



DISABILITY SERVICES  
Parkhouse Hall  
215.641.6575  
[disabilities@mc3.edu](mailto:disabilities@mc3.edu)

### Attention Deficit Hyperactivity Disorder (all subtypes) Documentation Guidelines

Submission of documentation is not the same as the request for services. The request for reasonable accommodations must be initiated by the student once he/she is confirmed at the College. The student must schedule and participate in an Intake appointment with Disability Services so that support services and reasonable accommodations can be discussed in an interactive process. Documentation will be reviewed by Disability Services prior to the appointment. Disability Services is responsible for the determination of reasonable accommodations.

- Documentation must be submitted by a psychologist, psychiatrist, or a physician *trained and experienced in the differential diagnosis of ADHD in adults* (including young adults) .
- The professional completing the form is not a family member of the student or someone who has a personal or business relationship with the student.
- Documentation should include the names, titles, professional credentials, license number, addresses, and phone numbers of the evaluators as well as the date of the report.

Please provide a clear statement of the disability, including the DSM-V diagnosis and a summary of present symptoms.

1. Documentation for eligibility should address the current functional impact(s) of the condition in the educational setting; (the age of effective documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;
3. Medical information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
4. Suggestions for reasonable accommodations that might be appropriate at the postsecondary level are welcome. **Each recommendation should be supported by the diagnosis and clearly linked to the current impact of a functional limitation of the student's disability.** Disability Services will make the final determinations regarding appropriate accommodations.

Disability documentation is confidential and should be submitted only to Disability Services.

*Disability Services maintains disability files and diagnostic testing information for seven years after the student either graduates, transfers, or leaves the College. After that time, the confidential files are destroyed. If a student does not attend the College but has submitted documentation, the files will be destroyed after two years. Consequently, the student should maintain his/her own copy of the diagnostic information.*



**Attention Deficit Hyperactivity Disorder (all subtypes) Verification Form**

**TO BE COMPLETED BY PSYCHIATRIST / PSYCHOLOGIST / OR OTHER QUALIFIED DIAGNOSTICIAN\***

*(\*as specified in College Guidelines, see previous page)*

The American with Disabilities Act (ADA; 1990; as amended, 2008) and Section 504 of the Rehabilitation Act of 1973 ensure the accessibility and availability of higher education for all qualified persons. Disability Services has the responsibility of implementing provisions of the ADA for persons with **Attention Deficit Hyperactivity Disorder (ADHD)**. A disability is defined by the ADA as "...a physical or mental impairment which substantially limits one or more major life activities. . ." These are significant, ongoing conditions of more than 6 mos. duration rather than temporary or situational difficulties.

Disability Services assists students with disabilities by:

- 1) Establishing eligibility for accommodations
- 2) Identifying and overseeing the provision of reasonable accommodations.

Disability Services does not perform evaluations for students with ADHD and the responsibility to pay for such evaluations is that of the student.

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**STUDENT, PLEASE COMPLETE THE SECTION BELOW:**

**Student's name** \_\_\_\_\_ **Student's Date of Birth** \_\_\_\_\_

I \_\_\_\_\_ **give permission for the release of information to**  
(Signature of student)

**Disability Services for the purpose of determining academic accommodations.**

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*PROFESSIONAL, PLEASE COMPLETE ALL ITEMS BELOW:*

1. DSM Diagnosis(include subtype): \_\_\_\_\_
2. Level of Severity: (circle one)                      Mild                      Moderate                      Severe
3. Date of Diagnosis: \_\_\_\_\_
4. How long have you been treating this student? \_\_\_\_\_
5. Last contact with student: \_\_\_\_\_
6. What procedures and psychometric instruments were used to assess/diagnose ADHD? (Please attach diagnostic report if available) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Describe symptoms that meet criteria for this diagnosis and approximate date(s) of onset:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Check all relevant functional limitations are substantially limited.

\_\_\_\_ Working \_\_\_\_ Sleeping \_\_\_\_ Caring for self \_\_\_\_ Interacting with others  
\_\_\_\_ Learning \_\_\_\_ Memory \_\_\_\_ Concentration  
\_\_\_\_ Other(s) please explain \_\_\_\_\_

9. Please describe this how each functional limitation will affect the individual’s ability to participate fully in the post-secondary environment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Have you any recommendations regarding accommodations to equalize this student’s educational opportunities at the post-secondary level? Each recommended accommodation must include description of a clear nexus to one or more functional impairments. (Disability Services will make the final determinations regarding appropriate accommodations.)**  
\_\_\_\_\_  
\_\_\_\_\_

10. Is this student currently on medication that may impact his or her performance in the educational setting?

11. Yes \_\_\_\_ No \_\_\_\_ If yes, please explain \_\_\_\_\_  
\_\_\_\_\_

12. Other comments. \_\_\_\_\_  
\_\_\_\_\_

13. Please attach any other information relevant to this student’s social and academic adjustment at the College  
\_\_\_\_\_

**Please note that Disability Services will make all final determinations of reasonable accommodations.**

Signature of diagnostic practitioner \_\_\_\_\_ Date \_\_\_\_\_

Type of License \_\_\_\_\_ State of License and No. \_\_\_\_\_

Print name and title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Please return this form and relevant supporting materials to Disability Services via our electronic Secured File Transfer (mc3.edu/disabilities) or by fax. Faxed materials should include a cover page with “Attn: Disability Services” and “Confidential.”**

**Blue Bell Campus:**  
Disability Services  
Parkhouse Hall  
340 DeKalb Pike  
Blue Bell, PA 19422  
(215) 641-6575  
(215) 619-7174 FAX  
[disabilities@mc3.edu](mailto:disabilities@mc3.edu)

**Pottstown Campus:**  
Coordinator of Disability Services  
South Hall 147  
101 College Drive  
Pottstown, PA 19464  
(610) 718-1853  
(215) 619-7174 FAX  
[westdisab@mc3.edu](mailto:westdisab@mc3.edu)