



***Accessibility and Disability Services***

**DOCUMENTATION OF Attention-Deficit/Hyperactivity Disorder**

Coastal Carolina University's Accessibility and Disability Services requires that the following criteria, consistent with the DSM, be met in documenting ADHD in adults.

All documentation must include a specific diagnosis of Attention-Deficit/Hyperactivity Disorder and provide the evidence used to meet the seven criteria listed below. It is important for all evaluations to state clearly how ADHD functionally impacts the student's life across settings and creates a substantial limitation in learning. A clear rationale must be provided as to why specific accommodations are needed to mediate the impact of ADHD.

Assessment on which the documentation is based must have been completed no more than three years prior to the student's application for academic assistance, OR must have been completed as an adult (18 years old or older) and still be considered current.

**Student's Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

**Diagnosis:** \_\_\_\_\_

**Current Medications:** \_\_\_\_\_

**Provider/Assessor:** \_\_\_\_\_

**Provider/Assessor Credentials/Title:** \_\_\_\_\_

**The following information must be documented on the provider's letterhead.**

1. Developmental history that is documented using independent sources of appropriate symptoms and problem behaviors across multiple settings. Possible data sources: past evaluations, school records, teacher report. (Cite evidence obtained and source)
2. Documentation of current symptoms that meet diagnostic criteria. Possible data sources: clinical interview, behavior rating scales. (Cite evidence obtained and source)
3. Documentation of both childhood and current adult behavior on rating scales of ADHD symptoms that have appropriate age norms. Possible data sources: norms based behavior rating scales. (Cite evidence obtained and source)
4. Corroboration of current ADHD symptoms across multiple settings by two independent observers with knowledge of the student's functioning. Possible data sources: parent, spouse, teacher, supervisor, co-worker, relative and/or clinician observation. (Cite evidence obtained and source)

5. Clear evidence and documentation of interference with developmentally appropriate academic, social, or vocational functioning. (Cite evidence obtained and source)
6. All other psychiatric or medical disorders which may cause problems with inattention are differentially evaluated, documented, and considered in the diagnosis. This is particularly important when mood, anxiety, or substance abuse disorders are involved. Other causes of problems with attention and concentration must be considered and discussed (e.g. test anxiety). A positive response to medication is not by itself considered diagnostic. (Cite evidence obtained and source)
7. Recommendations for Academic Accommodations

**Provider/Assessor:**

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**Signature**

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**Date**

**Return form and documentation to:**

Coastal Carolina University  
Accessibility and Disability Services  
P.O. Box 261954  
Conway, SC 29528  
FAX: (843) 349-5042  
Phone: (843) 349-2503