



## GENEVA COLLEGE

# Required Documentation Attention Deficit/Hyperactivity Disorder

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*Note: 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, 5th edition (DSM-V), Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.*

Students requesting support services and/or reasonable accommodations from Geneva College are required to submit documentation of a disabling condition to verify eligibility under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and Geneva College's policies. Disability is defined as a physical or mental impairment that substantially limits one or more of the major life activities (in condition, manner or duration).

**Note to students:** The student submits documentation to the Student Success Center and must initiate the request for services and/or reasonable accommodations once confirmed at the college. The Student Success Center is ultimately responsible for determining reasonable accommodations based on impact of disability as supported by the documentation.

**Note to evaluators:** The diagnostic report must document a disability. Disorders found in the DSM-V are not always disabling conditions. Determining reasonable accommodations based on a disabling condition requires more extensive information than that which may be acceptable for treatment purposes only.

### Documentation Requirements

#### Currency of Documentation

Since reasonable accommodations are based on the current impact of the disability, documentation must be current, preferably within the last three years.

#### Qualifications of the Diagnostician

Professionals rendering a diagnosis of ADHD must have comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD. The following professionals are considered qualified to evaluate and diagnose ADHD: clinical psychologists (Ph.D.), neuropsychologists, psychiatrists, and other qualified medical doctors.

#### Criteria for Comprehensive Assessment

- 1. Early Impairment/History**

Because ADHD is, by definition, first exhibited in childhood, historical and academic information must be gathered and presented by the evaluator.

- 2. Second Setting**

Likewise, since ADHD is manifested in more than one setting (school, home and social), evidence of impact in settings other than school must be specifically addressed.

- 3. Evidence of Current Disabling Condition**

Diagnostic assessment must include evidence of ongoing impulsive, hyperactive or inattentive behavior that has significantly impaired a major life function over time. See "Diagnostic Battery" below.

#### **4. Alternative Diagnoses and/or Explanations**

Diagnostic assessment should examine the possibility of co-existing diagnoses. This process should explore possible alternative diagnoses including medical and psychiatric disorders as well as educational and cultural factors that impact the individual and may result in behaviors mimicking ADHD.

#### **5. Diagnostic Battery**

Diagnostic assessment must consist of more than a self-report. Assessment must include standardized measures for inattention, hyperactivity and impulsivity as delineated in the DSM-V. A combination of assessment measures is required. Examples include: rating scales (self and relevant third party), continuous performance tests (e.g., TOVA, IVA), neuropsychological testing (e.g. WAIS-III), and psychoeducational testing (e.g., Woodcock-Johnson III). A continuous performance test is preferred as one of the measures.

### **Diagnostic Report & Summary**

The diagnostic report must be a comprehensive, interpretive summary synthesizing the evaluator's judgment for the diagnosis of ADHD. The report must include:

- official letterhead with name, titles, professional credentials, address, and phone/fax numbers of the evaluator as well as the date(s) of testing;
- all quantitative information in standard scores and/or percentiles; all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information;
- a specific diagnosis of ADHD and possible comorbid disabilities based on the DSM-V diagnostic criteria. The report must identify the substantial limitation of a major life function presented by the ADHD;
- specific recommendations for reasonable accommodations. Each recommendation must be based on significant functional limitations and must be supported by the results of the diagnostic assessment. ACCESS will make the final determination of reasonable accommodations.

### **Mitigating Measures and Treatment**

Since reasonable accommodations are based on the current impact of a disability, documentation must address the effects of treatment and/or medication on the individual's present functioning.

All documentation is confidential and should be submitted to:

Student Success Center  
Geneva College  
3200 College Avenue  
Beaver Falls, Pennsylvania 15010  
(724) 847-5005 Phone  
(724) 847-6991 Fax