

MARIA COLLEGE ACCESSIBILITY SERVICES

SUPPORTING DOCUMENTATION GUIDELINES

All students who register for accommodations at Maria College are required to meet individually with Accessibility Services to create an accommodation plan based on the type of disability the student has and to review the student's documentation. Students have a responsibility to provide appropriate and timely disability-related documentation to ACCESSIBILITY SERVICES in order for accommodation plans to be developed.

Students with a learning disability and/or ADHD should refer to the guidelines in Documentation of a Learning Disability /ADHD. Students with all other disability diagnoses (mobility, visual and hearing; chronic medical conditions; psychiatric; cognitive, and substance abuse/recovery) must provide documentation which responds to the 7 template items listed below. These guidelines have been adapted from those developed by the Association on Higher Education and Disability (www.ahead.org).

SUPPORTING DOCUMENTATION GUIDELINES

Notice to Clinicians:

Please provide a brief narrative to address the template items in our Supporting Documentation form which the student is providing (a doctor's script would not be appropriate for documentation related to a disability). A completed form may be Faxed to 518-730-9628 or scanned and emailed to the Office of Accessibility Services, at accessibilityservices@mariacollege.edu. A completed form can also be hand delivered to Accessibility Services in Mercy Hall at Maria College. Documentation can be typewritten on your letterhead but must include all seven categories listed below.

Please remember that the student will not be formally registered with ACCESSIBILITY SERVICES, nor will they be able to receive any disability-related services and accommodations, until the student has met with an ACCESSIBILITY SERVICES staff member for an intake meeting appointment to discuss individual need and to review documentation. An individualized accommodation plan is developed with the student at that meeting. Please call the Office of Accessibility Services (518) 861-2583 if you have any questions. Thank you in advance for your assistance.

Seven Categories of Documentation:

1. The credentials of the evaluator/s

The best-quality documentation is 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. An appropriate

match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A statement identifying the disability

Acceptable documentation includes a clear diagnostic statement that describes what the condition is and how it was diagnosed. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best-quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s). While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition. In most cases, documentation should be current within the past 3-5 years; however, some documentation that is older may also be relevant. In some cases, previous or more recent documentation may be requested to draw connections between the student's condition and the accommodation being requested.

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions for exacerbations (including the individual's own strategies) and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Recommendations from professionals with a history of working with the student provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision making. While the College has no obligation to provide or adopt recommendations that would fundamentally modify the course or degree requirements, those accommodation recommendations that are congruent with the programs, services, and benefits offered by the College may be appropriate.

Example of Documentation

A student who is submitting a medical provider's documentation can use the copy of the supporting documentation form towards the end of this packet. This is the appropriate form needed to meet the medical diagnosis criteria for reporting a disability. Please have your provider answer all questions on the form related to your individual situation.



Office of Accessibility Services
 518-861-2583
 Fax: 518-730-9628
 Student Support Center, Mercy Hall

Student Supporting Documentation Form

The student mentioned below is requesting services and accommodations from the Office of Accessibility Services that require documentation to be provided. As the medical provider of this student, we appreciate your assistance providing this information. Seven required criteria are marked with numbers in superscript (see the Supporting Documentation Guidelines for details on each of the criteria). Scan and email to accessibilityservices@mariacollege.edu or fax to 518-730-9628. The form may also be hand delivered to Accessibility Services in Mercy Hall at Maria College.

