

Disability Services

Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)

Students who are seeking support services from The Art Institutes International Minnesota on the basis of a specific diagnosis of Attention Deficit/Hyperactivity Disorder are required to submit documentation to verify eligibility. Documentation of Attention Deficit/Hyperactivity Disorder consists of the provision for professional testing and evaluation, including a written report, which reflects the individual's present level of information processing as well as his/her achievement level.

A licensed psychiatrist, or psychologist, using criteria defined by the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) or DSM-IV-TR (Text Revision), must make the diagnosis.

The following guidelines are provided in the interest of assuring that the evaluation and report contain the information needed by the school. Student Affairs is available to answer questions from a health care professional regarding any of these guidelines. The documentation must include the following:

1. A comprehensive assessment battery, which includes a diagnostic interview, and assessments of aptitude, academic achievement, and information processing.
 - **Aptitude.** *The Wechsler Adult Intelligence Scale (WAIS-III or IV) with subtest score* is preferred. The *Woodcock-Johnson Psycho-Educational Battery III: Test of Cognitive Ability* is acceptable.
 - **Achievement.** Current levels of functioning in all areas for which accommodations are sought. Acceptable instruments include the *Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement*; *Stanford Test of Academic Skills (TASK)*; or *specific achievement tests such as the Test of Written Language-2 (TOWL-2); Woodcock Reading Mastery Test Revised or the Stanford Diagnostic Math Test.* (Wide Range Achievement Test Revised is **NOT** a comprehensive measure of achievement and therefore is not suitable).
 - **Information Processing.** Specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual perception processing, processing speed) must be assessed. Use of subtests from the WAIS-III or the *Woodcock-Johnson Tests of Cognitive Ability* and the *Bender-Gestalt* acceptable
 - **Behavior Rating Scales/Tests of Attention.** *Conners, Bradley, etc...*
2. A specific diagnosis, including level of severity.
3. The specific findings in support of this diagnosis, including relevant social and educational history, tests administered, test results/scores, and a full interpretation of those test results.
4. A description of the functional limitations the student is likely to experience in a collegiate academic environment that are directly related to the stated diagnosis.
5. Specific recommendations for academic accommodations for the curriculum and/or testing, including an explanation of why these specific accommodations are needed. This explanation must relate to the impact of the student's particular disability on his/her functioning.
6. The evaluator's name address, telephone, and professional credentials relevant to the diagnosis.
7. The documentation must be on evaluator's letterhead, typed, dated, and signed.

The cost and responsibility for providing this professional evaluation shall be borne by the student.

The Disability Services Coordinator is available to consult with diagnosticians regarding any of these guidelines.