Disability Services in the Learning Center
Documentation Guidelines

The following documentation guidelines are used to verify the student’s disabling condition(s):

- A current (within 3 years), clear diagnostic statement that describes how the condition was diagnosed, information about the functional impact, and suggestions of appropriate accommodations.
- Provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated.
- Common sense and discretion will be used in accepting older documentation of conditions that are permanent or non-varying.

**ADD/ADHD**: Current diagnosis, as defined by the DSM-IV, and any additional psychological or neurological testing results, with a discussion of how the student’s symptoms affect learning and academic achievement to the level of a disability.

**Developmental Disability**: Diagnosis, functional limitations, cognitive testing, and appropriate evaluations. (Examples include: Aspergers Syndrome, Autism Spectrum Disorder, Borderline Cognitive Abilities, Fetal Alcohol Syndrome and Mental Retardation.)

**Hearing Impairment**: Most recent audiology report and audiogram, a clear diagnosis, functional limitations, and recommendations for academic accommodations.

**Learning Disability**: Written evaluation including a narrative with history, cognitive evaluation (with all subtest scores), tests of achievement (with a full print-out of age normed scores) discussion of the findings, a diagnostic conclusion, and recommendations for academic accommodations.

**Medical Disability**: Current diagnosis and description of related functional limitations resulting from the disabling condition. (Examples may include: memory, dexterity, chronic pain or fatigue.)

**Mobility Impairment**: Diagnosis and description of related functional limitations resulting from the disabling condition.

**Psychological Disability**: DSM-IV diagnosis, summary of evaluation results and any additional psychological and/or neurological testing results. (Examples include: depression, anxiety, PTSD, bipolar disorder, etc.)

**Brain Injury**: Diagnosis, summary of evaluation and any neuropsychological testing results, including discussion of functional limitations.

**Visual Impairment**: Most recent visual examination results, along with a detailed diagnosis and description of the disability, and recommendations for academic accommodations.