



ACCESSIBILITY SERVICES OFFICE
HARVARD UNIVERSITY DIVISION OF CONTINUING EDUCATION
Harvard Extension School * Harvard Summer School
51 Brattle Street, Cambridge, Massachusetts 02138 – 3722
(Phone) (617) 998-9640 * (Fax) (617) 410-4069 * accessibility@extension.harvard.edu

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

Students with disabilities may qualify for reasonable accommodation pursuant to the Americans with Disabilities Act (ADA) and 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.

Reasonable accommodations and modifications are designed to help reduce the barriers created by the interaction of your condition with the educational environment to enable you to enjoy equal access to the programs, activities and services Harvard University makes available. 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 documentation from three sources, (1) a qualified licensed clinician, (2) your experiences with the condition, (3) and our professional judgement and knowledge of our educational environment. We encourage you to provide us your documentation prior to your Welcome meeting so that we can be efficient in our response to your requests.

For learners diagnosed with learning disabilities or Attention Deficit Hyperactivity Disorder (ADHD), clinical documentation can be obtained in two ways, either through a letter from a current, licensed, treating clinician that contains the information listed below, or, through the completion of a Physician Certification form for LD/ADHD ([add link.](#)) The Provider Certification form for LD/ADHD must be completed by the treating clinician and be fully completed in order for this to serve as documentation.

The documentation guidelines are designed to assist you and your clinician in preparing documentation necessary to substantiate your needs for accommodations. Please forward documentation that meets these guidelines to ASO in the Division of Continuing Education at Harvard University.

➤ **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 otherwise legible. We do not accept documentation from email addresses that are not related to an institution.)



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- **Documentation is based on a current evaluation conducted within the past five-seven years using adult-based measures. ***
(Typically, the condition and symptoms thereof have been present since childhood. IEP and 504 Plans alone, although helpful, are not sufficient documentation.)

- **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**
 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 current treatments, assistive devices, medications, and therapies and their effectiveness, including any adverse effects.
 6. Recommendations for accommodations that the clinician believes are *necessary* and would positively improve each functional impact of the condition in an educational environment.

*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.

** 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 16 years old.

This document reflects guidelines. Please contact ASO at Harvard University Division of Continuing Education at (617) 998-9640 if you have any questions, would like further information or believe that the documentation you have is sufficient. An enlarged print version of these guidelines is available upon request.