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 safeguarded.
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