



**AMERICAN UNIVERSITY**  
W A S H I N G T O N , D C

**ACADEMIC SUPPORT AND ACCESS CENTER**

**DOCUMENTATION GUIDELINES FOR REQUESTING  
DISABILITY-RELATED ACCOMMODATIONS  
Attention Deficit Hyperactivity Disorder**

The Academic Support and Access Center (ASAC) provides reasonable accommodations to students with documented disabilities to ensure equal access to educational programs and services at American University (AU) in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 as amended by the Americans with Disabilities Act Amendments Act of 2008. Under the law, a disability is defined as an impairment that substantially limits one or more major life functions. To request accommodations, students must register with the ASAC, which includes providing clinical documentation that meets the guidelines below.

To verify the disability and its severity, and to determine appropriate accommodations, the ASAC reviews clinical documentation, the student's self-report, and the program requirements for which the student is enrolled. All documentation is reviewed on a case-by-case basis, and accommodations are determined through an interactive process. Submitting evidence of a diagnosis alone may not meet the standard of a disabling condition or be sufficient to warrant accommodations. All accommodation recommendations must be logically related to the student's functional limitations based on evidence from the clinical evaluation.

Students may submit their Individualized Educational Program (IEP), 504 plans, and/or history of services that were previously received as supplemental information; however, these documents alone are not adequate forms of documentation.

**Professionals Who Can Provide Clinical Documentation**

- Professionals with comprehensive training and experience in the relevant specialty and hold appropriate licensure and/or certification. Appropriately qualified professionals typically include psychologist, neuropsychologist, school psychologist, and neurologist.
- The provider must be familiar with the history and functional limitations of the student's condition and provide detailed information about the substantial nature and level of the impairment as well as the impairment's impact on major life functions.
- The documentation provided cannot be from a family member or someone with a personal relationship with the student or student's family.

**Recency of Documentation**

- Documentation must reflect the status of the student's current functional limitations

- Typically, objective measure evaluations must be within the last five years and assessed using adult norms.

The nature of the diagnosis will inform the ASAC’s decision to request updated documentation throughout the student’s enrollment at AU. ASAC reserves the right to request updated documentation and/or additional documentation to support specific accommodations.

**Documentation Guidelines**

Documentation must be in English, typed on official letterhead, dated and signed with the credentials of the professional providing documentation. Documentation must also include:

- Date of onset, subtype, including present symptoms and their severity
- Measures used to determine diagnosis (including any relevant objective measure results)
  - The clinician must provide evidence that this diagnosis does not rely solely on self-report in establishing developmental history, current symptoms, and evidence of clinically significant impairment
- Description of the student’s presenting impairment and its substantial impact on major life functions in an educational setting
- A description of any history that is relevant to the student’s current functioning
- Description of both current and relevant past treatment plans, including any relevant medications and their effects
- Rationale for recommended accommodation(s) that is logically related to functional limitation(s), based on evidence from the clinical evaluation
- Duration the student has been under the clinician’s care and date of last contact

If the documentation submitted does not contain sufficient information to determine appropriate accommodations, the student will be contacted.

**Functional Impact Form**

Student Name: \_\_\_\_\_ AU #: \_\_\_\_\_ DOB: \_\_\_\_\_

Provider Name: \_\_\_\_\_ Title: \_\_\_\_\_

Credentials: \_\_\_\_\_ License # \_\_\_\_\_

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

Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

1. Diagnosis: \_\_\_\_\_ Subtype: \_\_\_\_\_

Date diagnosed: \_\_\_\_\_ Last contact: \_\_\_\_\_

Duration of time student has been under the clinician's care: \_\_\_\_\_

- 2. Provide detailed information regarding the student's diagnosis and subtype, including present symptoms and severity, as well as the symptoms substantial impact on major life functions in an educational environment.

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- 3. Measures used to determine diagnosis (attach any relevant objective measure results).

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- 4. Describe any history that is relevant to the student's current functioning.

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- 5. Describe both current and relevant past treatment plans, including any relevant medications and their effects.

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