



Southeast Arkansas College
Office of Disability Services
1900 Hazel
Pine Bluff, Arkansas 71603
Phone: 870-543-5949 Fax: 870-373-5107

ADHD Verification Form

The Office of Disability Services (ODS) provides academic services and accommodations for students with diagnosed disabilities. The documentation provided must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act (ADA) OF 1990. The ADA defines a disability as a physical or mental impairment has substantially limits one or more major life activities. "Major life activities" include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, sitting, standing, lifting, and working, as well as mental and emotional processes such as thinking, concentrating, and interacting with others. For a student to be considered eligible to receive academic accommodations, the documentation must show the functional limitations that impact the individual in the academic setting.

The ODS requires current and comprehensive documentation to determine appropriate services and accommodations. As a guideline, Southeast Arkansas College (SEARK) generally requires documentation prepared within the last three (3) years. SEARK reserves the right to request updated or more extensive evaluation. The outline below has been developed to assist the student working with the treating or diagnosing healthcare professional(s) in obtaining the specific information necessary to evaluate eligibility for academic accommodations

A Qualified Professional Must Conduct the Evaluation

Professionals conducting evaluations and giving diagnoses of ADHD must have training in the diagnosis of psychiatric disorders as well as specific training in the diagnosis of ADHD. The following categories of professionals are generally considered qualified to diagnose ADHD provided they have advanced training in the differential diagnosis of ADHD in adolescents and/or adults: clinical psychologist, neuropsychologist, psychiatrists, and other relevantly trained medical doctors or practitioners.

- All parts of the form must be completed as thoroughly as possible.
- The healthcare provider should attach any reports which provide additional, related information. If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of this form.
- **After completing this form, sign it, complete the healthcare provider information section on the last page and mail or fax it to the ODS to the address provided on this form.** The information that you provide will NOT become part of the student's educational record, but it will be kept with the student's file at ODS, where it will be held strictly confidential.

STUDENT INFORMATION

First name _____ Middle _____ Last _____

Date of birth _____ Last four digits of SSN _____

Status (Check one) __ current student __ transfer student __ prospective student

Cell phone (____) _____ - _____ Local phone (____) _____ - _____

Address _____

Diagnostic Information

Please provide the following information:

1. Date of Diagnosis _____

2. Date of First Contact with Student: _____

3. Date of Last Contact with Student: _____

Documentation must include all of the following:

a. Evidence of Early Impairment- Because symptoms of ADHD first manifest prior to the age of twelve, evidence of symptoms prior to this age is required. Such information may be derived from school transcripts, report cards, teacher observations, psychoeducational testing, and/or third party interviews.

b. Evidence of Current Impairment- Evidence of current impairment that addresses specific manifestations and impact of the disorder must be provided.

c. Diagnostic Interview- A diagnostic interview is essential to the accurate diagnosis of ADHD and should include the following: history of presenting problem that includes evidence of ongoing impairment, developmental history, family history, or relevant medical history. Relevant psychosocial history, academic history, review of prior psychoeducational test reports, employment history, and/or description of functional limitations that are specific to the academic setting.

d. Rule Out of Alternative Diagnoses or Explanations- Ruling out of other explanations for ADHD- related impairments is crucial. Many symptoms of ADHD can be mimicked by numerous other psychiatric disorders, life stressors, and lifestyle choices. Furthermore, individuals with ADHD often meet the criteria for the diagnosis of another psychiatric disorder. Therefore, rule out of alternative diagnoses and/or explanations for ADHD- related symptoms is crucial for accurate diagnosis and effective treatment. The process of ruling out alterative diagnoses/explanations should be documented and include means via which alternatives were assessed/explored.

e. Relevant Testing- Neuropsychological and psychoeducational assessment is important in determining the current impact of an individual’s ability to function, especially in academic settings. Therefore, some neuropsychological or psychoeducational assessment is required for the accurate diagnosis and successful treatment of ADHD. Checklists and/or surveys can serve to supplement the assessment, but these means are not adequate for the diagnosis of ADHD. Therefore, **at least one non-self-report measure must be used when diagnosing ADHD.**

f. Identification of DSM Criteria- A diagnostic report must include a review and discussion of the most current DSM criteria for ADHD, both as they apply to the individual currently and historically.

g. Documentation of a Specific Diagnosis- The report must include a specific diagnosis of ADHD based on the most current DSM criteria. The diagnosing professional must use direct language and avoid vague terms such as “suggests”, “is indicative of”, or “attention problems”.

h. An Interpretive Summary- A written summary based on comprehensive evaluation is required. It should include, at minimum, a demonstration of ruling out alternative explanations for symptoms related to ADHD, how symptoms of ADHD have played a role across the lifespan and across settings, the nature and extent of current impact of ADHD, and reasoning behind specific requests for accommodations and/or treatment.

Recommendations Must Be Specific and Must Be Clear Rationale

Professionals should describe the nature and degree of impact, if any, of the diagnosed ADHD on specific major life activities, especially activities that impact academic performance. The report should include specific recommendations to help lessen this impact, such as specific accommodations, psychosocial and medical interventions, etc. A detailed explanation as to why each recommendation was made and should reference specific functional limitations that are due to ADHD.

Health Care Provider's Signature Information

Print, sign, and date below and fill in the other fields completely. Please print or type

Provider's name(Print)_____

Provider's signature: _____ Date_____

Title: _____

License or Certification #_____

Address:

Phone number (____) _____ - _____

Fax number (____) _____ - _____