Ivy Tech Community College of Indiana
ADHD/ADD Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's ADHD.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than one year old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature
________________________________________

Student’s Printed Name
________________________________________________

**Responses to the guideline questions should be typed on letterhead. Please do not submit handwritten documentation.** The documentation should include the following information: today’s date, evaluator’s printed name, evaluator’s signature, evaluator’s license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:

1.) Date student was last seen
2.) Student is seen: only as needs, occasionally or regularly
3.) List DSM IV diagnosis
4.) Severity of Condition: mild, moderate or severe
5.) How did you arrive at your diagnosis? Possible responses include: Structured or unstructured interviews with the student, Interviews with other persons, Behavioral observations, Developmental/ Medical history, Educational history, Neuropsychological testing, Psycho-educational testing, Standardized or un-standardized rating scales.
6.) If neuropsychological or psycho-educational testing was completed, please include copies of the testing report.
7.) Based on the exhibited symptoms what do you recommend to accommodate the student in the academic setting?
8.) Is this student taking medications(s) for ADHD? List medications(s), date(s) prescribed, effect on academic functioning, and side effects. Do limitations/ symptoms persist even
with medications? Describe the reasons for functional limitations in an educational setting given the equalizing aspect of current treatments (e.g. medications, counseling, etc.).

9.) Please list all ADHD symptoms named in the DSM-IV that the student currently exhibits. How do the listed symptoms affect the student’s academic performance?

Sample of DSM-IV symptoms:

**Inattention:**

a.) often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.
b.) often has difficulty sustaining attention in tasks or activities.
c.) often does not seem to listen when spoken to directly.
d.) often does not follow through on instructions and details to finish schoolwork, household chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
e.) often has difficulty organizing tasks and activities.
f.) often avoids, dislikes, or is reluctant to engage in tasks (such as schoolwork or homework) that require sustained mental effort.
g.) often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, etc.)
h.) is often easily distracted by extraneous stimuli.
i.) often forgetful in daily activities.

**Hyperactivity:**

a.) often fidgets with hands or feet or squirms in seat.
b.) often leaves (or greatly feels the need to leave) seat in classroom or in other situations in which remaining seated is expected.
c.) often has a subjective feeling of restlessness.
d.) often has difficulty engaging in leisure activities that are more sedate.
e.) is often “on the go” or often acts as if “driven by a motor.”
f.) often talks excessively.

**Impulsivity:**

a.) often blurts out answers before questions have been completed.
b.) often has difficulty awaiting turn

c.) often interrupts or intrudes on others.

Please contact your local campus for more information on where to send or fax documentation.