

## POST-SECONDARY ADHD DOCUMENTATION REQUIREMENTS

Note: This is a list of documentation requirements for a selection of university and colleges across Canada. It is not meant to be complete but rather a sampling of the range of requirements. An attempt has been made to include the most important information, however some descriptions have been abbreviated and, where possible, some abbreviations have been noted. Full descriptions can be accessed through the links provided under "Source".

Post-Secondary Institution	Documentation required	Source	Comments
University of Toronto	<p>A copy of a recent diagnostic report (three years or less) which states the DSM diagnosis, symptoms and difficulties experienced, recommended accommodations/strategies. As well, a list of prescribed medications, possible side effects, and effects on academic performance is recommended.</p> <p>A letter from your high school citing the accommodations received (if applicable)</p>	<a href="http://www.utm.utoronto.ca/accessability/future-uoft-students/documentation-requirements">http://www.utm.utoronto.ca/accessability/future-uoft-students/documentation-requirements</a>	May a student refuse to provide information regarding medication?
Trent University	<p>A medical report from a health professional qualified to provide a diagnosis of AD/HD within the last 3 to 5 years. If a student was 18 years of age or older at the time of the assessment, an older report may be provided. Qualified professionals include:</p> <ul style="list-style-type: none"> <li>• Psychiatrist</li> <li>• Psychologist with AD/HD training or Psychological Associate</li> <li>• Neuropsychologist</li> <li>• A relevantly trained medical doctor</li> </ul> <p>The report must include recommendations and a summary of the areas of need, in an academic context.</p> <p><b>NOTE:</b> An IEP may be submitted as part of a student's documentation; however, this is <b>not</b> sufficient for providing ongoing accommodation at Trent University.</p>	<a href="http://www.trentu.ca/sas/academicaccommodations_documentationrequirements.php">http://www.trentu.ca/sas/academicaccommodations_documentationrequirements.php</a>	
Wilfrid Laurier University	<p>Students with learning disabilities, ADHD, or an acquired brain injury should be prepared to provide current psycho-educational or neuro-psychological documentation. Students with sensory, mobility or medical disabilities should provide current medical documentation of the condition.</p> <p>Documentation must be (within the previous 2 years)</p>	<a href="https://legacy.wlu.ca/page.php?grp_id=2256&amp;p=9610">https://legacy.wlu.ca/page.php?grp_id=2256&amp;p=9610</a>	Psycho-educational assessment required
Western University	<p>Documentation of ADHD may be provided by a registered psychologist or psychological associate, psychiatrist or relevantly trained physician. A current and comprehensive psycho-educational assessment report typically is the most informative documentation for supporting academic accommodation and learning skills development. Alternatively, documentation of ADHD may be provided by using the attached form. Includes permission</p>	<a href="http://www.sdc.uwo.ca/ssd/documentation_requirements.html">http://www.sdc.uwo.ca/ssd/documentation_requirements.html</a>	Psycho-educational assessment recommended May a student refuse to provide

	<p>for SSD to contact medical professional and information on medications and non-pharmacological treatments and if symptoms persist with medication.</p> <p>Documentation of ADHD must include:</p> <ul style="list-style-type: none"> <li>• a current diagnosis of adult ADHD</li> <li>• description of functional implications of the individual's ADHD and evidence that the disorder is disabling in a university setting</li> <li>• information about co-existing conditions that also may affect academic performance, such as anxiety, depression, specific learning disabilities and addictions.</li> </ul>		information regarding medication?
Mount Royal University Calgary	<p>A written, comprehensive psychological and/or medical evaluation verifying a diagnosis of ADD or AD/HD. Ideally, the student should provide a psychoeducational assessment report, but a letter from a physician may suffice on an interim basis.</p> <p>Assessments completed after the student reaches the age of 18 are considered current. Students must have their disabilities verified by a clinician with expertise in the diagnosis of ADD/ADHD. The clinician must be a Registered educational and/or clinical psychologist, psychiatrist, or neuropsychologist. The clinician must be neutral, unrelated, and non-biased professional.</p> <p>Documentation must include: (abbrev)</p> <ol style="list-style-type: none"> <li>1. Summary of all instruments and procedures</li> <li>2. Summary of educational, medical, family histories and behavioral observations</li> <li>3. A clear statement of the DSM-IV or ICD diagnosis; summary of evaluation results, including standardized scores</li> <li>4. If applicable, information relating to current use of medication used to treat ADD/ADHD and the impact of the medication on the student's ability to meet academic demands</li> <li>5. Statement of specific functional limitations relating to academic performance</li> <li>6. Suggestions for specific academic adjustments and accommodations to assist to minimize the impact of functional limitations on the student's academic performance</li> </ol>	<a href="http://www.mtroyal.ca/AcademicSupport/ResourcesServices/AccessibilityServices/doc_req_ADHD.htm">http://www.mtroyal.ca/AcademicSupport/ResourcesServices/AccessibilityServices/doc_req_ADHD.htm</a>	Letter from Physician accepted on an interim basis, Psycho-educational report requested
George Brown College	Letter from a psychiatrist or psychologist or completion of form required disability verification form.	<a href="https://www.georgebrown.ca/disabilityservices/documents-you-need.aspx">https://www.georgebrown.ca/disabilityservices/documents-you-need.aspx</a>	Form requests information on whether a psycho-educational assessment was done and potential medication side effects

