

# Disability Documentation Guidelines for College Students



## Learning Disabilities

- Psycho-educational documentation should include: a summary of a comprehensive interview; a comprehensive assessment of aptitude; a comprehensive academic achievement battery; an assessment of specific areas of information processing; evidence that the evaluator has ruled out alternative explanations for academic problems such as poor educational background, poor motivation, poor study skills, emotional problems, etc.; a detailed description of how this impairment significantly limits a major life activity in an academic setting.
- The current psycho-educational evaluation should be provided by a licensed psychologist or appropriately credentialed psycho-educational professional.
- Report should provide the following: the nature of the learning disorder and the specific diagnosis as delineated in the DSM-IV or current edition; a description of the severity and longevity of the condition; recommendations regarding treatment needs in the future and effective post secondary compensatory; strategies in order to accommodate the student's specific learning deficits.

## Attention Deficit Hyperactivity Disorder

Evaluations for ADHD should follow the general guidelines above and also provide the following information: a list of instruments/ procedures used to diagnose the disorder; a description of the symptoms which meet the criteria for this diagnosis with approximate date of onset; information about past and/or current use of appropriate medications used to treat this disorder; recommendations regarding the need for consultation by a physician if the student has not previously used medication as a part of the treatment program.

### Acceptable Basic Test Batteries for Determination of LD/ADHD in College Students

The following is considered a basic list of recommended tests. Special situations may require other tests to be used. When previous testing is reviewed comparable tests will be accepted.

<b>Intelligence</b>	Wechsler Adult Intelligence Scale-III
<b>Reading</b> (decoding/comprehension)	Appropriate sub-tests Woodcock-Johnson Psycho-educational Battery-R or Nelson-Denny Reading Test
<b>Math</b> (calc./applied problems)	Appropriate sub-tests Woodcock-Johnson Psycho-educational Battery-R or Detroit Tests of Learning Aptitude
<b>Written Expression</b>	Spontaneous writing sample (expository essay), Appropriate sub-tests Woodcock-Johnson Psycho-educational Battery-R, or Wide Range Achievement Test (spelling only)
<b>Oral Expression</b>	Peabody Picture Vocabulary Tests or Event description (scored holistically)
<b>Information Processing</b>	<i>Memory</i> – California Verbal Learning Test, Memory sub-tests of WJ-R , or Wechsler Memory Scales <i>Visual Processing</i> – Appropriate WJ-R sub-tests, Bender Gestalt, or Test of Visual Perception Skills <i>Auditory Processing</i> – Appropriate WJ-R sub-tests, Goldman-Firstoe-Woodcock Test of Auditory Discrimination
<b>ADHD</b>	Comprehensive Developmental History and Structured ADHD Interview (similar to Barkley's) Retrospective Rating Scales – ADHD Behavior Checklist or Wender Utah Rating Scale Rating Scales Covering Current Behavior – Brown ADD Scales or Attention-Deficit Scale for Adults

Please note that if you are a high school student relying upon an Individualized Education Program (IEP) as documentation, many times the IEPs do not document an actual diagnosis and are sometimes no longer sufficient, by themselves, for a student to receive accommodations. However, IEPs are still helpful and beneficial to have on file with the Academic Support/Student Assistance Office. If submitting an IEP as documentation, some things to keep in mind are:

- IEP should be current and specific when describing student's identified areas of need.
- Include the most recent educational assessments, such as the Woodcock-Johnson.
- If testing is older than three years, the school psychologist should provide a written statement that outlines or summarizes the student's disability and his or her current performance level.

## Physical Disabilities

Should include, but not be limited to the following:

- Name, title, professional credentials of the evaluator, and signed and dated
- A current medical diagnosis including appropriate medical reports, relevant medical history, and a clinical summary should be provided
- Documentation should indicate a substantial limitation and may include any prior history of accommodations needed
- Reasonable accommodations specific to the diagnosed disability with an explanation as to why each accommodation is recommended

## Psychiatric/Psychological Disabilities

A diagnosis by a licensed mental health professional, which includes licensed clinical social workers (LCSW), licensed professional counselor (LPC), psychologists, psychiatrists, neurologists, is required. Recommended documentation includes:

- Statement of disability, including DSM-IV diagnosis and summary of present symptoms
- Documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations)
- Summary of assessment procedures and evaluation instruments used to make diagnosis and a summary of evaluation results, including standardized or percentile scores
- Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested
- Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

### Documentation Guidelines for Housing Accommodations

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities. Documentation must be timely. Evaluation must have been completed within three years of date of submission and review. Students making requests for housing accommodations due to disabilities must provide the following documentation:

- Medical or clinical diagnosis of the disability by a licensed professional in the appropriate area of specialization.
- Name of the assessment instrument(s) used.
- Clearly define the impact of the disability on the student's housing needs.
- Severity factors of the disability must be stated.
- Prescriptive treatments and/or medications must be noted.
- Housing requests must be directly related to the diagnosed disability and must be directly related to the housing needs of the student.
- Recommendations that would assist the Housing Department in serving the student. All documentation should be on letterhead, typed, dated, signed and otherwise legible. If accommodations are not clearly identified in the documentation, the Academic Support/Student Assistance Coordinator will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the college.

## Your Privacy Rights at College

Faculty or other college staff do not have a right or a need to access diagnostic or other information regarding a student's disability. They only need to know what accommodations are necessary or appropriate to meet the student's disability-related needs, and then only with permission of the student. Disability-related information is kept in separate files with access limited to appropriate personnel. Documentation of disability and related records are stored and maintained in the Student Assistance Office with limited access, in order to protect the confidentiality of persons with disabilities.

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**FOR MORE INFORMATION OR TO SUBMIT DOCUMENTATION, CONTACT:**

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