University of the Arts
Office of Educational Accessibility
Documentation Guidelines

Attention Deficit Hyperactivity Disorder (ADHD)

1. Evaluations should be comprehensive. Documentation should show that DSM-V criteria for Attention Deficit Hyperactivity Disorder have been met.
2. Information and/or test scores to rule out concomitant conditions, such as learning disorders, mood disorders, anxiety disorders, substance-related disorders, relational problem, etc., should be included.
3. Documentation should give clear and specific evidence of Attention Deficit Hyperactivity Disorder. A brief statement on a prescription form or letterhead is ***not*** acceptable.
4. The process of diagnosis should be reported, providing test scores and/or appropriate data or reports.
5. If medication is recommended, this should be noted.
6. Professionals conducting assessment and rendering diagnoses of attention deficit hyperactivity disorder should be qualified to do so. Trained and certified and/or licensed psychologists, social workers, professional counselors and/or physicians are usually those professions involved in the process of assessment. The person who signs the report should be the one who conducts the evaluation and writes the report.
7. Diagnostic reports should include the names, titles, and license information (state and number, if applicable) of the evaluators as well as the date(s) of evaluation.
8. Reports should contain recommendations about accommodations for the academic setting, which the University will consider.