



Department of Accessibility Services

Documentation Guidelines for Attention Deficit/Hyperactivity Disorder

Students requesting services from the Department of Accessibility Services at Babson College are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Department of Accessibility Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will remain in the Department of Accessibility Services.

The following guidelines are provided to assist the Department of Accessibility Services in collaborating with each student to determine appropriate accommodations and services. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations and services. Recommended documentation includes:

1. A neuropsychological evaluation must be performed by a professional who is qualified to render a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD), and who is a practitioner trained in the assessment of AD/HD, such as a developmental pediatrician, neurologist, psychiatrist, licensed clinical or educational psychologist, or a combination of such professionals. The diagnostician must be an impartial individual with no relationship to the family. Furthermore, the diagnostician's name, title, and professional credentials and affiliation must be provided.
2. The evaluation must be conducted within the past three (3) years.
3. A clear statement of AD/HD with the DSM-V diagnosis and a description of supporting past and present symptoms. A statement indicating the current educational status and impact of this diagnosis in an academic setting must be included. If another diagnosis is applicable, it should be stated.
4. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
5. A narrative summary, including all scores, which supports the diagnosis.
6. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
7. A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

A further assessment by an appropriate professional may be required if co-existing AD/HD and other disabling conditions are indicated. If a diagnosis is provided by an unlicensed individual, documentation from a licensed

professional may be required. The student and the Department of Accessibility Services will collaborate regarding accommodations.