AD/HD Verification Form

The Office of Disability Services (ODS) at each institution provides academic services and accommodations for students with diagnosed disabilities. The documentation provided regarding the disability diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, as amended (ADAAA). The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Attention-Deficit/Hyperactivity Disorder (AD/HD) is one such disability. In order for a student to be considered eligible to receive academic accommodations, the documentation must also show functional limitations that impact the individual in the academic setting.

The Board of Regents (BOR) for the University System of Georgia (USG) requires current and comprehensive documentation of AD/HD in order to determine appropriate services and accommodations. The outline below has been developed to assist the student in working with the treating or diagnosing healthcare professional(s) in obtaining the specific information necessary to evaluate eligibility for academic accommodations.

A. The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so. These persons are generally licensed psychologists or members of a medical specialty.

B. All parts of the form must be completed as thoroughly as possible. Inadequate information, incomplete answers and/or illegible handwriting will delay the eligibility review process by necessitating follow up contact for clarification.

C. The healthcare provider should attach any reports which provide additional related information (e.g., psycho-educational testing, neuropsychological test results, etc.). If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of this form. Please do not provide case notes or rating scales without a narrative that explains the results.

D. After completing this form, sign it, complete the Healthcare Provider Information section on the last page and return it to the student, who will give it to the Disability Services Provider at her/his institution. The information you provide will not become part of the student’s educational records, but it will be kept in the student’s file in the ODS, where it will remain confidential. This form may be released to the student at his/her request. In addition to the requested information, please attach any other information you think would be relevant to the student’s academic adjustment. If you have questions regarding this form, please call the Regents Center for Learning Disorders at Georgia Southern University at 912-478-0100. Thank you for your assistance.

Updated August 2020
To review USG BOR policies regarding students with disabilities and documentation guidelines, please see the following website:


If you have questions about how to respond to any request for diagnostic information on this form, please contact the Director of the Regents Center for Learning Disorders:

Regents Center for Learning Disorders  
Georgia Southern University  
**Dr. George Shaver, Director**  
(912) 478-0100
STUDENT INFORMATION
(Student should complete this section)
(Please print legibly or type)

Name (Last, First, Middle): ______________________________________________________

Date of Birth: __________ Institution: ____________________________________________

Status (check one): ☐ current student ☐ transfer student ☐ prospective student

Local phone: (______)-_______-_________ Cell phone: (______)-_______-_________

Address: ____________________________________________________________

_______________________ ____________________________
(street, city, state and zip code)

E-mail address: __________________________________________________________

DIAGNOSTIC INFORMATION
(To be completed by Healthcare Provider: please print legibly or type)

Please provide responses to the following items by typing or writing in a legible fashion. Illegible forms will delay the documentation review process for the student.

1. DSM-5 diagnosis:
   ☐ 314.00 Predominantly inattentive presentation
   ☐ 314.01 Predominantly hyperactive/impulsive presentation
   ☐ 314.01 Combined presentation
   ☐ 314.01 Other Specified
   ☐ Diagnostician may report diagnosis using appropriate ICD code: ____________

2. State the following:
   a. date of first contact with student: ________________________________
   b. date of diagnosis: ________________________________
   c. date of last contact with student: ________________________________
   d. comorbid conditions/differential diagnosis: __________________________
3. **Student’s History**

   a. **AD/HD History**: Evidence of inattention and/or hyperactivity during childhood and presence of symptoms prior to age twelve. Provide information supporting the diagnosis obtained from the student/parents/and teachers. Indicate the ADHD symptoms that were present during early school years (e.g. daydreamer, spoke out of turn, unable to sit still, difficulty following directions, etc.)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   
   b. **Medical History**: Provide relevant medical history. Is the student currently taking medication for AD/HD? Are they experiencing any side effects with this medication?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. **Student’s Current Specific Symptoms**

   Please check all ADHD symptoms listed in the DSM-IV that the student currently exhibits:

   **Inattention:**
   - [ ] often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities
   - [ ] often has difficulty sustaining attention in tasks or play activities
   - [ ] often does not seem to listen when spoken to directly
   - [ ] often does not follow through on instructions and details to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
   - [ ] often has difficulty organizing tasks and activities
   - [ ] often avoids, dislikes, or is reluctant to engage in tasks (such as schoolwork or homework) that require sustained mental effort
   - [ ] Often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, tools, etc.)
   - [ ] is often easily distracted by extraneous stimuli
   - [ ] often forgetful in daily activities
Hyperactivity:
- often fidgets with hands or feet or squirms in seat
- often leaves (or greatly feels the need to leave) seat in classroom or in other situations in which remaining seated is expected
- often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- often unable to play or engage in leisure activities quietly
- is often “on the go” or often acts as if “driven by a motor”
- often talks excessively

Impulsivity:
- often blurts out answers before questions have been completed
- often has difficulty awaiting turn
- often interrupts or intrudes on others (e.g. butts into conversations or games)

5. State the student’s functional limitations based on the AD/HD diagnosis, specifically in a classroom or educational setting.

________________________________________________________________________

________________________________________________________________________

6. State specific recommendations regarding academic accommodations for this student, and a rationale as to why these accommodations/services are warranted based upon the student’s functional limitations. Indicate why the accommodations are necessary (e.g. if a note taker is suggested, state the reasons for this request related to the student’s diagnosis).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Please document impairment across at least two settings by independent observers (e.g., parent report, teacher report, clinician observation, etc.).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. Please document retrospective childhood and current adult behavior using rating scales with appropriate norms.  *(Please attach copies of completed forms.)*

HEALTHCARE PROVIDER INFORMATION
(Please sign & date below and fill in all other fields completely using PRINT or TYPE)

Provider Signature: ____________________________  Date: ________________

Provider Name (Print): ________________________________________________

Title: _______________________________________________________________

License or Certification #: _____________________________________________

Address: _____________________________________________________________

_____________________________________________________________________

Phone Number: (______) _______ _______

FAX Number: (______) _______ _______