



Student Disability Resource Center
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Documentation Guidelines for Attention-Deficit/Hyperactivity Disorder (AD/HD)

It is the responsibility of the student to notify the University of your disability. Accommodations are provided in accordance with the ADA. When you register for services, **please upload a current psychological evaluation and/or any testing that was done, an IEP/504, a final high school transcript and a copy of any accommodations on the SAT/ACT to determine a diagnosis that supports the functional impact of the disorder.**

Please provide your physician/psychiatrist with the following documentation guidelines.

A patient of yours is enrolled at Georgia College & State University and has requested accommodations due to a disability. The Student Disability Resource Center establishes academic and/or housing accommodations for students with a documented disability. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

The University System of Georgia Board of Regents (USGBOR) requires current and comprehensive documentation for any diagnosis of a disability in order for disability services providers to determine appropriate accommodations and services.

Please write your supporting letter on letterhead, date the letter and address all of the following:

- Please see Appendices D-H of the USGBOR Academic and Student Affairs Handbook: https://www.usg.edu/academic_affairs_handbook/section3/C793/ before writing a supporting letter
- The evaluator's name, title and license number
- Primary and secondary diagnosis (if applicable)
- DSM/ICD Code for each diagnosis
- Date of diagnosis(es)
- A clear diagnostic statement that includes evidence of an existing impairment
- Provide the diagnostic criteria and methodology used to diagnose the condition/s
- Documentation should reflect data collected to represent current functioning.
- A diagnosis consistent with the most recent DSM/ICD.
- Evidence of the following diagnostic criteria must be included in the documentation:
 - Some evidence, beyond simple self-report, of clinically significant inattention and/or hyperactivity impulsivity symptoms prior to the age of 12 (in accordance with the DSM). Possible data sources for evidence of early symptoms include the following: parent/guardian report, medical reports, school records, and past evaluations.
 - Evidence of current clinically significant symptoms of either inattention and/or hyperactivity-impulsivity must be documented using appropriate standardized rating scales or norm-referenced measures of cognitive/executive functioning that provide comparisons to similarly aged individuals. However, in some cases, a detailed written

statement from a qualified evaluator who has sufficient experience with the student and the student's symptom history may be sufficient.

- Symptom presence must be assessed using student self-report and corroborated by an independent informant who has been able to observe the student's recent functioning.
- Current clinically significant symptoms must be present in at least two settings and interfere with social, academic, or occupational functioning.
- Verifiable evidence that symptoms are associated with significant functional impairment in the academic setting. Suggested sources for evidence of academic functional impairment include the results of a comprehensive psycho-educational evaluation, school records, and/or a comprehensive clinical interview that is described in a written statement by the evaluator.