

Office of Disability Services

2121 Euclid Avenue MC 147
Cleveland, Ohio 44115-2214
Phone: (216) 687-2015
FAX: (216) 687-2343
WWW.csuohio.edu/disability/

ADHD Verification Form

The Office of Disability Services (ODS) provides academic services and accommodations for student with diagnosed disabilities. The documentation provided must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In addition, in order or a student to be considerate 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, Cleveland State University generally requires documentation prepared within the **past three years**. The University reserves the right to request updated or more extensive evaluations. The outline below has been developed to assist the student in working with the treating or diagnosing healthcare profession(s) in obtaining 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 that they have advanced training in the differential diagnosis of ADHD in adolescents and/or adults: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors.

- 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 us at the address provided above. The information that you provide will NOT become part of the student's educational records, but it will be kept in the student's file at ODS, where it will be held strictly confidential.

STUDENT INFORMATION

First Name: _____ Middle: _____ Last: _____

Date of Birth: _____ Last 4 digits of SSN _____

Local Phone (____) _____ - _____ Cell Phone (____) _____ - _____

Address (street, city, state, and zip code): _____

Diagnostic 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, relevant medical history, relevant psychosocial history, academic history, review of prior psychoeducational test reports, employment history, and 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 alternative 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 Interpretative 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 Include a 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 ameliorate 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.

HEALTHCARE PROVIDER INFORMATION

Please sign and date below and fill in all other fields completely. Please print or type.

Provider's signature: _____ Date: _____

Provider's name (print): _____

Title: _____

License or Certification #: _____

Address:

Phone number: (_____) _____ - _____ FAX number: (_____) _____ - _____