



# Georgia Board of Regents Criteria for Accepting Outside Evaluations Documenting ADHD

## Access Office

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Date		
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The Regents Centers for Learning Disorders of the University System of Georgia require that the following criteria, consistent with the DSM-IV, be met in documenting ADHD in adults. DSM-IV criteria are meant to be used by individuals with appropriate clinical training and experience in diagnosis. Criteria should not be applied mechanically by untrained individuals but should be summarized in a cohesive report supporting the diagnosis. Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his/her success.

If you prefer to use this form rather than a narrative report, please indicate how each criterion is applicable to this student. **You must attach copies or summaries of the specific questionnaires, measures, or clinical data used to establish each criterion, and include your signature.**

STUDENT'S NAME: \_\_\_\_\_

STUDENT'S ID NUMBER \_\_\_\_\_

### 1. Reported history of symptoms of ADHD by the age of seven corroborated by an independent source.

Possible data sources: Clinical interview, past psychological evaluations, parent report, teacher report, behavior rating scale completed by parent.

Actual data provided: \_\_\_\_\_

### 2. Self-report of six or more current symptoms from the DSM-IV criteria for ADHD.

Possible data sources: Clinical interview, behavior rating scale.

Actual data provided: \_\_\_\_\_

### 3. Documentation of both childhood and current adult behavior on rating scale of ADHD symptoms that have appropriate age norms.

Possible data sources: Norm based behavior rating scales.

Actual data provided\*:

\*Attach copies of questionnaires

### 4. Corroboration of current ADHD symptoms across multiple setting by two independent observers with knowledge of the student's functioning (e.g., spouse, teacher, supervisor, co-worker, and/or clinician observations).

Possible data sources: Significant other interview (in person or by phone), behavior rating scale completed by significant other, classroom observations, clinician observations.

Actual data provided: \_\_\_\_\_

**5. Clear evidence of interference with developmentally appropriate academic or social functioning.**

Actual data provided: \_\_\_\_\_

**6. Schizophrenia, borderline personality disorder, autism or mental retardation are not the primary disability, nor are mood disorder, anxiety disorder, or substance abuse the primary cause of reported ADHD symptoms. Assessment of these differential diagnoses must be documented.**

Possible data sources: Clinical interview, self report checklists of psychiatric symptoms, personality assessment measures.

Actual data provided: \_\_\_\_\_

**7. Assessment on which documentation is based must have been completed no more than three years prior to the student's application for academic assistance, or must have been completed as an adult (18 years).**

Date of assessment: \_\_\_\_\_

Current medication(s): \_\_\_\_\_

Additional information: \_\_\_\_\_

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\_\_\_\_\_  
NAME

\_\_\_\_\_  
ADDRESS

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OFFICE PHONE

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DATE