Office of Accessibility and Disability Services

DOCUMENTATION OF Attention-Deficit/Hyperactivity Disorder

Coastal Carolina University’s Office of Accessibility and Disability Services requires that the following criteria, consistent with the DSM, be met in documenting ADHD in adults. Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his/her success. If you prefer to use this form rather than a narrative report, please indicate each criterion that is applicable to this student, and attach supporting data (e.g., copies of rating scales).

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: _____________________________________________________________

Student’s ID or SS#: __________________________________ D.O.B. _________________

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):
Documentation of current symptoms that meet diagnostic criteria. Possible data sources: clinical interview, behavior rating scales. (Cite evidence obtained and source):

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):
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):

Clear evidence and documentation of interference with developmentally appropriate academic, social, or vocational functioning. (Cite evidence obtained and source):
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):

Recommendations for Academic Accommodations:
Date of Assessment: ____________________________________________

Diagnosis: ____________________________________________________

Current Medications: __________________________________________

Provider/Assessor:

__________________________________________  ________________________
Signature       Date

Printed Name and Credentials/Title: ________________________________

Address: _________________________________________________________

Phone #: ____________________________ Fax #: _______________________

Return form to:
Coastal Carolina University
Office of Accessibility and Disability Services
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Conway, SC 29528
FAX: (843) 349-5042
Phone: (843) 349-2503