Attention Deficit Hyperactivity Disorder (ADHD) Documentation Guidelines for Service Eligibility and Determination

Binghamton University is required by Section 504 of the Rehabilitation Act and the ADA to provide effective accommodations, auxiliary aids and services for qualified students with documented disabilities. The purpose of these services is to provide equitable access to all aspects of the University's programs. Federal law defines a disability as “a physical or mental impairment that substantially limits one or more major life activity.” A diagnosis alone does not necessarily constitute a disability. The degree of impairment must be significant enough to substantially limit one or more major life activities.

Required Documentation:

A comprehensive diagnostic report including psychoeducational or neuropsychological test results within the last 3-5 years. This information is essential in determining the functional impact of the impairment in an academic setting.

Psychoeducational or neuropsychological assessments* should include:

- Standardized cognitive assessment such as the WJ-IV Cog, WAIS-IV, SB-5, etc
- Standardized achievement assessment such as the WJ-IV Ach, WIAT-III, KTEA-3, etc
- May also include assessments of memory, attention and/or executive functioning

*If these assessments are not available, students should speak directly with Services for Students with Disability staff to determine the appropriate next step.

These standards of acceptable documentation are designed to provide the staff of Services for Students with Disabilities with meaningful insights into the strengths, weaknesses, and disability-related needs of the students who seek our assistance. They have been developed in line with the professional practice of post-secondary education.