Diagnostic Tests Suggested for Assessing Learning Disabilities/ADHD

The following are diagnostic test instruments used to supplement the clinical interview and support of functional limitations for psychological, learning, and Attention Deficit disabilities.

Acceptable instruments include, but are not limited to:

I. Rating scales related to attention deficit disorder(s):
   1. Brown Attention–Activation Disorder Scale
   2. Beck Anxiety Inventory
   3. Hamilton’s Depression Rating Scale
   4. Conners Teacher Rating Scale (age 3–17 years)
   5. Conners Parent Rating Scale (age 3–17 years)
   6. Wender Utah Rating Scale

II. Neuro-psychological and psycho-educational testing

Cognitive and achievement profiles may suggest attention or information processing deficits.

A. Aptitude/Cognitive Ability
   1. Wechsler Adult Intelligence Scale – III (WAIS–III)
   3. Kaufman Adolescent and Adult Intelligence Test

B. Academic Achievement
   1. Scholastic Abilities Test for Adults (SATA)
   2. Stanford Test of Academic Skills (TASK)
   4. Wechsler Individual Achievement Test (WIAT)

or specific achievement tests such as

5. Nelson–Denny Reading Skills Test
6. Stanford Diagnostic Mathematics Test
7. Test of Written Language – 3 (TOWL–3)
8. Woodcock Reading Mastery Tests – Revised

C. Information Processing
   1. Detroit Tests of Learning Aptitude – 3 (DTLA–3) or Detroit Tests of Learning Aptitude – Adult (DTLA–A)
   2. 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 interpreting within the context of other diagnostic information.
3. Medical evaluation – Medical disorders may cause symptoms resembling ADHD. Therefore, it may be important to rule out the following:
   a. Neuroendocrine disorders (e.g., thyroid dysfunction)
   b. Neurological disorders
   c. Impact of medication on attention if tried, and under what circumstances

D. The following information is also helpful, including IEP/ARD information:

1. Description of current symptoms (e.g., by spouse, teachers, employer)
2. Description of childhood symptoms (e.g., parent)
3. Information from old school and report cards and transcripts