Disability Services for Students (DSS) provides academic services and accommodations for students with diagnosed disabilities. The documentation provided regarding the disability diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Amendments Act (ADAA) of 2009. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In addition, in order for a student to be considered eligible to receive academic accommodations, the documentation must show functional limitations that impact the individual in the academic setting.

Disability Services for Students requires current and comprehensive documentation in order to determine appropriate services and accommodations. The general guidelines listed below are developed to assist students in working with your treating and/or diagnosing healthcare professional(s) to prepare the required information to evaluate your request, eligibility and need for academic accommodations. These seven elements are from the Association on Higher Education and Disability, or AHEAD. In order to be considered for eligible services, documentation MUST include the following:

1. The credentials of the evaluator(s). The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability. Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of
evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations. Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual’s self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s). While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual’s condition.

5. A description of the expected progression or stability of the disability. It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual’s own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications. The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services. Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Please have your healthcare provider or diagnostician complete pages 3 – 7. If you have questions, please contact Disability Services for Students at disability@bw.edu.
ADD and/or ADHD Verification Form

STUDENT INFORMATION (Please Print Legibly or Type)

Name (Last, First, Middle): ______________________________________________________

Date of Birth: _________________________ BW ID Number: __________________

Status (check one): □ current student □ transfer student □ prospective student

Local phone: (______)---(______)---(______) Cell phone: (______)---(______)---(______)

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

___________________________________
___________________________________

BW E-Mail address: _____________________________________________________________@mail.bw.edu

Personal E-mail address: __________________________________________________________

DIAGNOSTIC INFORMATION (Please Print Legibly or Type)
The following information should be completed by a qualified provider. Please provide responses to the following items by typing or writing in a legible fashion. Illegible forms will delay the documentation review process for the student.

1. DSM-IV diagnosis:

   □ 314.00 Predominantly Inattentive
   □ 314.01 Combined type
   □ 314.9 Not otherwise specified

2. In addition to DSM-IV criteria, how did you arrive at your diagnosis?

   □ Behavioral observations
   □ Developmental history
   □ Rating scales
   □ Medical history
3. Date of Diagnosis: ___________________________________________________________________

4. What is the severity of the condition? Please check one:
   - [ ] Mild
   - [ ] Moderate
   - [ ] Severe

   Explain severity:
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

   State the following:
   a. Date of first contact with student: ________________________________________________
   b. Date of last contact with student: ________________________________________________

5. Student’s History:

   a) ADHD History: Is there evidence of inattention and/or hyperactivity during childhood and
      presence of symptoms prior to age seven. Is there information supporting the diagnosis
      obtained from the student/parents/and teachers.
      ________________________________________________________________________________
      ________________________________________________________________________________
      ________________________________________________________________________________
      ________________________________________________________________________________
      ________________________________________________________________________________
      ________________________________________________________________________________

   b) Psychosocial History: Provide relevant information obtained from the
      student/parent(s)/guardian(s) regarding the student’s psychosocial history (e.g. often
      engaged in verbal or physical confrontation, history of not sustaining relationships, history
      of employment difficulties, history of educational difficulties, history of risk-taking or
dangerous activities, history of impulsive behaviors, social inappropriateness, history of psychological treatment, etc.).

c) **Pharmacological History:** Provide any relevant pharmacological history including an explanation of the extent to which the medication has mitigated the symptoms of the disorder in the past. Also include any current medication(s) that the student’s currently prescribed including dosage, frequency of use, the adverse side effects, and the effectiveness of the medication.

d) **Educational History:** Provide a history of the use of any educational accommodations and services related to this disability.
6. Student’s Current Specific Symptoms:

Please check all ADHD symptoms listed in the DSM-IV that the student currently exhibits:

**Inattention:**
- Often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.
- Often has difficulty sustaining attention in tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and details to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- Often has difficulty organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to engage in tasks (such as schoolwork or homework) that require sustained mental effort.
- Often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, tools, etc.).
- Is often easily distracted by extraneous stimuli.
- Often forgetful in daily activities.

**Hyperactivity:**
- Often fidgets with hands or feet or squirms in seat
- Often leaves (or greatly feels the need to leave) seat in classroom or in other situations in which remaining seated is expected.
- Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness).
- Often has difficulty playing or engaging in leisure activities that are more sedate.
- Is often “on the go” or often acts as if “driven by a motor”.
- Often talks excessively.

**Impulsivity**
- Often blurts out answers before questions have been completed
- Often has difficulty awaiting turn
- Often interrupts or intrudes on others (e.g. butts into conversations or games).

7. Please provide recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________


HEALTHCARE PROVIDER INFORMATION

(Please sign & date below and fill in all other fields completely using PRINT or TYPE)

Provider Signature: ___________________________________________ Date: ____________

Provider Name (Print): ___________________________________________

Title: _________________________________________________________

License or Certification #: _______________________________________

Address: _______________________________________________________

____________________________________________________________

Phone Number: (______)_________ FAX Number: (______)_________

Please complete and submit this form to:

Baldwin Wallace University
Disability Services for Students (DSS)
Phone: 440.826.2303
Fax: 440.826.3832
Email: disability@bw.edu