



## **MSU-Bozeman Disability Documentation Guidelines** **ADHD (Attention-Deficit Hyperactivity Disorder)- Based Disability**

To help students with ADHD-based disabilities overcome the effect of disability on their academic performance, MSU-Bozeman makes reasonable accommodations on the basis of individual need. In order to verify the existence of an ADHD-based disability and to enable the identification of specific accommodations a student with an ADHD-based disability will need in order to experience academic success, Disabled Student Services (DSS) requires **a full diagnostic report and clear evidence that the ADHD substantially impacts academic performance.**

Please share the information in this handout with the professional whose written report will be forwarded to MSU.

The clinician should submit a written report and a completed “Disability Verification” form to:

**OFFICE OF DISABILITY SERVICES**  
**P.O. Box 173960**  
**MSU-Bozeman**  
**Bozeman, MT 59717-3960**  
voice(406)994-2824, fax(406)994-3943, TTY(406)994-6701

In addition, the **student** must submit a completed “Request for Documentation Review” form (included in this packet) to the Disabled Student Services Office at the above address.

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## Documentation Guidelines for ADHD

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### 1. Qualifications of the evaluator

A full assessment for ADHD must be conducted by a licensed clinical psychologist, clinical neuropsychologist, psychiatrist, or other appropriately trained medical professional. The clinician who conducts the assessment and completes the documentation must have substantial expertise in the differential diagnosis of adult psychological disorders. The name, title, and professional credentials of the evaluator, along with licensure or certification, should be included in the report submitted to DSS. It is not considered appropriate for professionals to evaluate members of their own families.

### 2. Documentation must be current

Because the provision of all reasonable accommodations and services is based upon assessment of the **current impact** of the disability on academic performance, it is in an individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three years. If documentation is inadequate in scope or content, or does not address the individual's **current** level of functioning and need for accommodations(s), reevaluation may be warranted.

### 3. Diagnostic Report – The written diagnostic report must include the following:

- Summary of findings from a reasonably comprehensive clinical interview, a corroborating interview with at least one person who knows the individual well, and a review of past psychological, psychiatric and educational evaluations and school records;
- results of an individually administered comprehensive intelligence test (WAIS-III preferred), including all age based standard and/or percentile scores;
- a clear statement diagnosing ADHD;
- evidence that the diagnosis currently meets the diagnostic criteria in the Diagnostic and Statistical Manual of Mental Disorders 5 ;
- a history of treatments and their outcomes;
- a history of attempted accommodations in an educational setting and their outcomes.