

Guidelines for Documentation of a Disability

Students who are seeking support services and accommodations for specific disability may be required to submit documentation to verify eligibility for services and accommodations under Section 504 of the Rehabilitation Act of 1973 (Pub. L. No.93-122, & 504, as amended) and the Americans with Disabilities Act (Pub. L. No. 101-336) dependent upon the student's disability. It is the student's responsibility to pay any cost incurred through the appropriation of evaluations and documentation of the student's disability. All documentation must be sent to Centenary directly from the appropriate school or professional, rather than from the student or the student's family. If a student and/or diagnostician wish to discuss the documentation guidelines he or she can call the Counseling Center at (318) 869-5466 or 5424.

The following pages are the documentation guidelines for specific disabilities and are provided to help assure that the documentation of a disability is appropriate to determine eligibility for services and accommodations.

Students who submit documentation that is incomplete or does not follow the documentation guidelines will be asked to submit documentation in accordance with the following documentation guidelines and will delay the determination of accommodations.

All documentation should be submitted to:

**Counseling Center
P.O. Box 41188
Shreveport, LA 71134-1188
Fax: (318-841-7235)**

Supportive Documentation

The following is a list of documentation that Centenary College, Disability Services has found to be useful in determining appropriate accommodations.

- A copy of the most recent IEP;
- A copy of approved accommodations for standardized examinations (e.g., ACT, SAT, GRE, LEAP);
- A letter from the previously attended school, college, or university that includes a detailed account on accommodations granted;
- A copy of transcripts or other grade reports from former educational institutions.

Note: This list is not intended to be exhaustive but merely a suggestion of additional documentation that may support the requests for specific accommodations.

Learning Disability Documentation Guidelines

Primary Documentation

The Centenary College, Counseling Center has established guidelines for the documentation of learning disabilities based on the Association of Higher Education and Disability (AHEAD) guidelines for documentation of specific learning disabilities in adults.

1. Professionals conducting assessments, determining a diagnosis of specific learning disabilities, and making recommendations for appropriate academic accommodations must be qualified to perform the appropriate psycho-educational evaluation as outlined below. Comprehensive training and direct experience with an adolescent/adult LD population are essential.
2. The evaluation used must be comprehensive and current. An evaluation performed before age 18 must have been performed within three years prior to the student's request for accommodations. An evaluation performed during or after age 18 will be considered current. It is not acceptable for an evaluation to consist of only one test for the purpose of diagnosis. All assessment instruments used in the evaluation must have age appropriate norms for high school seniors, college freshmen, or older students. All standardized measures must be represented by standard scores or percentile ranks based on published norms (grade equivalents are not useful without the standardized scores). **Minimally**, the domains to be addressed in the evaluation must include the following:
 - (a) ***Diagnostic Interview***- The diagnostician should provide a summary of the following:
 - A relevant developmental, psychosocial, employment, and medical history (including the absence of a medical basis for the present symptoms);
 - An academic history, including results of prior standardized testing and reports of classroom performance and behaviors (e.g., transcripts, study habits, study attitudes, and notable trends);
 - A relevant family history, including primary language of the home and current level of English fluency;
 - A discussion of dual diagnosis, alternative or co-existing disorders, along with any history of relevant medication and current use which may impact the individual's learning;
 - A discussion of alternative diagnoses that have been ruled out
 - A history of prior psychotherapy and pharmacotherapy

(b) ***Aptitude***- A complete test battery with all sub-test and standard scores reported is essential. The test battery must include one of the following individually administered intelligence tests:

Wechsler Adult Intelligence Scale- 3rd Edition (WAIS-III); (preferred)
Wechsler Intelligence Scale for Children- 3rd Edition (WISC-III);
Kaufman Adolescent and Adult Intelligence Test;
Stanford-Binet Intelligence Scale (4th ed.); or the
Woodcock-Johnson Psychoeducational Battery- Revised: Test of
Cognitive Ability.

Some tests (e.g., the *Slosson Intelligence Test- Revised* and the *Kaufman Brief Intelligence Test*) are primarily screening devices that are not comprehensive enough to provide the kinds of information necessary to make academic accommodation decisions.

(c) ***Achievement***- A complete test battery with all sub-test and standard scores reported is essential. The student's current levels of functioning are required in the following domains:

- Reading decoding
- Reading comprehension*
- Mathematics- applied word problems
- Mathematics- calculations**
- Written language skills- spelling
- Written language skills- written expression.

