent upon the stability of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report must clearly state the names, titles, professional credentials, addresses, and phone numbers of the evaluators, indicate date(s) of testing, and be on official letterhead, typed, dated, and signed. The documentation should

1. Be prepared by a professional who has comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD which may include: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors.

2. Be current. The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic performance. This means that the diagnostic evaluation should show the current level of functioning and impact of the disability.

3. Be comprehensive. Minimally, areas to be addressed should include:

   a. evidence of early impairment. Due to the fact that ADHD is, by definition in the DSM-IV, first exhibited in childhood and manifests itself in more than one setting, a comprehensive assessment should include a clinical summary of objective historical information garnered from sources such as transcripts, report cards, teacher comments, tutoring evaluations, past psycho-educational testing, and third party interviews when available.

   b. evidence of current impairment. Diagnostic assessment should consist of more than a self-report. Information from third party sources is critical in the diagnosis of ADHD. Information from a variety of sources should
include history of presenting attentional symptoms, developmental history, family history for presence of ADHD, relevant medical and medication history, relevant psychosocial history, and any relevant interventions, academic history, review of prior psychoeducational test reports, relevant employment history, and relevant history of prior therapy.

c. alternative diagnoses or explanations should be ruled out. Possible alternative diagnoses including medical, psychiatric disorders, and educational or cultural factors affecting the individual that may result in behaviors mimicking ADHD should be explored.

d. testing information must be relevant. Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile, but in and of themselves are not adequate for the diagnosis of ADHD.

4. If applicable, present a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of such terms as “suggests,” “is indicative of,” or “attention problems.”

5. Provide a comprehensive interpretive summary synthesizing the evaluator’s judgment for the diagnosis. The report should include: all quantitative information in standard scores and or percentiles, all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information; and a clear identification of the substantial limitation of a major life function presented by the ADHD

Suggestions for reasonable accommodations with supporting evidence can be included. The final determination for providing appropriate and reasonable accommodations rests with the University. The Disability Support Services office reserves the right to obtain clarification regarding the documentation, if necessary.