Sheridan College	A report by a neuro-psychologist or registered psychologist with ADD/ADHD training	<a href="https://www.sheridancollege.ca/life-at-sheridan/student-services/accessible-learning-services/register.aspx">https://www.sheridancollege.ca/life-at-sheridan/student-services/accessible-learning-services/register.aspx</a>	Report by a psychologist cannot be completed unless Psychological testing is completed
Queen's University	<p>ADHD is not a necessarily a disability; rather, it a “disorder” or syndrome. Hence, meeting the criteria for a “disorder” does not necessarily imply a disability in the legal sense, and as such may not qualify a student for accommodations at the post-secondary level. Clinicians must also be aware that simply diagnosing a student as having ADHD is not, in and of itself, synonymous with a requirement for academic accommodation. It simply confirms the presence of a disorder, which may or may not be disabling.</p> <p>This normally requires the administration of objective psychometric tests, along with corroborating reports from multiple sources (i.e., parents, teachers, significant others). If another disability is responsible for the academic impairment in question, it is important that accommodations be specifically designed to address the most pertinent causes for the observed difficulties. Documentation should also note the degree to which symptoms are causing impairment, so that suitable accommodations may be provided. Finally, if stimulant medication is already being taken or recommended, it is important to document how academic functioning is still impaired</p> <p><b>Psychometric testing is needed:</b></p> <ol style="list-style-type: none"> <li>1. to demonstrate that an attention problem substantially affects academic performance;</li> <li>2. to document that an individual remains substantially impaired on academic tasks despite medical treatment, if medication is being taken;</li> <li>3. to provide objective data to balance self-report and observational data, and to assess for malingering;</li> <li>4. to rule out the possibility that attention is being impaired by factors other than ADHD;</li> <li>5. to provide clear evidence of a logical link between the attention impairment and the accommodations requested;</li> <li>6. and to provide estimates of speed on academic tasks, which will inform decisions concerning accommodation recommendations.</li> </ol> <p>Psychometric testing is necessary to allow students with ADHD full access to disability services. Many students arrive at university with only a brief physician’s note as documentation of ADHD. With such minimal documentation, disability service providers are able to justify only limited services. For graduate and professional admission tests, typically no accommodations would be granted. (abbreviated)</p>	<a href="http://www.queensu.ca/rarc/resources/docguidelines/ADHDdocumentation.pdf">http://www.queensu.ca/rarc/resources/docguidelines/ADHDdocumentation.pdf</a>	<p>Psycho-educational assessment and collaborating reports required</p> <p>If stimulant medication is taken or recommended documentation that academic functioning remains</p>

<p>Seneca College</p>	<p>A written, comprehensive psychological and/or medical evaluation verifying a diagnosis of ADD or ADHD. Ideally, the student should provide a psychoeducational assessment report, but a letter from a physician may suffice on a temporary basis.</p> <p>Assessments completed after the student reaches the age of 18 are considered current. Partial or full reassessment may be considered if information is needed to support the student in the current learning environment or if the student's health or other circumstances have changed. Full re-assessments are required when assessments provided are out of date for reasons of age of the assessments or change of circumstances. Updated assessments are required if past assessments were completed five or more years prior to the student's initial request for disability-related services at Seneca College (i.e., if the student is now 19 years of age and the assessment was completed at age 14) or as required by specific program licensing bodies or funders (e.g., Nursing, Accounting, Employment and Immigration).</p> <p>Students must have their disabilities verified by a clinician with expertise in the diagnosis of ADD/ADHD. The clinician must be a Registered educational and/or clinical psychologist, psychiatrist, or neuropsychologist. The clinician must be a neutral, unrelated, and non-biased professional.</p> <p><b>Documentation must include: (abbrev)</b></p> <ol style="list-style-type: none"> <li>1. Summary of all instruments and procedures were relevant</li> <li>2. Summary of educational, medical, family histories and behavioral observations</li> <li>3. A clear statement of the DSM-5 or ICD diagnosis; summary of evaluation results, including standardized scores</li> <li>4. Statement of specific functional limitations relating to academic performance</li> <li>5. Suggestions for specific academic adjustments and accommodations to assist to minimize the impact of functional limitations on the student's academic performance</li> </ol>	<p><a href="http://www.senecacollege.ca/students/counselling/accommodations/documentation/adhd-add.html">http://www.senecacollege.ca/students/counselling/accommodations/documentation/adhd-add.html</a></p>	<p>A psycho-educational assessment is required, but a letter from a physician may suffice on a temporary basis.</p>
<p>University of British Columbia</p>	<p>Medical documentation prepared by a professional who is qualified to diagnose specific disability or medical condition. Disability documentation must: (abbrev)</p> <ul style="list-style-type: none"> <li>• Be current and relevant</li> <li>• Indicate the length of time that you have been under the practitioner's care</li> <li>• Describe the nature of your medical condition/disability, along with a detailed explanation of the functional impact of the disability (a diagnosis alone is not sufficient to support a request for an accommodation)</li> <li>• Provide sufficient detail to determine appropriate accommodations</li> <li>• Describe the symptoms that formed the basis for the practitioner's diagnosis</li> <li>• Include relevant test results</li> <li>• Include supporting documentation if the practitioner is verifying an existing diagnosis</li> </ul>	<p><a href="http://students.ubc.ca/success/student-supports/academic-accommodations">http://students.ubc.ca/success/student-supports/academic-accommodations</a></p>	

	<ul style="list-style-type: none"> <li>Describe the timelines for rehabilitation and recovery, if the diagnosis is temporary</li> <li>Identify side-effects of medications that may adversely affect academic performance</li> </ul>		
University of Victoria	<p>Your documentation should have: (abbrev)</p> <ul style="list-style-type: none"> <li>the date of the assessment</li> <li>a statement of the nature of the disability including any impacts of medication</li> <li>an explanation of the functional impact of the disability on your education</li> <li>recommendations for specific accommodation that will assist in the pursuit of a post-secondary education, linking the accommodation to the impact of the disability</li> </ul> <p>A diagnosis of disability alone does not guarantee academic accommodations. The following professionals can diagnose and provide medical documentation:</p> <ul style="list-style-type: none"> <li>Neurological: a neurologist, neuropsychologist, psychiatrist or physician</li> <li>Psychiatric/mental health condition: a clinical psychologist, psychiatrist, or physician with expertise in that area</li> </ul>	<a href="http://www.uvic.ca/services/rcsd/home/documentation/index.php">http://www.uvic.ca/services/rcsd/home/documentation/index.php</a>	
Alberta Guidelines for Accommodating Students with Disabilities in Postsecondary Studies	Assessments should be completed by clinical psychologists, physicians (psychiatrist, neurologist, family doctor, or other type of physician), or clinical social workers. Diagnosis from a general practitioner is only acceptable as interim documentation. A psycho-educational assessment would be required.	<a href="http://www.ldalberta.ca/wp-content/uploads/2010/11/PSP-SD-Alberta-Guidelines-FINAL-Oct-2011.pdf">http://www.ldalberta.ca/wp-content/uploads/2010/11/PSP-SD-Alberta-Guidelines-FINAL-Oct-2011.pdf</a>	A psycho-educational assessment is required.
University of Lethbridge	Students who require accommodation should provide enough expert documentation to facilitate accommodation. In most cases, the student will have to provide documentation from an expert in the area of the specific disability such as a chartered educational psychologist for learning disabilities; a psychiatrist for psychiatric disabilities. Where the disability is not obvious or may be unique, the student should provide as much expert assessment documentation as they have at the time of the request and be prepared to collect and provide more.	<a href="https://www.uleth.ca/ross/accommodated-learning-centre/faq/what-documentation-disability-student-required-provide">https://www.uleth.ca/ross/accommodated-learning-centre/faq/what-documentation-disability-student-required-provide</a>	
University of Alberta	<p>The documents should be completed by a physician, psychologist, or other professional/specialist involved in your diagnosis and/or treatment. The documents should:</p> <ul style="list-style-type: none"> <li>Outline the nature of your disability (i.e. specific diagnosis)</li> <li>Indicate how long the condition has been present and is expected to persist (i.e. permanency)</li> <li>Describe the impact the condition has had on your ability to manage the demands of</li> </ul>	<a href="http://www.ssds.ualberta.ca/en/Students/Register.aspx">http://www.ssds.ualberta.ca/en/Students/Register.aspx</a>	

	the academic environment.		
Douglas College BC	<p>The following professionals would generally be considered qualified to evaluate and diagnose ADHD: clinical psychologists, neuro-psychological, psychiatrists, and other relevantly trained medical doctors and professionals.</p> <p>A diagnostic evaluation must have been completed within the past five years.</p> <p>Neuropsychological or psycho educational assessment is important in determining the current impact of the disorder on the individual's ability to function in academically related settings.</p> <p>Selected subtest scores from measures of intellectual ability, memory functions tests, attention, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADHD.</p> <p>A diagnostic report should include a review and discussion of the DSM-IV TR criteria for ADHD both currently and retrospectively and specify which symptoms are present.</p> <p>The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. A detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing.</p>	<a href="http://www.douglascollege.ca/student-services/support/centre-for-students-with-disabilities/documentation/attention-deficit-disorder">http://www.douglascollege.ca/student-services/support/centre-for-students-with-disabilities/documentation/attention-deficit-disorder</a>	Psycho-educational assessment recommended
Dalhousie University	<p>Form to be completed by appropriate medical assessor/practitioner stating diagnosis of the disability, a description of the functional limitations as they pertain to the academic learning and living environment, and suggestions for academic and/or non-academic accommodations.</p> <p>OR psychoeducational testing and report</p>	<a href="http://www.dal.ca/content/dam/dalhousie/pdf/agriculture/Student%20Services/Medical%20Assessment%20Form.pdf">http://www.dal.ca/content/dam/dalhousie/pdf/agriculture/Student%20Services/Medical%20Assessment%20Form.pdf</a>	
University of Saskatchewan	<p><b>Medical-based Disabilities</b> - any degree of physical disability, infirmity, malformation or disfigurement.</p> <p><b>Learning Disabilities:</b> any intellectual disability or impairment, mental disorders or learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language (this does not include struggling with English as a second language)</p> <p><b>For medical-based disabilities</b>, a licenced health care practitioner must fill out a medical questionnaire (PDF).</p> <p><b>For learning disabilities</b> you will need a psycho-educational assessment that was completed by a registered psychologist within the past five years.</p>	<a href="http://students.usask.ca/health/centres/disability-services-for-students.php#Registration">http://students.usask.ca/health/centres/disability-services-for-students.php#Registration</a>	Although not specific to ADHD it appears that a psycho-educational assessment is required
Saskatchewan	A physician or psychiatrist must diagnose this disability. A psycho-educational assessment	<a href="http://saskpolytech.ca/student">http://saskpolytech.ca/student</a>	Although psycho-

