



Documentation Guidelines for Special Services/Accommodations

Disabilities that affect learning and/or that necessitate a physical alteration will require medical or psychological documentation that verifies a disabling condition as defined by the ADA and demonstrates substantial limitations impacting performance in the academic environment when compared to most people in the general population, clarifies the areas of learning affected, and states the accommodations recommended by the physician or other qualified professional as appropriate. Any accommodation recommendations made must be supported by a rationale that explains the necessity based on the student's measured impairments and current substantial limitations.

Criteria for Learning Disabilities (LD)

- Psychological/Psychoeducational Evaluation not more than 3 years old and signed by a physician or other qualified professional
 - Specific learning disability MUST be diagnosed and stated
 - Must indicate individually administered intelligence tests
 - Assessment of oral language skills, social emotional status, and specific academic deficits
 - Achievement assessment of math, reading, and written language skills
 - Assessed using appropriate age norms
 - Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)

- Medical and/or Psychological/ Psychoeducational Evaluation not more than 3 years old and signed by a physician or other qualified professional
 - ADD/ADHD MUST be diagnosed and stated
 - Some evidence, beyond simple self-report, of clinically significant inattention and/or hyperactivity impulsivity symptoms prior to the age of 12 (in accordance with the DSM). Possible data sources for evidence of early symptoms include the following: parent/guardian report, medical reports, school records, and past evaluations
 - Report must include at least 3 major behaviors from DSM-IV
 - Corroboration of current ADHD symptoms by two independent observers who have knowledge of the student's functioning (example: teachers or clinicians)
 - Documentation of two ratings scales of ADHD behaviors
 - Evidence that schizophrenia, borderline personality disorder, autism, or intellectual/developmental disability is not the primary disability
 - Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Brain Injuries

- Medical and/or Psychological Evaluation not more than 3 years old and signed by the specialist detailing the limitations on the ability to participate in a post-secondary program of study
 - Current assessment using adult norms of cognitive and psychological strengths and limitations
 - Evidence that the impairment substantially limits one or more major life activities
 - Includes recommendations for classroom accommodations by physician or qualified professional

Criteria for Visual, Hearing, Health, and Mobility Impairments

- Medical Evaluation not more than 3 years old and signed by a physician or other qualified professional
 - Includes specific diagnosis for visual/hearing/mobility impairment and any test results which measures limitation on learning
 - Includes any medications or aids used by the student, including the effects these have on the student's ability to learn
 - Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Psychological Disorders

- Medical and/or Psychological Evaluation not more than 3 years old and signed by a physician or other qualified professional
 - Psychological Disorder MUST be stated and have diagnosis and date of diagnosis
 - List of major symptoms currently being manifested and date of last visit
 - Level of symptom severity and what is the treatment plan and prognosis
 - Includes medications the student is taking and the impact it has on learning
 - Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Autism Spectrum Disorders

- Psychological/Psychoeducational Evaluation not more than 3 years old and signed by a physician or other qualified professional

Assessment of the following diagnostic criteria is required and evaluation results should include:

 - A diagnostic statement based on the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or International Classification of Diseases (ICD) should be included.
 - Developmental history that includes evidence of Autism Spectrum Disorder symptoms in early childhood
 - Documentation of current qualitative impairment in social interaction and social communication and their level of severity. A standardized assessment approach is encouraged (e.g. Autism Diagnostic Observation System; Autism Diagnostic Interview-Revised; Social Communications Questionnaire)
 - Documentation of current restricted, repetitive patterns of behavior, interests, and activities and their level of severity
 - Assessment of broad cognitive ability using standardized assessment measures with age appropriate norms (e.g., WAIS-IV, DAS, RIAS, C-TONI)
 - Documentation of current functional impact or limitation of the disability on learning or other major life activities and how it impacts the individual in the learning environment

For additional information, contact adacoordinator@laniertech.edu