

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