



University of Miami School of Law

Office of Student Accessibility Services

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ADHD Documentation Guidelines

A full psychoeducational evaluation is required as supportive documentation for ADHD diagnosis. The report must include:

- A comprehensive diagnostic interview and objective historical and current information regarding the applicant's performance in testing and other academic contexts
- Review of the DSM diagnostic criteria
- Current functional limitations caused by ADHD, including current levels of academic functioning in reading (decoding and comprehension) and processing measures that relate to the processing of visually presented words and sentences if the applicant's functioning in those areas is limited because of the ADHD
- Discussion of diagnostic instruments, checklists, or other diagnostic aids used in the evaluation
- Age-based standard scores for all normed measures
- specific diagnosis and a statement of severity and rule out of alternative diagnoses or explanations
- Discussion of whether medication has been tried as a method of treatment, its effectiveness, and residual symptomatology
- Interpretation and discussion of diagnostic findings
- Rationale for each recommended accommodation that is correlated with specific functional limitations established through the evaluation process from test results and clinical observations
- Discussion of whether accommodations have been used previously by the applicant in similar settings and, if so, the extent to which those accommodations met the applicant's needs.

Guidelines for Medical Documentation When an Accommodation Request is Based upon a Learning Disabilities Diagnosis

A full psychoeducational evaluation is required as supportive documentation for LD diagnosis. The report must include:

- A comprehensive diagnostic interview that summarizes your academic history and learning processes in elementary, secondary, and post-secondary education, as well as other relevant developmental, medical, family, psychosocial, and employment history
- A comprehensive battery of tests that addresses aptitude, achievement, and relevant aspects of cognitive function and information processing
 - The battery must include current levels of academic functioning in reading (decoding and comprehension)
 - If extended time is requested, it is helpful to include a timed reading measure that has been normed on adults and allows for both extended and regular administration
 - If informal assessment procedures are used to determine performance across domains, establish a differential diagnosis, or support a specific accommodation, those procedures should be described in reasonable
- Discussion of any factors influencing the validity of the assessment scores
- A rule-out of alternative diagnoses or explanations
- A clear diagnostic statement
- A summary of academic records reviewed by the evaluator
- An interpretation and discussion of diagnostic findings
- A rationale for each requested accommodation that is correlated with specific functional limitations established through the evaluation process from test results and clinical observations



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- A discussion of prior accommodations used and the extent to which those accommodations met the applicant's needs

Guidelines for Medical Documentation When an Accommodation Request is Based upon a Diagnosis of Psychological Disabilities

A full neuropsychological, psychological, or psychoeducational evaluation is required as supportive documentation for psychological diagnosis. The report must include:

- A specific diagnosis based on the DSM-5 or DSM-IV
- A description of symptoms, including date of onset, duration, and severity
- Relevant developmental, medical, historical, and familial data
- Medication history, including current medication regimen, any side effects, and positive and negative response(s) to medication
- Discussion of functional limitations in academic, social, and employment settings
- Current information about functional limitations relevant to requested accommodations
- A neuropsychological, psychological, or psychoeducational assessment battery to document the impact on cognition
 - If extended testing time is requested based on cognitive impairment (with age-based standard scores for all normed measures administered)
- A rationale for each requested accommodation that is correlated with specific functional limitations established through the evaluation process
- A discussion of prior accommodations used and the extent to which those accommodations met the applicant's needs

Guidelines for Medical Documentation When an Accommodation Request Is Based Upon Physical and Chronic Health-Related Impairments

A comprehensive diagnostic report is required as supportive documentation for physical and chronic health-related impairments. The report must include:

- A specific, professionally recognized diagnosis
- A description of the diagnostic criteria and any tests used and an interpretation of test results
- The history of presenting symptoms, date of onset, and their duration and severity
- A description of whether the impairment is permanent, temporary, progressive, or fluctuating
- Assessment of current functional limitations and how those limitations restrict the performance of major life activities, as compared to most people in the general population
- A description of any assistive devices, auxiliary aids, medications, and/or strategies used by the applicant to alleviate the impact of the functional limitations and the effectiveness thereof