

## Medical Documentation for Disability Services

- A. **Evaluator's Credentials**
  - a. Name, Title and Professional Credentials
    - i. Including information about license or certification
    - ii. Typed on letterhead
  
- B. **Current Diagnosis**
  - a. Date of diagnosis
  - b. Learning Disabilities
    - i. Documentation can be no more than five years old
  - c. ADHD
    - i. Documentation can be no more than three years old
  - d. Psychiatric Disabilities/Medical
    - i. Documentation must be within the past year (and repeated yearly)
  - e. A diagnosis of a specific learning disability.
    - i. "Learning styles," "learning differences," "academic problems," and "test difficulty and/or test anxiety" do not constitute a learning disability without documentation
  
- C. **Comprehensive Documentation**
  - a. Evidence of Existing Impairment
    - i. Statement of presenting problem
    - ii. Evidence of ongoing difficulties and behaviors
  - b. Background Information
    - i. History of presenting problems
    - ii. Significant medical, psychosocial and/or employment history
    - iii. Family history
    - iv. Review of pertinent academic history
    - v. Review of prior evaluation reports
    - vi. Description of current functional limitations
    - vii. Relevant history of prior treatment, therapy, interventions or accommodations with a discussion of how such interventions were effective.

**D. Relevant Testing**

- a. Assessment should consist of and be based on a comprehensive battery of tests, not reliant on any one test.
- b. Evaluator should objectively review and include relevant background information to support the diagnosis
- c. Test findings should document both the nature and severity of the disability
- d. A profile of the student's strengths and weaknesses must relate to the functional limitations that warrant accommodations
- e. Examples of testing may include, but are not limited to:
  - i. Woodcock-Johnson III
  - ii. Tests of Achievement
  - iii. Weschler Individual Achievement Test II (WIAT II)
  - iv. Stanford Test of Academic Skills (TASK)
  - v. Scholastic Abilities Test for Adults (SATA)
  - vi. Test of Written Language-3 (TOWL-3)
  - vii. Woodcock Reading Mastery Tests
  - viii. Stanford Diagnostic Mathematics Test

**E. Specific Diagnosis**

- a. Rule out alternative explanations for problems
  - i. i.e., emotional, attentional, or motivational
- b. If the data does not support a specific diagnosis, the evaluator should state this in the report
  - i. The classification of "Emotional Disturbance" is not considered reason for academic accommodations

**F. Integrated Summary**

- a. A well written summary based on the evaluation.
  - i. Assessment instruments and the data therein do not substitute for a diagnosis but are elements to be interpretive
  - ii. Description of the limitations to learning and other major life activity
  - iii. Degree of limitations (i.e. mild, moderate, severe, etc.)
  - iv. Reasons why specific accommodations are needed

**G. Rationale for Recommended Accommodations**

- a. Describe the impact of the diagnosed impairment on a specific major life activity
- b. Include specific recommendations for accommodations that are reasonable
  - i. Postsecondary institutions are vested with the sole authority for determining what is reasonable
- c. A detailed explanation should be provided as to why each accommodation is recommended and should correlate with specific functional limitations

**H. Confidentiality**

- a. The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of records pertaining to all students.

- b. Disability service providers are committed to ensuring that disability-related information is carefully safe guarded.

## **Documentation for Medical Disability Services Checklist**

**Please be sure that the following information is provided as documentation:**

- Evaluator's Credentials**
  - Letterhead
  - Legible signature
  
- Current Diagnosis**
  - Date of assessment/initial date of treatment
  - Date of evaluation
  
- Comprehensive Documentation**
  - Assessment instrument used (with results)
  - Relevant testing results
  
- Specific Diagnosis**
  - Based on DSM-V
  - Description of frequency and severity of problem as it relates to the learning environment
  - Axis I and Axis II diagnosis, if applicable
  
- Suggested Accommodations**
  - Rationale for Recommended Accommodations
  - How these accommodations will mediate the diagnosis
  
- Integrative Summary**
  - Evaluation and Observation of disability and services needed
  
- Confidentiality**
  - Client must complete the FERPA release for Hellenic College Holy Cross