

Attention Deficit/Hyperactivity Disorder (AD/HD) Evaluation Packet

**Disability Resource Center (DRC)
University of Florida**

This packet contains the following documents:

- **AD/HD Evaluation Process - Overview**
- **Local AD/HD Evaluator List**
- **AD/HD Documentation Guidelines**

AD/HD Evaluation Process - Overview

Disability Resource Center University of Florida

The decision and process for seeking an evaluation for Attention Deficit/Hyperactivity Disorder (AD/HD) may be complex. The following information is provided to assist you in seeking an evaluation.

Step 1. ***Select an evaluator.*** A list of potential evaluators is included in this packet (**see Local AD/HD Evaluator List**). You may want to consider the following information as you search for the evaluator that will best meet your needs:

- a. Explain that you are a student who needs to be evaluated for possible Attention Deficit/Hyperactivity Disorder.
- b. Verify that he/she is credentialed to conduct AD/HD evaluations. The following practitioners are typically qualified to conduct AD/HD evaluations: licensed psychologists, school psychologists, Ph. D. psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. You may want to familiarize yourself with the DRC's documentation guidelines (**see AD/HD Documentation Guidelines**). It is recommended that you provide your evaluator with a copy of the documentation guidelines to assist him/her in completing an appropriate and relevant evaluation.
- c. Inquire if they accept insurance.
- d. Inquire about the cost of an evaluation and what is included. The cost of an evaluation in the Gainesville area ranges from \$300 - \$2,500.
- e. Inquire if they offer a sliding fee scale, a payment plan, or have other possible funding sources.
- f. Inquire about the length of time it will take to get an appointment.
- g. Inquire about the length of time involved to complete the evaluation process.
- h. Inquire if the evaluator will review the results (report) with you in person.
- i. Inquire if they offer any follow-up or ongoing support or additional consultation, if appropriate, and what the cost is.

Step 2. ***Schedule and attend your appointment(s).***

Step 3. ***Schedule and attend your evaluation (report) review appointment.***

Step 4. ***Bring your evaluation results (report) to the DRC for consideration of academic accommodations.***

Local AD/HD Evaluator List

The following list is not intended to be an exhaustive list of evaluators in the local area. The Disability Resource Center at the University of Florida does not endorse any of the agencies or individuals listed below, nor does the DRC guarantee that the agencies or individuals listed below will conduct an evaluation and provide documentation that meets the DRC's or another agency's (e.g. ETS, AAMC, GMAC) documentation guidelines. Therefore, it is the student's responsibility to ensure that the evaluator is aware of the respective documentation guidelines and secures documentation meeting those guidelines. It is the student's responsibility to pay for any costs. The DRC and other agencies reserve the right to ask for additional documentation to support a student's request for accommodations/services.

Achieve

Karen Arnold, Ed.S., NCSP

Licensed School Psychologist
11536 NW 16th Place
Gainesville, FL
352-214-0201

Kathrin Brantley, Ph.D.

Linnea Lindholm, Ph.D.

Licensed School Psychologists
4101 NW 37th Place, Suite A
Gainesville, FL
352.372.8000

Carolyn Fouts, Ph.D., LMHC

Licensed School Psychologist
2631 NW 41st Street
Gainesville, FL
352.378.2147

Kim Kazimour, Ph.D.

Licensed School Psychologist
4040 Newberry Road, Suite 1350
Gainesville, FL
352.335.2945

Schiavoni and Associates

Lisa Schiavoni, Ph.D.

Licensed School Psychologist
11 NW 33rd Court
Gainesville, FL
352.374.7155

UF Psychology Clinic

Shands Hospital G-901
University of Florida
Gainesville, FL
352-265-0294

Pamela Vetro, Ph.D.

Licensed School Psychologist
1605 NW 16th Ave.
Gainesville, FL
352-374-2022

The Education Center

William Beaty, Ph.D.

Licensed School Psychologist
310 NW 76th Drive, Suite A
Gainesville, FL
352-331-5520

Clinical Psychology Assoc. of North Central FL

Ernest Bordini, Ph.D.

Licensed Psychologist
2121 NW 40th Terrace, Suite B
Gainesville, FL
352-336-2888

Kathy Funke, Ph.D.

Licensed School Psychologist
1605 NW 16th Avenue
Gainesville, FL
352-377-7392

Alicia Scott, Ph.D.

Licensed School Psychologist
4620 NW 39th Ave., Suite B
Gainesville, FL
352-373-3304

Southeastern Health Psychology

Susan Davis, Ph.D.

Licensed Health Psychologist
4881 NW 8th Ave., Suite 2
Gainesville, FL
352-332-9441

UF Speech and Hearing Clinic

Dauer Hall
University of Florida
Gainesville, FL
352-392-2041

Florida Vocational Rehabilitation

NOTE: An evaluation completed by VR is typically used to determine eligibility for VR services and may not be appropriate to establish academic accommodations. The VR office in your home county should be utilized.

AD/HD Documentation Guidelines

Disability Resource Center

University of Florida

The following information is provided to help the individual and the evaluator understand documentation requirements for a diagnosis of AD/HD.