Polytechnic	report conducted by a psychologist, suggesting the possibility of ADD is not sufficient documentation for access to academic supports for this type of disability. The verification of permanent disability form verification of permanent disability form (pdf) must be completed by a physician or psychiatrist. In addition to a medical doctor's verification of diagnosis, recommendations for accommodations from a current psycho-educational assessment report, conducted by a registered psychologist, may assist in decisions concerning appropriate program planning.	-ervices/support/disability-services.aspx	educational report with a diagnosis may assist with program planning it is insufficient. A physician must complete permanent disability form.
University of Regina	Verification from the appropriate professional. Disability documentation must: <ul style="list-style-type: none"> <li>• Be current (no more than five years old)</li> <li>• Include a diagnosis</li> <li>• Include a description of the functional impact of the disability or medical condition in the academic environment</li> </ul>	<a href="http://www.uregina.ca/student/accessibility/students/faq.html">http://www.uregina.ca/student/accessibility/students/faq.html</a>	
University of Manitoba	Diagnosis must be provided by a psychiatrist, Psychologist, University Health Services physicians or from a long term family physician. Completion of form indicating diagnosis and impairments, if taking medications and persistence of symptoms and appropriate accommodations.	<a href="https://umanitoba.ca/student/saa/accessibility/media/Verification-Disability-Illness-Form.pdf">https://umanitoba.ca/student/saa/accessibility/media/Verification-Disability-Illness-Form.pdf</a>	Form request information on medication and whether symptoms persist
Brandon University Manitoba	Provide documentation, certified by a licensed professional of the condition, giving rise to the need for accommodation.	<a href="https://www.brandonu.ca/student-services/disability-services/student-guide/">https://www.brandonu.ca/student-services/disability-services/student-guide/</a>	
McGill University	Psycho educational testing, required by the university as a basis for providing accommodations, must be carried out or supervised by a licensed psychologist who will then provide you with complete documentation of a learning disability or ADHD. In the case of ADHD, psychiatric or medical documentation is also necessary.  Verify, with the OSD, the tests and measures that should be included in a valid psycho educational assessment.		Psycho-educational testing required
Concordia University Montreal	Identification of ADHD is generally a two-fold procedure: <ul style="list-style-type: none"> <li>• A behavioral assessment by a medical doctor (MD), who may or may not prescribe medication.</li> <li>• A psycho-educational assessment by a psychologist with expertise in identifying the condition. This includes the administration of standardized tests that confirm the likelihood of the condition (please see details outlined above in the section on LD</li> </ul>	<a href="http://www.concordia.ca/offices/acsd/referring-professionals.html">http://www.concordia.ca/offices/acsd/referring-professionals.html</a>	Psycho-educational assessment required  Information on medication side effects requested on

	<p>Assessments).</p> <p>Documentation provided by all practitioners should: (abbrev)</p> <ul style="list-style-type: none"> <li>• indicate the length of time the student has been under the practitioner's care</li> <li>• describe the nature of the medical condition/disability, along with a detailed explanation of the functional impact of the medical condition/disability on academic performance, functioning or participation in academic activities</li> <li>• provide sufficient detail so that appropriate academic accommodations can be determined</li> <li>• include relevant test results</li> <li>• identify side effects of medications that may adversely affect academic performance or participation.</li> </ul>		form
University of New Brunswick	<p>Letter on professional letterhead signed by a licensed medical or health professional. The letter is to include a diagnosis or name of the condition, description of the impact or functional limitations of the disability/condition on the individual, and recommended academic accommodations and/or supports. Medical/Health Documentation Form</p>	<p><a href="http://www.unb.ca/fredericton/studentservices/academics/accessibility/required-documentation.html">http://www.unb.ca/fredericton/studentservices/academics/accessibility/required-documentation.html</a></p>	
Mount Allison University New Brunswick	<p>The documentation must:</p> <ul style="list-style-type: none"> <li>• Clearly state a diagnosis</li> <li>• Be current (accommodations are based on a student's current needs)</li> <li>• Include any relevant medical and educational accommodation history</li> <li>• Clearly state any testing procedures used by the professional</li> <li>• Recommend and support accommodations based on described functional limitations</li> <li>• Be typed on official letterhead by a health professional qualified to make the diagnosis and include licensing and certifications.</li> </ul>	<p><a href="http://www.mta.ca/Community/Student_services/Meighen_Centre/Prospective_students/Documentation_of_other_disabilities/Documentation_of_other_disabilities/">http://www.mta.ca/Community/Student_services/Meighen_Centre/Prospective_students/Documentation_of_other_disabilities/Documentation_of_other_disabilities/</a></p>	