Documentation Guidelines for Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Baylor College of Medicine's goal is to ensure that all community members are given every opportunity to fully participate in the academic environment and do their best work. Therefore, Baylor College of Medicine is committed to providing access to needed services for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. To gain access to services and accommodation, individuals covered under these laws must provide documentation verifying the diagnosed disability by a qualified medical professional.

Because the provision of services and accommodation is based upon assessment of the current impact of the diagnosed disability on academic performance and access to educational activities, it is in a student’s best interest to provide recent and appropriate documentation as soon as possible. Below are guidelines for the documentation required for student’s seeking services and accommodation related to Attention Deficit/Hyperactivity Disorder (ADHD).

1. **Qualifications of the Evaluator**

   Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and pertinent psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have direct experience with an adolescent and/or adult ADHD population: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. A clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adolescents and/or adults may be important. Use of diagnostic terminology indicating an ADHD by someone without training and experience in these fields is not acceptable. Additionally, diagnosis by a family member even when the family member is qualified by virtue of training, licensure and/or certification will not be accepted.

2. **Current Documentation and Comprehensive & Diagnostic Evaluation**

   In general, documentation submitted regarding ADHD should be no more than three (3) years old. If documentation is out dated or inadequate in scope or content, or does not address the student’s current level of functioning and need for accommodation(s), additional information may be requested. Recommended assessments may include:

   - **Aptitude/Cognitive Ability:**
     - Wechsler Adult Intelligence Scale 3rd Edition (WAIS-III) or
     - Woodcock Johnson Psycho-educational Battery Tests of Cognitive Battery-Revised
• Academic Achievement:
  o Woodcock Johnson Psycho-educational Battery Tests of Achievement –Revised or
  o Wechsler Individual Achievement Test (WIAT)

• Information Processing:
  o Detroit Tests of Learning Aptitude –3 (DTLA -3) or Adult (DTLA-A)
  o 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.)
  o Brown Attention-Deficit Disorder Scale
  o Wender Utah Rating Scale
  o Conners’ Continuous Performance Test
  o Conners’ Parent & Teacher Rating Scales (ages 3 –17)
  o Beck Anxiety Inventory (BAI)
  o Achenbach System for Empirically Based Assessment
  o Behavior Assessment System for Children-2 (BASC-2)

3. Rationale for Recommended Accommodation(s)
   The diagnostic report should include specific recommendations for accommodations that are reasonable, with
   the understanding that Baylor College of Medicine has the sole authority for determining what is reasonable.
   Therefore, a detailed explanation should be provided as to why each accommodation is recommended and
   should be correlated with specific functional limitations determined through interview, observation, and/or
   testing. Please be aware that the provision of a past accommodation in another setting does not ensure that
   the requested accommodation will be implemented at this time or at Baylor College of Medicine. However,
   providing information regarding a previous accommodation is useful and will be considered when evaluating
   current accommodation requests.

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of student educational records
containing personally identifiable information, including students with disabilities. The U.S. Department of Education has
ruled that evaluative information pertaining to a student, including medical and psychological reports authored by third
parties, constitute “educational records” governed by FERPA. University of North Alabama, 104 LRP 58746 (FPCO 2004).
In general, information contained in such records may not be released absent the written consent of the student. Please
be aware that there are a number of important exceptions that permit disclosure without such consent, including when
a health and safety emergency exists or when disclosure to a “school official” is justified for educational reasons. See 34
C.F.R. §§99.31(a)(1) and (10).

Documentation and questions should be directed to the attention of the Student Disability Coordinator in the Office of
Student Services.

Some information contained in this guideline is taken either directly or in part from Disability Documentation Guidelines from the Association on Higher Education
and Disability (AHEAD), www.ahead.org Revised 2015