

# ADHD/Learning Disabilities Documentation Guidelines Checklist

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

## Current and Relevant

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Reflect current impact of disabilities

Based on adult-level learning and take into account academic demand of higher ed, particularly law school

## Credentials of the Evaluator(s)

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Match between provider credentials and diagnosis

Printed on letterhead with training credentials

No personal relationship with provider outside of treatment

## Documents:

## Psychoeducational Assessment Comprehensive Evaluation Report

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Also known as a PACER, this report must include the following sections below:

### Diagnostic Interview

A detailed account of the individual's developmental, medical, family, social, and educational history

### Objective Evidence of Impairment

Clear and objective, must be obtained through reliable and valid standardized assessments appropriate to general adults

Self assessments are not sufficient as sole documentation

### Diagnostic Interpretation

Integrates assessment data, background history, and observations made during evaluation process

Should include the inclusion or ruling out of possible coexisting conditions

### Diagnostic Statement

Results from empirically validated rating scales that address the severity of impact of symptoms

For ADHD - Clearly indicate subtype: predominantly inattentive, predominantly hyperactive-impulsive, combined type, or other

For Learning Disabilities - statement that avoids nonspecific terms such as "learning differences" or "learning styles"

### Rational for Accommodations

Clear rational for each requested accommodation based on diagnostic information presented background history, test scores, documented observations, etc

## Notes: