

Disability Services
(660) 785-4478
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100 East Normal
Kirksville, MO 63501

Verification of Attention Deficit/Hyperactivity Disorders (ADHD)

The Disability Services Office provides accommodations to students with ADHD who meet the DSM-V diagnostic criteria of the American Psychiatric Association (APA). In order to determine eligibility for these services, documentation must be provided by an appropriate diagnosing/evaluating practitioner (psychologist, clinical psychologist, neuro-psychologist, psychiatrist, clinical social worker, and other appropriately trained medical doctors) with expertise and training in testing for and diagnosis of ADHD. Because ADHD can manifest differently as individuals age, the documentation must be based on an **adult-normed assessment and be less than three years old**. The healthcare professional must be an impartial individual who is not a family member of the student.

All documentation must be typed, submitted on the healthcare professional's letterhead, and contain all of the following required information:

1. The name of the patient.
2. The date of the most recent patient office visit and dates of testing.
3. A specific diagnosis that conforms to the Diagnostic and Statistical Manual V (DSM-V) of the APA for Attention Deficit Disorder, with or without hyperactivity. Symptoms of ADHD that were present in childhood and the current symptoms that have been present for at least the past 6 months and that impair functioning in two or more settings (e.g., school, work, home) must be identified.
4. Current functional limitations on major life activities resulting from the Attention Disorder. These may include but are not limited to:
 - Cognitive functioning
 - Academic skill levels
 - Behavioral functioning
 - Learning
 - Social functioning
 - Executive functioning
5. Evidence, including a diagnostic interview and relevant testing, to support the functional limitations statements made in #4. This may include but is not limited to:
 - Aptitude/Cognitive ability: Assessed using a standardized test such as the Wechsler Adult Intelligence Scale – Third Edition or a similar instrument
 - Academic Achievement: Tests of reading, writing and math skills measured by standardized and comprehensive individual achievement tests such as the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test – II. Specific achievement tests may also be used, such as the Test of Written Language – 3 or the Stanford Diagnostic Mathematics Test.
 - Tests of Information Processing, including attention, memory, and executive functioning
 - Clinical observations/interview
 - Teacher observations
6. Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #4. The rationale for each recommendation should be contained in #5 above.
7. Recommendations for other supports, strategies or services that may benefit the individual in a higher education environment. This includes suggestions for the use of assistive technology, how the use of medications may alleviate symptoms of the attention disorder as well as any other recommended interventions such as counseling services.
8. Documentation of differential psychiatric or medical disorders that were considered and ruled out. This is particularly important when mood, anxiety, or substance abuse disorders are involved. Other causes of problems with attention and concentration must be considered and discussed (i.e., test anxiety). A positive response to medication is not by itself considered diagnostic.
9. A list of current medications, including dosage, frequency, and possible side effects
10. Name, signature and credentials of the provider

Incomplete documentation will delay approval of eligibility for services. All required documentation should be submitted to the DSO.