

Duke University Student Disability Access Office (SDAO)

Documentation Guidelines for Attention Deficit/Hyperactivity Disorder in Adolescents and Adults

Duke University 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 will need to submit current and complete documentation confirming that their diagnosed impairment substantially limits one or more major life activities.

The following guidelines are designed to provide students and health care providers with a common understanding and knowledge base of the components of documentation aligned with an Attention Deficit Hyperactivity Disorder diagnosis, the functional limitations presented for a particular student, and information necessary to assist the university in making appropriate accommodations in the post-secondary setting. Documentation should be comprehensive in order to avoid or reduce time delays in decision-making related to eligibility and the provision of services. We carefully review documentation, make eligibility decisions and contact the student following that review; a process that generally takes a week or more to complete.

These guidelines contain information regarding:

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

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 for adult students. Professionals typically qualified to make this diagnosis include psychologists, neuro-psychologists, 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. We reserve the right to receive the documentation directly from the evaluator.

II. Current and Age Appropriate Evaluation Data & Comprehensive and Diagnostic Evaluation

Since reasonable accommodations are based upon the assessment of the current impact of the disorder on academic and other functioning, a comprehensive neuropsychological or psychological evaluation, interview, clinical narrative discussion and summary with a coded diagnosis per the *Diagnostic and Statistical Manual IV-TR* (DSM-IV-TR) or the DSM-V is required, including the subtype of ADHD on which the diagnosis is based. If the student is 18 years or older at the time of the administration, adult scales must be used. The comprehensive evaluation should include a description of the evaluation methods, tests and procedures used, including standard scores/percentiles and subtest scores, dates of administration, along with a clinical narrative based upon observations and specific results.

The evaluation/diagnostic report needs to address the individual's current level of functioning, with and without the use of mitigating measures, including medication, including the student's ability to function in a higher education academic setting.

If the documentation is inadequate in scope or content, or is not relevant to the individual's current functional impairments and need for accommodations, SDAO may require the submission of additional information. Copies of *Individual Educational Plans* (IEP) and *504 Accommodation Plans* are useful, but may not be substituted in lieu of the above documentation. Submitting one of the following types of assessments in each of the categories is recommended:

- Aptitude/Cognitive Ability:
 - Wechsler Adult Intelligence Scale 3rd Edition (WAIS-III) *or*
 - Woodcock Johnson Psycho-educational Battery Tests of Cognitive Battery- Revised
- Academic Achievement:
 - Woodcock Johnson Psycho-educational Battery Tests of Achievement – Revised *or*
 - Wechsler Individual Achievement Test (WIAT)
- Information Processing:
 - Detroit Tests of Learning Aptitude – 3 (DTLA -3) or Adult (DTLA-A)
 - Subtests from the WAIS-III or Woodcock Johnson Psycho-educational Battery Tests of Cognitive Ability-Revised
- Behavioral Rating Scales, Attention, Memory and Learning Assessments: (May not be used alone, but only in conjunction with other data. Other tests/measures can and should be submitted in addition to the above assessments to support the evaluation report.)
 - Brown Attention-Deficit Disorder Scale
 - Wender Utah Rating Scale
 - Conners' Continuous Performance Test
 - Conners' Parent & Teacher Rating Scales (ages 3 – 17)
 - Beck Anxiety Inventory (BAI)
 - Achenbach System for Empirically Based Assessment
 - Behavior Assessment System for Children-2 (BASC-2)

III. Rationale & Justification for Each Requested Accommodation

An ADHD diagnosis alone will not necessarily establish disability status or warrant accommodations under the ADA. To be considered, accommodations must be necessary, reasonable and appropriate. In making recommended accommodations, it is useful if the evaluator establishes a clear link between the request and the student's functional limitations. Please note that the provision of a past accommodation in another setting does not ensure that the requested accommodation will be implemented at Duke University; however, having such information is useful to SDAO and will be seriously considered.

IV. Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Submitting Documentation and Questions

Documentation should be mailed to the attention of the Student Disability Access Office, Box 90142, Duke University, Durham, NC 27708 or faxed to (919) 668-3977. Questions should be directed to (919) 668-1267.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.