Seattle Pacific University Guidelines Regarding Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)

Students who are seeking support services from Seattle Pacific University on the basis of a diagnosis of AD/HD are required to submit documentation to verify eligibility. Documentation of AD/HD consists of the provision of professional testing and evaluation and a written report which addresses specific academic needs of the student. The cost and responsibility for providing this professional evaluation shall be borne by the student.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility. Documentation presented to Disability Support Services (DSS) will remain in a private confidential file in the DSS Office. The Coordinator of DSS is available to consult with diagnosticians regarding these guidelines. The report should:

1. be prepared by a professional (e.g. licensed psychologist, psychiatrist or physician) qualified to diagnose AD/HD. Experience in evaluation of adults with AD/HD is essential.

2. be comprehensive. The use of a single test and/or informal screening instruments is not acceptable for the purpose of diagnosis. Written reports should be consistent with the diagnostic criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) or DSM-IV-TR (Text Revision). A battery of psychological tests and behavior rating scales, a thorough social and educational history and interviews with the student and family are essential. Current research states that paper and pencil tests that are commonly used to diagnose learning disabilities are not definitive for diagnosing AD/HD, but they do serve to alert the examiner to possible concomitant disabilities.

The report should be on professional letterhead, signed by the individual making the diagnosis, and include the following information:

   How long the diagnostician has treated the student and the date of last contact;
   Instruments, procedures and data sources used to diagnose;
   Current symptoms which satisfy the DSM-IV or DSM-IV-TR criteria and their approximate date of onset;
   DSM-IV or DSM-IV-TR diagnosis;
   Treatment being used (e.g. medication, counseling, etc.);
   How this disorder impacts the student in the post-secondary environment; and
   Diagnostician’s name, title, license number, address and phone number.

3. be current. In most cases, this means within the past three years and/or the assessment was completed when the individual was an adult (age 18). Since assessment constitutes the basis for determining reasonable accommodations, it is in a student’s best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student’s need for accommodations in an academically competitive environment.

4. present clear and specific evidence, which identifies the individual’s present level of functioning and how the student’s education may be impacted.

5. provide sufficient data to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation will not be approved.

If there are questions regarding this policy, please contact the Coordinator for Disability Support Services at (206) 281-2272.

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