The University of Louisiana at Monroe
Counseling Center

Documentation Guidelines
Attention Deficit/Hyperactivity Disorder

The University of Louisiana at Monroe is committed to providing educational opportunities to qualified students with disabilities for purposes of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. In order to establish that an individual is covered under these laws, students must submit full and current documentation (i.e., visual assessment, records and information) confirming that their diagnosed disability substantially limits one or more major life activities as compared to the average person in the general population. The following guidelines are designed to provide students and medical providers with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of Attention Deficit Hyperactivity Disorder, its impact on the individual’s educational performance, and accommodation(s) that are necessary in the post-secondary setting.

These guidelines contain information regarding:

I. Qualifications of the Evaluator
II. Current and Age Appropriate Evaluation Data
III. Rationale & Justification for Each Requested Accommodation

I. Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and recommend appropriate accommodations. Professionals typically qualified to make this diagnosis include psychologists, neuropsychologists, psychiatrists, and other doctors trained in psychology/psychiatry. A clinical team approach to diagnosis may also be appropriate. The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and/or specialization.

Diagnoses of Attention Deficit Hyperactivity Disorder documented by family members will not be accepted even when the family members are otherwise qualified by virtue of training and licensure/certification. All reports should be in English, typed or printed on professional letterhead, dated, and signed.

II. Current and Age Appropriate Evaluation Data is Required

Since reasonable accommodations are based upon the assessment of the current impact of the disorder on academic functioning, evaluation/diagnostic reports must address the individual’s current level of functioning and the need for accommodations.
If the documentation is inadequate in scope or content, or is not relevant to the individual’s current functional impairments and need for accommodations, additional information may be required.

III. Rationale & Justification for Each Requested Accommodation

Accommodations are not granted on the basis of a diagnostic label. They must be tied to the individual’s specific history and current functional impairment that supports their use. The diagnostic report should include specific recommendations for accommodations that flow logically from the history and current functional impairment. A link must be established between the requested accommodations and the current functional limitations of the individual that are pertinent to the anticipated academic environment.

Given that many individuals may perceive that they might benefit from extended time in testing situations, evaluators must provide specific rationales and justification for recommended testing accommodations.