



Documentation Guidelines for Attention Deficit Disorder (ADD)

Lesley University is committed to the full participation of all students in its programs. In addition to this long-standing Lesley philosophy, students with disabilities have specific legal rights. Section 504 of the Rehabilitation Act of 1974 (Section 504) and the Americans with Disabilities Act (ADA) Amendments Act of 2008 are civil rights laws enacted to protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. The provisions of both laws apply to Lesley. The following is a summary of Lesley's policy and procedures for students with disabilities seeking services under Section 504 and the ADA Amendments Act.

An essential component of both laws is the right of otherwise qualified individuals to reasonable accommodation. Documentation serves as the foundation that explains and legitimizes a student's request for appropriate accommodations in the post-secondary setting. The process for obtaining a reasonable accommodation or support services is an interactive one with the student initiating the process in a meeting with the appropriate disability provider. Self-identification or submission of documentation alone does not activate the process.

An appropriate documentation report for ADD provides DSM-IV-TR or DSM-5 criteria, currently met, for a specific diagnosis of ADD by a qualified professional. Such professionals include: psychologists, neurophysiologists, psychiatrists, and other relevantly trained medical doctors, provided that they have experience in the assessment of ADD with adolescents and adults.

Documentation based on clinical observations and sound diagnostic judgment must include a statement of presenting problem(s); evidence of early onset impairment and persisting dysfunction over the course of development; testing that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects major life activity such as learning, concentration, or thinking; current functional limitations pertaining to an educational setting that is presumably a direct result of problems with attention; a report summary and detailed rationales for accommodations using evidence from the evaluation. The evaluator must investigate and discuss the possibility of dual diagnoses and should rule out alternative diagnoses.

Medications and any side effects that may hinder/assist the student's ability to process information and otherwise function in an academic environment should be included and discussed.

Each semester accommodations are put in letter form by the disability provider in collaboration with the student. The student presents the letters to professors for each course in which s/he is requesting accommodation.

In most cases, this means that a diagnostic evaluation must have been completed within the past three years. If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, procedures for updating documentation will be arranged on a case by case basis.

Documentation and questions should be directed to:
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