



Documentation Guidelines for Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD)

Students with disabilities may qualify for reasonable accommodation pursuant to the Americans with Disabilities Act as amended (ADAA) and Section 504 of the Rehabilitation Act. To qualify for such consideration, students need to establish that they have a physical or mental impairment that substantially limits one or more major life activities in comparison to most people in the general population.

Documentation is used to establish disability status and to assist the Accessibility Services Office (ASO) in determining necessary and appropriate reasonable accommodations and modifications in your course(s) or program.

We obtain information from three sources:

1. A qualified licensed clinician
2. Your experiences with the condition through the intake form and a welcome meeting
3. Our professional judgement and knowledge of our educational environment

For learners diagnosed with learning disabilities or Attention Deficit Hyperactivity Disorder (ADHD), clinical documentation can be obtained in three ways, either through a neuropsychological evaluation/ psycho educational evaluation, a letter from a current, licensed, treating clinician that contains the information listed below, or, through the completion of a Provider Verification form. The Provider Verification form must be completed by the treating clinician and be fully completed for this to serve as documentation.

Documentation is provided by a clinician qualified to diagnose in the appropriate area of specialization. (Use of diagnostic terminology indicating a specific disorder by someone whose training and experience are not in relevant fields is inappropriate. It is not appropriate for professionals to evaluate members of their own families.) All reports must be on letterhead, typed, signed, dated, and preferably in English.



Documentation is comprehensive and includes:

1. A Psycho-educational or Neuropsychological evaluation completed within the past five - seven years that uses measures of aptitude and achievement. (Typically, the condition and symptoms thereof have been present since childhood. IEP and 504 Plans alone, although helpful, are not sufficient documentation.) The Division of Continuing Education does not require specific tests, rather your clinician determines the appropriate measures based on the Clinical Interview and consultation process. We do require adult-based measures of achievement and aptitude for all students who are over 18 years of age.
2. A statement of the presenting problem and appropriate diagnosis with alternative diagnoses ruled out. (Diagnosis must conform to current versions DSM, or ICD.)
3. Developmental history of the condition including the level of severity.
4. A description of the functional limitations resulting from the condition (Please include any available test results or diagnostic interview findings if available.)
5. A description of assistive devices, therapies and their effectiveness, and medications including any adverse side effects that impact your academic work.
6. Recommendations for accommodations that the clinician believes are *necessary* and would positively improve each functional impact of the condition in an educational environment.

We encourage you to provide us with your documentation prior to your Welcome Meeting so that we can be efficient in our response to your requests.

If the evaluation uses adult based measures and is outdated, an accompanying letter by a treating clinician with the outdated evaluation will be considered if the clinician is able to verify the level of current impact by the condition and makes recommendations of accommodations appropriate to the functional impact of the condition.

Documentation that does not meet these guidelines will be evaluated on a case-by-case basis. Please contact the ASO at Harvard University Division of Continuing Education at (617) 998-9640 with any questions.