



ATTENTION-DEFICIT/ HYPERACTIVITY DISORDER (ADHD)

Documentation Guidelines for Evaluators

For GED Testing Service® Test Accommodations (Reasonable Adjustments)

Introduction

GED Testing Service is committed to ensuring access to the test for all individuals with disabilities. GED Testing Service provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need for accommodations.

Purpose of Accommodations

The following technical information is provided for the evaluators who prepare documentation for candidates as part of their request for test accommodations. Candidates requesting test accommodations are asked to share these guidelines with their evaluator so that appropriate documentation can be assembled to support the request for test accommodations.

Requests for test accommodations are inherently individualized and need to be considered on a case-by-case basis. Consequently, no single type of accommodation (i.e., extra time) would necessarily be appropriate for all individuals with disabilities, or even with the same diagnosis or disability. Moreover, simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person needs or is automatically entitled to accommodations.

The purpose of accommodations is to ensure that candidates can take the test in an accessible manner. However, accommodations are not a guarantee of improved performance or test completion.

Recommended accommodations should be related to the identified *functional limitations* that the specific candidate experiences due to the diagnosed disability so that the impairment is mitigated by the requested auxiliary aid or adjustment to the testing format. For example, a functional limitation associated with ADHD might be distractibility. An appropriate accommodation might be testing in a separate room.

In all events, it is essential that the documentation provide a clear explanation of the current functional limitation(s) and a rationale for the requested accommodation.

Detailed Documentation Requirements

Candidates who are requesting accommodations based on a diagnosis of ADHD are generally expected to provide current documentation of their condition, which may include a current, comprehensive medical or psychoeducational evaluation report. The diagnosis of ADHD and recommended accommodations should be based on consideration of the examinee's relevant history, levels of current functioning, clinical judgment, and optionally, objective test results.

Note that meeting diagnostic criteria for a particular disorder does not necessarily mean that the individual will be found to be *disabled* for the purpose of needing or being eligible to receive testing accommodations.

The evaluation should:

1. Be performed by a qualified evaluator (see Note #1 below)
2. Be current (< 5 years; see Note #2 below)

The detailed letter or report should:

1. Include identifying information:
 - a. The first page of the detailed letter or report should be printed on the evaluator's letterhead, and should provide relevant identifying information, including the examinee's name, date of birth, the examination dates, age at the time of testing, and grade and school (if applicable).
 - b. The last page of the report should be signed by the evaluator.
2. Include a comprehensive history:
 - a. age that symptoms of ADHD first appeared
 - b. educational history
 - c. psychosocial history
 - d. relevant medical history
 - e. history of the condition
 - f. history of intervention attempts and results
 - g. history of the *impact* of the condition
 - h. summary of psychoeducational test results (if any)
3. Include information about the current impact of the disorder on academic performance, employment (if relevant), and other relevant activities.
4. Include a diagnosis for ADHD using globally recognized standards (e.g., DSM, ICD):
 - a. In order to be diagnosed with ADHD, there should be evidence of symptoms that led to substantial impairment prior to the age of 12.
 - b. In order to be diagnosed with ADHD, there should be evidence of current impairment in **two or more life settings** (academic, social, vocational). The evaluator's documentation should provide evidence of significant current impairment in two or more life settings.
 - c. In order to be diagnosed with ADHD, there should be evidence that the symptoms attributed to ADHD cannot be better accounted for by another disorder or other explanation.
 - d. The evaluator's documentation should include discussion of how the diagnostic criteria for ADHD have been met.
5. Include specific recommendations for accommodations relating to the candidate's functional limitations (e.g., "Breaks").
6. Include a specific rationale for each recommended accommodation.

NOTES:

1. A qualified professional should evaluate the person who is requesting accommodations. In general, an individual is deemed to be qualified to assess an individual for ADHD if s/he has had extensive graduate-level training in the area of psychiatric or psychological assessment of adults, and is appropriately credentialed. In most cases, the evaluator should have a M.D., Ph.D., or Psy.D. degree. The name, title, and professional credentials of the evaluator should be clearly stated in the documentation. GEDTS® reserves the right to request evidence from an evaluator of their professional qualifications. Formal assessment by family members, even if otherwise qualified, will not be accepted.

If a graduate-trainee is conducting some or all of the evaluation, for example as part of a university-based assessment practicum, this fact should be noted whenever possible. We will consider the results if both the clinician and the faculty supervisor sign the written report. GEDTS reserves the right to contact the faculty supervisor and/or the graduate trainee/clinician to inquire about the level of supervision during the assessment or in connection with any diagnosis that has been made or accommodations that have been recommended.

2. Currency: Because the provision of reasonable accommodations is based on assessment of the *current impact* and *current functional limitations* caused by the applicant's disability, GED Testing Service® requires current documentation. **The documentation provided should be no older than five (5) years prior to the anticipated test date.**

NOTE: In situations where an individual has two or more disorders, such as Attention-Deficit/Hyperactivity Disorder (ADHD) and a learning disability, the diagnostic report should clearly describe the unique impact of each disorder, and documentation guidelines should be addressed for each disorder.