Practitioners Who Can Provide a Diagnosis:

Licensed Psychologists, School Psychologists, Ph. D. Psychologists, Neuropsychologists, Psychiatrists, and Other Relevantly Trained Medical Doctors

Recency of Documentation:

AD/HD is a disorder that can impact people differently as they age. Documentation must provide **current, age-appropriate** information in order to accurately assess the **current functional limitations** of the individual. Accommodations are based on current functional limitations and not on diagnosis alone. Typically documentation is considered current if completed within the past five (5) years and completed using adult-normed instruments/tests. If the documentation is more than 5 years old, a documentation update or **summary** of the original disability documentation findings, as well as **additional evaluation data** necessary to establish the individual's current eligibility and the appropriateness of the requested testing accommodation(s) should be obtained.

Contents of Documentation:

At a minimum, the documentation should address the following items:

1. A summary of the **clinical/diagnostic interview**. The evaluator should: a) provide retrospective confirmation of AD/HD; b) establish relevant developmental and academic markers; c) determine any other co-existing disorders; and d) rule out other factors that may mimic AD/HD.

Specific areas to be addressed include:

- family history
- results of a neuro-medical history
- presence of AD/HD symptoms since childhood
- presence of AD/HD symptoms in last 6 months
- evidence that symptoms cause a "significant impairment" over time
- results of clinical observation for hyperactive behavior, impulsive speech, distractibility
- extent of functional impairment across settings (e.g., academic, occupational, social)
- an accounting for periods in which individual was symptom-free
- presence of other psychiatric conditions (mood or anxiety disorders, substance abuse, etc.)
- indication that symptoms are not due to other conditions (e.g., depression, drug use, neuromedical problems) as certain medical disorders may cause symptoms resembling AD/HD. Therefore, it may be important to rule out the following:
 - o Neuroendocrine disorders (e.g., thyroid dysfunction)
 - o Neurologic disorders
 - o Impact of medication on attention if tried, and under what circumstances

(Continued – AD/HD Documentation Guidelines)

- relevant medication history
- determination of which remediation approaches and/or compensating strategies are and are not currently effective
- determination of what accommodations, if any, have alleviated symptoms in the past or in the present setting

Collateral information - Include third party sources which can be helpful to determine the presence or absence of AD/HD in childhood.

- Description of current symptoms (e.g., by spouse, teachers, employer)
 - Description of childhood symptoms (e.g., by parent)
 - Information from old school report cards and transcripts
2. A summary of **relevant testing** information. Scores and the names of rating scales and testing instruments used to support the diagnosis must be provided. A copy of specific rating scale/testing instrument results can be included, as appropriate. A list of selected **rating scales and testing instruments** follows.
- a) **Rating scales** - Self-rater or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful **in conjunction with** other data.

Selected examples include:

• *Wender Utah Rating Scale* • *Brown Attention-Activation Disorder Scale* • *Beck Anxiety Inventory* • *Hamilton's Depression Rating Scale* • *Conners Teacher Rating Scale (age 3-17 years)* • *Conners Parent Rating Scale (age 3-17 years)*

- b) **Neuro-psychological and psycho-educational testing** - Cognitive and achievement profiles may suggest attention or information processing deficits. **No single test or subtest should be used as the sole basis for a diagnostic decision.**

Acceptable instruments include, but are not limited to:

Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale - III (WAIS-III)*
- *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*

Academic Achievement

- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*
- *Woodcock-Johnson Psychoeducational Battery- Revised: Tests of Achievement*
- *Wechsler Individual Achievement Test (WIAT)*

(Continued – AD/HD Documentation Guidelines)

or specific achievement tests such as:

- *Nelson-Denny Reading Skills Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests - Revised*

Information Processing

- *Detroit Tests of Learning Aptitude - 3 (DTLA-3) or Detroit Tests of Learning Aptitude – Adult (DTLA-A)*
 - Information from subtests on *WAIS-R* or *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*, as well as other relevant instruments, may be useful when interpreted within the context of other diagnostic information.
3. A statement of AD/HD as a **DSM-IV diagnosis** with a description of retrospective and current symptoms that support the DSM-IV criteria for the establishment of AD/HD. The date of original diagnosis and the date of last contact with the student should be included.
 4. A statement of the **current functional impact** of the AD/HD on learning or other major life activities and the degree to which AD/HD impacts the student in the academic setting.
 5. A description of any **referrals** for further testing/evaluation or for other treatment or therapy.
 6. A description of any prescribed **medication** and potential side effects.
 7. A summary of **suggested accommodations** that would support the student in the academic setting, although it is not expected that evaluators will be aware of available accommodations in the higher education setting. Appropriate accommodations will be determined collaboratively between the student and the Disability Resource Center.
 8. The evaluator's **credentials, license/certification number, and signature**.

Mailing Address:

Disability Resource Center
Dean of Students Office
University of Florida
Bldg. 0020 (Reid Hall)
P.O. Box 114085
Gainesville, FL 32611

352-392-8565 voice
352-392-8570 fax
www.dso.ufl.edu/drc