Office of Disability Services Documentation Guidelines: Attention-Deficit/Hyperactivity Disorder

OBTAINING SERVICES

To obtain services through the Office of Disability Services at the Georgia Institute of Technology the student must:

✓ Complete and submit a “Request for Services” form.
✓ Submit appropriate documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician, psychologist, audiologist, etc.)
✓ Attend an Intake appointment with a Disability Services staff member to address documentation, appropriate accommodations and services, and office policies.

Students may submit information at any time during the semester. However, it can take up to fifteen (15) business days for the information to be reviewed. Applications will not be reviewed until both the “Request for Services” form and supporting documentation have been received. This information can be mailed, faxed, emailed, or delivered in person:

Office of Disability Services
353 Ferst Drive, Suite 221
Smithgall Student Services Building
Atlanta, GA 30332-0285
404-894-2563 (V)
404-894-1664 (TDD)
404-894-9928 (Fax)
adaptsinfo@mail.gatech.edu

Once the information has been received, students will receive an email confirming receipt of the completed application. Information will be reviewed on an individual, case-by-case basis in the order that it is received. If you have not heard from Disability Services within three (3) weeks of submitting your “Request for Services” form and documentation, please contact the office. After the review, students will be notified via email whether their documentation meets Georgia Tech criteria.

- If the disability documentation does not meet established criteria, the student will be informed of the additional information that is needed.
- If the submitted documentation meets the established criteria, the student will be contacted to schedule an Intake appointment with a Disability Services staff member.
BASIC REQUIREMENTS FOR ALL DOCUMENTATION

1. All documentation submitted must be typed on official letterhead. Handwritten documentation or notes on prescription pads will not be accepted as official documentation.

2. Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student’s functioning is expected to change over time.

3. Documentation should provide an adequate representation of the student’s current functional abilities. In most situations, documentation should be within three (3) years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

4. Documentation should include specific recommendations for accommodations and the rationale for the accommodations. Accommodations should be linked to functional limitations.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER DOCUMENTATION REQUIREMENTS

The documentation must include:

1. Student information, including name, date of most recent evaluation

2. Evaluator name, title, signature, and credentials.

3. History: evidence of either inattention and/or hyperactivity-impulsivity symptoms must have been exhibited in childhood in more than one setting by at least two independent observers.

4. Evidence of current impairment: description of how disability currently impacts the student in two or more settings. Specific symptoms should be mentioned in the documentation.

5. Assessment information – results and interpretation of age-normed standardized rating scales and any other diagnostic interviews or testing (e.g. ADHD checklists, psychoeducational evaluation) used to determine the historical and current impact of the disorder on the individual’s ability to function in an academic, social, and/or occupational setting. Scores and subscores should be included.

6. Description of the current functional limitations impacting major life activities, including academic performance, resulting from the disorder.

IMPORTANT INFORMATION

- Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.
- For your benefit, please maintain a copy of all documentation submitted to the Office of Disability Services. Documentation that has been submitted cannot be released back to you (except where permitted or required by law).
- Documentation guidelines vary among institutions and standardized testing agencies (i.e. ETS, MCAT, LSAT, etc.). There is no guarantee that documentation accepted by Georgia Tech will be accepted by other institutions or testing agencies.
- The Office of Disability Services follows the documentation guidelines of the Board of Regents. More information can be found in the Academic and Student Affairs Handbook (Section 3, Appendix D) at this link: http://www.usg.edu/academic_affairs_handbook/