



Office of Student Access and
Disability Services

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Pickler Memorial Library 109A
100 East Normal Avenue
Kirksville, MO 63501-4221

Verification of ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

For all disabilities, the following information should be included:

- Student's full name and date of birth
- Evaluating clinician's name, title, license/certification # and state, address, and phone number
- Date of document, date of evaluation/assessment, first and latest dates of contact with student
- Diagnosis(es) and date(s) of same.
- Statement does the established and ongoing treatment provider believe the diagnosis(es) rise to the level of a disability or no?
- Description of how each diagnosis was made (list assessments, tests, and measures used)
- Expected duration of impairment(s)
- **Symptoms or functional limitations associated with the impairment(s), and severity of each with and without mitigating measures, if applicable (e.g., medication, other treatment)**
- Current medications and possible side effects, if applicable
- Recommended academic adjustments (accommodations), based on functional limitations, and rationale as to why each is necessary

ADHD (Attention-Deficit/Hyperactivity Disorder)

A neuropsychological or psychoeducational assessment is needed to determine the current impact of the condition on the student's functioning. Due to the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of symptoms, and whether these behaviors constitute an impairment that substantially limits a major life activity as compared to most people in the general population.

A qualified professional must conduct the evaluation.

A licensed professional who has had training in the diagnosis of ADHD, and direct experience with adolescents and/or adults with ADHD (such as a clinical or educational psychologist, a neuropsychologist, or a physician known to specialize in ADHD diagnosis/treatment) should conduct the evaluation and write the report.

Documentation must be current.

Documentation needs to describe the current impact of the student's impairment(s) in the educational setting. Generally, evaluations conducted within the last five years will be considered timely. Please note that many testing agencies do not accept documentation older than three years.

Documentation must be comprehensive.

Documentation should include a relevant history of the student (developmental, medical, academic, familial), and indicate any evidence of early impairment, even if not formally diagnosed in childhood or early adolescence. Documentation should indicate evidence of current impairment, including the results of a diagnostic interview and relevant testing designed to identify an attention disorder. The following areas should be addressed using standardized instruments: aptitude, achievement, and cognitive and information processing, especially attention (visual and auditory spans of attention, scanning tasks, vigilance assessment, including continuous performance tasks).

Documentation should offer evidence of the student's performance in relation to an average person in the general population. A specific diagnosis must be included, if indicated. All test scores should be included, along with an interpretation of each, and a summary. Documentation should address any coexisting disorders or suspected coexisting disorders. Documentation should indicate whether the student was taking medication at the time of the evaluation, and should include a discussion of the student's use of medication and its ameliorative effects. Documentation should link recommended academic adjustments to specific test results, and should include a rationale for each.

Incomplete documentation could delay approval of eligibility for services. All required documentation should be submitted to the address listed above or Jsneddon@truman.edu