

## Documentation can be accepted from the following professionals:

Disability	Documentation
Attention Deficit Disorder	Report by a qualified professional could include a pediatrician, neurologist, neuropsychologist, psychiatrist, licensed clinical or educational psychologist, licensed professional counselor, licensed clinical social worker, or physician. <b>(current within the last year)</b>
Visual Disability	Ophthalmologist are the primary professionals involved in the diagnosis and medical treatment of individuals who are blind or who experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. <sup>1</sup> The ocular report must indicate whether the individual's vision is static or changing. <b>(within the last 3 years)</b>
Hearing Disability	Physicians, including otorhinolaryngologists and otologists, are qualified to provide the diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. <sup>2</sup>
Specific Learning Disability	<p>Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified. Qualified professionals need to hold a degree in a field related to the diagnosis of a SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners include: certified and/or licensed psychologists, learning disability specialists, educational therapists, and diagnosticians in public schools or colleges and rehabilitation services and private practitioners with the above qualifications are typically considered qualified.<sup>3</sup> Other professionals would include school psychologists, neuropsychologists, as well as medical doctors with training and experience in the assessment of learning problems in adolescents and adults.<sup>4</sup></p> <p>*Assessment information, shall include the following: Diagnostic interview, Intellectual Assessment (using adult norms is required), Academic Achievement levels (Standard scores or percentiles must be reported for all normed measures. <b>Screening measures such as the WRAT-4 and abbreviated cognitive measures are not sufficient</b>); Specific Diagnosis; and Clinical Summary--- indicating substantial limitations to learning or other major life activities. Any records of prior accommodations used. Recommendations and rationale for accommodations. <b>(within the last 3 years)</b></p> <p><b>Note: A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. Call the main office if you have questions about what measures are approved.</b></p>
Head Injury	Physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuro-psychologists; and psychiatrists must provide verification and diagnosis. A summary of cognitive and achievement measures used and evaluation results, including standardized scores or percentiles used to make the diagnosis. <b>(Screening measures such as the WRAT-4 and abbreviated cognitive measures are not sufficient)</b> A summary of present residual symptoms which meet the criteria for diagnosis. <b>(within the last 3 years)</b>
Medical	Physician's verification and diagnosis <b>(within the last year)</b>
Physical Disability	Physician's verification and diagnosis <b>(within the last year)</b>
Psychiatric Disability	Licensed mental health professional; licensed clinical social worker; licensed professional counselor; psychologist; psychiatrist and neurologist (include the licensee number). Also included are neuropsychologists, neuropsychiatrists, and psychiatric nurse practitioners. <sup>5</sup> <b>(within the last year)</b>
Intellectually Challenged	Physician's verification and diagnosis <b>(within the last 3 years)</b>

Note: Each student has the right to accept or reject accommodations offered by UVU. For further information about appealing a decision contact the ADA Coordinator at 801-863-8747.

<sup>1</sup> Hill, Joanne. (2000) The Policy Book, Guidance for Disability Service Providers, LRP Publication, 3:2

<sup>2</sup> Ibid., p.3:3

<sup>3</sup> Ibid, p 3:5

<sup>4</sup> Information taken from the Office of Disability Policy, Educational Testing Service, Princeton, NJ <http://www.ets.org/portal/site/ets/menuitem>

<sup>5</sup> Ibid.



## ACCESSIBILITY SERVICES DEPARTMENT

### **Guidelines for documentation:**

**Proper documentation is critical in determining eligibility for accommodative services at UVU. Following the guidelines listed below will assist ASD staff members in determining eligibility for the purposes of academic accommodations at Utah Valley State College.**

#### **The documentation should address each of the following:**

- Documentation must be typewritten on business letterhead from a *licensed professional not related to the student* who is qualified to give a psychological and/or medical diagnosis. The name, credentials, and signature of the licensed professional must appear on the documentation.
- Include all pertinent diagnoses, and the diagnostic code(s) from the DSM-IV TR or ICD-10.
- Include information outlining testing/assessment tools. Learning disability testing must include the actual standard test scores, i.e. the broad-cognitive score and the achievement scores, and must demonstrate the standard deviation between the broad-cognitive score and the achievement scores.
- Address all pertinent positive and negative effects of mitigating measures. This could include a description of treatment, medications (and potential side effects), and assistive devices with estimated effectiveness of their impact on the disability.
- Documentation must also address any functional limitations and effects on major life activities. In order to receive accommodations under the Americans with Disabilities Act (ADA), a major life activity needs to be substantially limited in comparison to the average person. The following list of major life activities is suggestive rather than exhaustive: breathing, eating, walking, seeing, hearing, learning, sleeping, performing manual tasks, and caring for one's self.
- Provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

"A student requesting reasonable accommodation is responsible for providing documentation that clearly identifies the disability and provides sufficient information regarding the manifestations of this disability to permit the institution to make a determination as to whether the requested adjustments are appropriate."<sup>6</sup>

<sup>1</sup> Heywood, Lawton and Associates, Eds. (1991). Documenting the need for reasonable accommodations. Disability Accommodations Digest 1(3), 3.