

Dear Evaluator,

In an effort to ensure the Office of Access Services, Instruction and Support (OASIS) receives all required information to provide accommodations to students, we have created this checklist to assist you. Using this should ensure your report is complete. For your convenience, we have included a box to check or dot as each component is completed.

### **Attention Deficit / Hyperactivity Disorder**

- Evaluation by a **qualified professional**
- Assessment with last **three years**

### **Comprehensive Evaluation**

- Evidence of early impairment** – Objective historical information establishing symptomology indication of AD/HD **throughout childhood, adolescence, and adulthood** as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psycho-educational testing; and third party interviews.
- Evidence of **current impairment**
  - Statement of **presenting problem** – statement of significant impaired functioning in two or more settings.
  - Diagnostic interview** – information from a **variety of sources** including **self-report** – should include
    - developmental history
    - family history of AD/HD on other educational difficulties
    - relevant medical & medication history
    - relevant psychosocial history & any relevant interventions
    - thorough history of elementary, secondary, & post-secondary education
    - review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems
    - description of **current functional** limitations pertaining to an **educational setting** as a **direct result of problems with attention**

- Alternate diagnosis** of explanations **ruled out** – **must** investigate & discuss possibility of dual diagnosis and alternative or co-existing mood, behavioral, neurological, and/or personality disorders that may confound diagnosis of AD/HD.
- Relevant testing** information must be provided.
  - must **demonstrate** the **current impact** of the AD/HD on the student's ability to do academic work.
  - all data must logically reflect a **substantial limitation** to learning for which the student is requesting the accommodation.
- Identification of **specific DSM-IV diagnosis** – a **positive response** to **medication** by itself does **not** confirm a diagnosis.
- Interpretive summary**
  - Psychological or medical disorders or noncognitive factors **ruled out** as explanations for symptoms
  - Indicate how symptoms are present **across a life span** and **across settings**
  - Indicate whether student was evaluated while on medication
  - Indicate or discuss the **substantial limitations** to learning –

Specific accommodations **must include a rationale**

- must include specific recommendation for accommodations
- detailed explanation** as to why recommended
  - a **written statement** correlating the accommodation with specific functional limitations

\*(Prior history of accommodations without demonstration of current need does not warrant provision of like accommodations)