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## Documentation Guidelines for TCU Students with Disabilities

### ADHD

- TCU requires documentation to evaluate your request and to determine eligibility for accommodations and/or services.
- Please present your documentation to the Coordinator of Student Disabilities Services. Documentation shall be reviewed by appropriate University professional(s) to verify the existence of a disability and to determine the need for appropriate accommodations.
- Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable state and federal laws.

Documentation requirements for **ADHD** include, but are not limited to, the following:

#### **I. A qualified professional must conduct the evaluation.**

- Professionals conducting assessments and rendering diagnoses of ADHD must be qualified to do so. Comprehensive training in the differential diagnosis of ADHD and other psychological disorders and direct experience in diagnosis and treatment of adolescents and adults with ADHD is necessary. Professionals who are qualified to evaluate ADHD include licensed psychiatrists and clinical or educational psychologists. (Note: It is *not appropriate* for professionals to evaluate family members.)
- The name, title, and professional credentials of the evaluator (including information about license and/or certification) must be included.

#### **II. Testing must be current.**

- Comprehensive testing must be conducted **within the last three years**.
- Although ADHD is typically viewed as life-long, the severity and functional limitations may change over time. TCU assesses **current impact** on academic performance to determine the need for reasonable accommodations and services.

#### **III. Records of academic history should be provided.**

- A high school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation in and of itself. However, **in addition to** a current

comprehensive assessment, it can be helpful in determining reasonable accommodations and services.

- Self-report alone is not sufficient.

**IV. The documentation must substantiate the ADHD diagnosis.**

- A complete *DSM-IV* diagnosis must be provided with an accompanying description of the specific symptoms the student experiences.
- This diagnosis must be based on **psycho-educational testing and a comprehensive clinical interview.**
- Test scores alone are not sufficient to establish an ADHD diagnosis. Checklists and/or ADHD symptom rating scales can supplement the diagnostic process but do not adequately establish the diagnosis.
- Tests and subtest scores help identify strengths and weaknesses including patterns supportive of attention problems.
- A comprehensive clinical interview which meets mental health service provider standards of care in length (50 min.) and focus (complete developmental, familial, psychological, social, and medical history, and mental status exam) is required.
- Documentation should explain how symptoms have manifested across various settings over time, how the student has coped, and what success the student has had in their coping efforts.
- Discussion of steps taken to rule out other disorders with similar presenting characteristics

**V. Significant functional limitations of the disability must be identified.**

- Based on *DSM-IV-TR* criteria, the documentation must substantiate that the disability significantly limits cognitive or academic functioning.
- Psycho-educational testing can help determine current levels of ADHD severity and quantify the impact of the disorder.
- The ADHD diagnosis does not automatically presume a disability.

**VI. Each recommended accommodation must include a rationale.**

- Recommended accommodations must be relevant to a *University* setting with supporting rationale.
- Accommodations are not granted on the basis of a diagnostic label.
- Each requested accommodation must be linked to evidence of current functional impairment that supports its use.
- Recommendations must be based on both the assessment of aptitude and the measurement of academic achievement (see B and C below).
- A prior history of accommodations without demonstration of a current need does not in itself warrant the provision of like accommodations

**VII. The comprehensive report should include the diagnostic interview, assessment of aptitude, and measurement of academic achievement as explained below.**

## A. Diagnostic interview

- *Relevant historical information* regarding the student's academic history and learning processes in elementary, secondary, and postsecondary education
- *Observational data*, gathered during the evaluation, of behavior such as affect, concentration, mental fatigue, executive functioning, and fluency
- *Description of psycho-active medication in use at the time of the evaluation*, including its effect
- *Summary of previous testing completed by other clinicians*
- *Restatement of prior diagnosis*, including dates and data used to establish diagnosis. (Evidence must be more than a self-report.)
- *Summary of reports* such as individual self-report, family report, interviews
- *Developmental history*
- *Current or relevant medical history*
- *Exclusion of the following as the primary disabling condition:*
  - Intellectual disability according to *DSM-IV TR* standards
  - Visual impairment
  - Deafness or hearing impairment
  - Physical impairment (that interferes with accurate test results)
  - Emotional disorder
  - Poor educational background or lack of opportunity to learn
  - Cultural differences or lack of experience with the English language
- *Accommodations history*
- *Functional limitations statement*
- *Recommendation of accommodations relevant to a University setting*

**B. Assessment of Aptitude:** A minimum of one comprehensive aptitude test and one processing test (See suggested assessments in Section D below.)

**C. Measurement of Academic Achievement:** A standard score for the basic achievement areas of **reading** (word recognition, vocabulary, comprehension), **math** (calculation, application), and **written language** (mechanics, composition) needs to be available. Testing must include **at least two achievement test scores** in each specific area. (See suggested assessments in Section D below.)

## D. Suggested assessments of aptitude, processing, and achievement:

### Aptitude assessments:

- Kaufman Adolescent and Adult Intelligence Test
- Reynolds Intellectual Assessment Scales (RIAS)
- Stanford-Binet 5 (SB5)
- Wechsler Adult Intelligence Scale – III (WAIS-III)
- Woodcock-Johnson – III Tests of Cognitive Ability

## **Processing assessments (Attention, Memory, and Learning)**

- Attention Capacity Test (ACT)
- Brown Attention-Deficit Disorder Scale
- California Verbal Learning Test-Second Edition (CVLT-II)
- Conners' Continuous Performance Test (CPT)
- Detroit Test of Learning Aptitude – 4 (DTLA -4)
- Detroit Test of Learning Aptitude-Adult (DTLA-A)
- Gordon Diagnostic Systems (GDS)
- Integrated Visual and Auditory Continuous Performance Test (IVA+Plus)
- Kagan Matching Familiar Figure Test (KMFFT)
- Paced Auditory Serial Test (PASAT)
- Test of Everyday Attention for Children (TEA-Ch)
- Tests of Variable Attention Computer Program (TOVA)
- WAIS-III Working Memory Index
- Wechsler Memory Scales – III (WMS-III)

## **Processing Assessments (Executive Functioning)**

- BRIEF
- Delis-Kaplan Executive Function System
- Stroop Color and Word Test
- Trail Making Test Parts A and B
- Tower of London-Second Edition
- Wisconsin Card Sorting Test (WCST)

## **Academic Achievement**

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- Wechsler Individual Achievement Test – II (WIAT-II)
- Woodcock-Johnson Psychoeducational Battery – III: Tests of Achievement

### **\*Supplemental achievement tests such as:**

- Gray Oral Reading Test (GORT 4th Ed).
- Nelson-Denny Reading Test (with standard and extended time)
- Stanford Diagnostic Mathematics Test
- Test of Written Language – 3 (TOWL-3)
- Woodcock Reading Mastery Tests – Revised

\*Please note: Specific supplemental achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The Wide Range Achievement Test-4 (WRAT-4) or the Nelson-Denny Reading Test are not a comprehensive measure of achievement and should not be used as the sole measure of achievement.