

Documentation Requirements for ADHD and Learning Disabilities

This page provides documentation requirements for Attention Deficit and Hyperactivity Disorder (ADHD) and Learning Disabilities (LD). Ensure you read the requirements carefully for both ADHD and LD, as they require different documentation to be submitted to the Accessibility Services Office.

Attention Deficit and Hyperactivity Disorder (ADHD)

Students must provide a **Psychoeducational assessment (more information below)** or the [Certificate of Disability](#), including the criteria for ADHD. Documentation must indicate **adult functional impacts of ADHD** and as such updated documentation may be necessary.

Additional Documentation:

Depending on what documents you provide, we may require **additional assessment information** for more than minimal accommodations.

Learning Disability (LD)

Students with Learning Disabilities must provide a **Psychoeducational report (criteria below)** and/or their Individual Education Plans. Documentation should be no older than five [5] years old or completed at age eighteen or later.

Note: If reports are older than five [5] years, or if students provide incomplete documentation, such as only an Individual Education Plan (IEP), only minimal accommodations may be put in place until documentation is updated.

Psychoeducational Reports for Learning Disabilities

Criteria #1: *Provide a clear diagnostic statement.* The report must have a clear diagnostic statement identifying the student's learning disability. If another diagnosis is applicable, this should be stated as well.

Criteria #2: *The diagnostic testing must be comprehensive.* The testing should be comprehensive and **no single test should be used in isolation** for the purpose of diagnosis. The diagnostic testing must address several domains including but not necessarily limited to:

- **Aptitude:** The Wechsler Adult Intelligence Scale - IV (WAIS IV) listing the sub-test scores is the preferred instrument. The Stanford Binet Intelligence Scale: Fourth Edition is an acceptable alternative.
- **Achievement:** A review of your academic history and an assessment of the current levels of functioning in reading, mathematics, and written language. Acceptable instruments include: Canadian Test of Basic Skills; Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language -2 (TOWL-2), Woodcock Reading Mastery Test, or the Stanford Diagnostic Math Test.
- **Information Processing/Memory:** Relevant areas of information processing (e.g. short and long-term memory, sequential memory, visual/auditory perception, attention, fine-motor dexterity, processing speed) should be assessed using subtests from the WAIS IV or Woodcock-Johnson Tests of Cognitive Ability and should ideally include the Wechsler Memory Scales.
- **Social-Emotional Status:** Formal assessment instruments and clinical interview may be used. We are aware that social-emotional issues may occur concurrently with, or may be secondary to, learning disabilities. It is helpful to know as much about these issues as possible in order to provide the most appropriate service to you. We also request that attention be given to the differential diagnosis of psychological disorders other than learning disabilities that may have an impact on academic performance.
- **Executive Functioning:** Formal test administration should be included in addition to self-report questionnaires. Tools such as the Wisconsin Card Sorting test; Trail Making test, Digits Forwards/backwards or Verbal Fluency Test are examples.
- **Effort Testing:** Test batteries should include formal measures of effort in the testing (such as Rey 15 item Test TOMM test) and where indicated, screening questionnaire for mood effects on performance

Criteria #3: *The assessments must be no more than five [5] years before your start date at U of T.*

We prefer to receive assessments that have been completed within five [5] years of your anticipated start date at U of T, though we will accept ones completed earlier to initiate accommodations.

Criteria #4: *Include all test scores/data.* This information helps us in planning an appropriate support plan and reasonable accommodations.

Additional details:

Students with **psycho-educational reports that fail to meet the criteria** listed above may be required to undergo further diagnostic assessment prior to receiving full accommodations.

Individual Education Plans (IEP) can be submitted as **additional documentation**

Students with **Autism Spectrum Disorders** typically have a psycho-educational report and/or other medical documentation. If the documentation dates to childhood, supplemental documentation that outlines functional impacts will be necessary. A psychoeducational report that is no older than five [5] years or completed at the age of eighteen years of age will also be needed for consideration of test accommodations and funding for educational supports.

Psychoeducational Assessments

An updated psychoeducational assessment may be requested to maintain, help determine and/or request additional supports and accommodations at the university level. If so, the Accessibility Services office may be able to assist with the cost and understanding the process.
Cost Details

Psychoeducational Assessment Fees: Psychoeducational assessments are done on a fee for service basis by psychologists in the community. They are not covered by provincial health plans (e.g., OHIP) and tend to be quite costly. However, there may be subsidies or funds to help cover this cost when you are a student.

OSAP (Ontario Student Assistance Program): You must apply for OSAP even if you do not plan to use the loan. If you are eligible, we can access a bursary which will pay for all or most of the assessment. If your OSAP application is denied, other possible sources of funding can be explored.

Employee benefits: Check your parent's employee benefits or your own employee benefits to see if you have coverage or are covered by a parent's plan for a registered psychologist. This can cover or defray the cost of a new assessment.