



OFFICE OF THE DEAN OF STUDENTS
STUDENT DISABILITY RESOURCE CENTER

Guidelines for documentation related to Learning Disorders and AD(H)D

This guidance has been updated to adhere to the Americans with Disabilities Act Amendment Act of 2008.

The Americans with Disabilities Act, or ADA, defines a person with a disability as “a person who has a physical or mental impairment that substantially limits one or more major life activities.”

<https://adata.org/faq/what-definition-disability-under-ada>

What do you need to submit to the Student Disability Resource Center?

Documentation from a current treating physician that is submitted in a non-editable document (no Word Documents), on letterhead, which is signed and dated, that states a diagnosis/diagnoses, and that provides support for the diagnosis and how it meets the definition of a person with a disability under the ADA.

For additional documentation guidance, please see below:

- Should include the summary of a comprehensive interview that includes diagnosis
- Should include a detailed description of the disability, including a DSM code
- Comprehensive assessment of aptitude, attention, and academic achievement should include but not limited to:
 - WAIS-III
 - WJ Tests of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence test
 - Stanford-Binet Intelligence Scale
 - Wechsler Individual Achievement Test
 - Stanford Test of Academic Skills
 - Scholastic Abilities Test for Adults
 - Wender Utah Rating Scale
 - Brown Attention-Activation Disorder Scale
 - Beck Anxiety Inventor
 - Connors Parent/ Teacher Rating Scale
- Letter from MD/Treating Medical Provider listing any prescribed medications for ADD/ADHD and the specific symptoms they help to control
- Detailed description of how this impairment significantly limits a major life activity in an academic setting
- The evaluator should include any recommendations he/she has for appropriate accommodations for the student's specific learning deficits within the context of the university environment

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