University of Texas at Arlington  
Office for Students with Disabilities

Attention Deficit/Hyperactivity Disorder Documentation Guidelines

In order to fully evaluate requests for accommodations or auxiliary aids and to determine eligibility for services, the Office for Students with Disabilities (OSD) requires documentation of your disability. The documentation you provide should include an evaluation by an appropriately licensed professional who has direct experience in working with an adult population. The documentation must make evident the current impact of the disability as it relates to the accommodation(s) requested and include a description of any and all functional limitations. Those accommodations prescribed by the OSD are provided so that students have equal access to activities and programs at UT Arlington. Such documentation should be on letterhead and contain the professional's signature and license number. The evaluator must be impartial and not related to the person being evaluated.

The general guidelines listed below are developed to assist you in working with your treating/diagnosing professional(s) to prepare the information needed to evaluate your request(s). If, after reading these guidelines and reviewing disability specific information provided below, you have any questions, feel free to call OSD at 817-272-3364.

Documentation

Documentation should be within the past 3 years and completed by a licensed psychiatrist, psychologist, or other appropriately licensed practitioner who is qualified to assess individuals with ADD/ADHD. **If an evaluation has not been done within the past 3 years, students should submit their most recent documentation for consideration.** Documentation validates the functional limitations, which allows consideration for accommodation requests. Each request will be evaluated on a case by case basis. Documentation should include but is not limited to:

- A complete DSM diagnosis must be provided with an accompanying description of the specific symptoms the student experiences. This diagnosis should be based upon a comprehensive clinical interview and/or psychological testing when testing is clinically appropriate. (Note: A comprehensive clinical interview meets mental health service provider standards of care in length (i.e. 50 min.) and focus that includes a complete developmental, family, psychiatric, medical history and mental status exam.)

- A complete description of the functional limitation(s) as they impact the student’s academic functioning in the classroom (i.e. description of impact upon study skills, classroom behavior, test taking and organizing materials would be examples of academic functioning).

- Suggestions of reasonable accommodation(s) which might be appropriate at the post secondary level are encouraged. These recommendations should be supported by the diagnosis.

The written report should also include responses to the following list of questions:
1. What is the diagnosis, date of diagnosis, and your last contact with the student? Indicate the diagnostic criteria used (e.g. DSM or ICD codes), and describe the salient features met by this individual.

2. Describe the historical characteristics, including but not limited to developmental, educational and medical evidence used in making your diagnosis. To assist us in anticipating needed accommodations and services, include information that can be used to understand the range and impact of the condition.

3. Indicate all instruments and procedures used to diagnose ADD/ADHD (i.e. clinical interview, psycho-educational testing, behavioral rating scales etc.) Also, report all results of these assessments including all test scores as well as subtest scores. **You are encouraged to include a diagnostic report.**

4. Describe the treatment recommendations including medication. If the student is medicated, state the type of medication, the dosage, the frequency of use, the adverse side effects, and the effectiveness of the medication.

5. How does the ADD/ADHD impact this student in an educational setting (functional limitations)?

6. What recommendations do you have regarding accommodations and your rationale for each of the accommodations?

7. Are there any indications that this student may have an additional diagnosis, i.e., depression, bipolar, anxiety, learning disabilities etc.? Please describe pertinent characteristics and give an explanation for your reason to suspect this secondary diagnosis.

**General Guidelines for all Disabilities**

It is important to recognize that accommodation needs can change over time and are not always identified during the initial diagnostic process. A prior history of accommodation, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation. OSD will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided to the individual.

All documentation submitted to OSD is considered to be confidential under FERPA guidelines.

Documentation should be sent to the following address:
Office for Students with Disabilities
601 South Nedderman Dr.
102 University Hall, Box 19510
Arlington, Texas 76019
817-272-3364 (voice)
1-800-RELAY TX (735-2989)
817-272-1447 (fax)
[osd@uta.edu](mailto:osd@uta.edu)