*The evaluation should indicate the student's ability to comprehend long passages typical of college text.

**The evaluation should indicate whether or not the student was successful with algebra problems.

The achievement testing can be done using a single comprehensive achievement test or series of specific achievement tests that cover all the required domains.

Acceptable comprehensive achievement tests include the following:

Woodcock-Johnson Psycho-Educational Battery: Test of
Achievement; (preferred)
Scholastic Abilities Test for Adults;
Stanford Tests of Academic Skills;
Wechsler Individual Achievement Test.

Specific achievement tests are useful when administered under standardized conditions and interpreted within the context of other diagnostic information. Certain tests (e.g., the **Wide Range Achievement Test-3 (WRAT-3)**) are **not** a comprehensive measure of achievement and therefore are not useful as the sole measure of achievement.

(d) Information Processing- Strengths, weaknesses, and deficits should be discussed. Clear documentation of deficit areas is necessary in order to provide appropriate accommodations. Information processing areas which should be discussed include (a) visual-spatial abilities; (b) memory (auditory and visual; short-term and long term); (c) motor ability; (d) executive functions (verbal and nonverbal reasoning); (e) processing speed; (f) attention (auditory and visual) and, (g) auditory processing. The Detroit Tests of Learning Aptitude-3 (DTLA-3) and sub-tests from the WAIS-III or the Woodcock-Johnson Tests of Cognitive Ability are among the acceptable assessments.

- 3. The documentation must also include an overall summary, all standardized test scores/data, clear, unequivocal diagnosis of a learning disability diagnosis; and recommended accommodations.**

The evaluator should include a specific rationale for each recommended accommodation (based on test results or clinical observations).

- 4. The name, title, and professional credentials of the evaluator, including information about license or certification as well as area of specialization, place of employment, and state in which the individual practices, should clearly be stated on documentation. Further, all reports must be on letterhead, typed, dated, signed, and legible.**

Attention Deficit/Hyperactivity Disorder And Psychological Disabilities

1. The documentation must be comprehensive and must discuss current problems associated with the diagnosis.
The documentation of **AD/HD** provided to the Disability Services must be within three years prior to the student's request for accommodations. The documentation for students with **psychological disabilities** must be updated annually.
 2. Professionals conducting assessments, rendering diagnoses of specific psychological disabilities or AD/HD, and making recommendations for appropriate accommodations must be qualified to do so (e.g., physician, psychiatrist, licensed psychologist, or neuropsychologist.)
 3. The documentation **must** identify an unequivocal diagnosis of a psychological disorder or AD/HD according to the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition, (DSM-IV).
 4. The documentation **must** discuss functional limitations caused by the disorder in an academic environment.
 5. The documentation should recommend accommodations to compensate for the identified functional limitations.
 6. The documentation should list current medication, dosages, and existing (not possible) side effects.
 7. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, place of employment, and state in which the individual practices should clearly be stated on documentation.
- All documentation must be on letterhead, typed, dated, signed, and legible.**
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Other Disabilities

Students with disabilities that are **clearly visible** by outward manifestations of the disability (e.g., a quadriplegic) shall be afforded accommodations that are clearly justified by the nature of their disability (e.g., a reader for a student who is blind.) Centenary College reserves the right to request disability-related documentation when a requested accommodation cannot be easily justified and determined by the outward effects of the student's disabling condition or the knowledge and experience of the Counseling Center. When disability related documentation is requested, the student shall follow the documentation guidelines below.

Students with disabilities that are **not clearly visible** by outward manifestations of the disability (e.g., chronic health disorders; systemic disorders; and, with the exception of learning disabilities, AD/HD and psychological disorders) **must** provide documentation that meets the following criteria:

1. The documentation provided to the Disability Services must be comprehensive and current (preferably within three years prior to the student's request for accommodations dependent upon the disorder);
2. Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so (e.g., physician, psychiatrist, licensed psychologist, licensed counselor, or neuropsychologist);
3. The documentation must identify an unequivocal diagnosis of a specific disability;
4. The documentation must discuss functional limitations caused by the disorder in an academic environment;
5. The documentation should recommend accommodations to compensate for the identified functional limitations;
6. The documentation should list current medication, dosages, and existing (not possible) side effects; and
7. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, place of employment, and state in which the individual practices, should clearly be stated on documentation.

All documentation must be on letterhead, typed, dated, signed, and legible.