Student name: _____ Date of birth: _____

Provider name and credentials¹: _____ License #: _____

Student diagnosis²: _____

Diagnostic methodology for determining the diagnosis³: _____

How does the student's disability limit major life functioning⁴? (Major life functioning includes caring for oneself, performing manual tasks, waking, seeing, hearing, breathing, speaking, learning, and working):

Prognosis (Please indicate if the disability is temporary or long term. If recovery is expected, include the anticipated date of recovery)⁵: _____

Current treatment (including medications, therapy, etc., related to diagnosis)⁶:

Past treatment⁶: _____

Is the student able to attend college at this time? _____

Recommended accommodations⁷: _____

Provider signature: _____ Date: _____

MARIA COLLEGE ACCESSIBILITY SERVICES DOCUMENTATION GUIDELINES: LEARNING DISABILITY/ADD/ADHD

All students with disabilities who are requesting accommodations or services through the Office of Accessibility Services need to meet individually with Accessibility Services to create an accommodation plan based on the type of disability the student has and to review the student's documentation. Students have a responsibility to provide appropriate and timely disability-related documentation to the Office of Accessibility Services in order for accommodation plans to be developed. Documentation requirements vary by type of disability and situation, so please contact accessibilityservices@mariacollege.edu if you have questions about your situation

1. Students may submit any and all of the following if they have them from their high school in lieu of formal testing: Individualized Education Program (IEP), 504 Plan, or Summary of Performance (SOP). Students who have also had formal testing completed are encouraged to submit this testing to the Office of Accessibility Services as well to help staff develop the most comprehensive accommodation plans for each student.

AND/OR

2. Testing conducted may involve a comprehensive psychoeducational evaluation of the following areas:

Aptitude: The Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), The Woodcock-Johnson Psychoeducational Battery III (W-J-III): Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fifth Edition.

Achievement: Assessment of academic ability in the areas of reading, writing and math. Suggested instruments include: Woodcock-Johnson Psychoeducational Battery III: Tests of Achievement (W-J-III); Wechsler Individual Achievement Test (WIAT-II); Stanford Test of Academic Skills (TASK); or a combination of tests in specific skill areas such as the Test of Written Language-IV (TOWL-IV); the Woodcock Reading Mastery Tests-Revised; the Nelson Denny Reading Test; the Stanford Diagnostic Reading Test; or the Stanford Diagnostic Mathematics Test.

Information Processing: Specific areas of information processing such as short-and long-term memory, sequential memory, visual and auditory perception/processing or processing speed may be assessed. These areas may warrant evaluation as indicated by results from assessment of ability and achievement.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes. Should students be requesting foreign language modifications, there are additional measures may be requested to support the request, such as the Modern Languages Aptitude Test (MLAT).

3. Timeliness of Testing. Generally, this means testing has been conducted within the past 3-5 years, however some documentation that is older may also be relevant. Because the provision of

reasonable accommodation and services is based upon assessment of the current limitations of the student's disability, it is important to provide current and appropriate documentation. Depending on the accommodations requested, there may need to be updated documentation to draw a connection between the student's current limitations and the requested accommodation.

4. Testing should state what the condition is and specify the criteria for making that determination.

5. Testing must be performed by a qualified evaluator. Clinical or educational psychologists, learning specialists or clinicians known to specialize in learning disabilities/ADD/ADHD are most often used.

6. Testing must include information about how the condition impacts the student. Please indicate how the student's disability will affect their current participation in courses, programs, services or any other activity.



Office of Accessibility Services
 518-861-2583
 Fax: 518-730-9628
 Student Support Center, Mercy Hall

Additional Items for Learning Disability or ADD/ADHD

The student mentioned below is requesting services and accommodations from the Office of Accessibility Services that require documentation to be provided. As the provider or evaluator of this student, we appreciate your assistance providing this information. All sections are required (see the *Documentation Guidelines: Learning Disability/ADD/ADHD* for details on each of the criteria). We understand that the requested documentation can be many pages in length; therefore, feel free to use additional attached pages for questions on this form. Scan and email to accessibilityservices@mariacollege.edu or fax to 518-730-9628. The form may also be hand delivered to Accessibility Services in Mercy Hall at Maria College.

Student name: _____ Date of birth: _____

Psychoeducational evaluation of aptitude: _____

Psychoeducational evaluation of achievement: _____

Psychoeducational evaluation of information processing: _____

Date(s) of testing: _____

Criteria for determining diagnosis: _____
