Documentation Guidelines by Disability Type

Psychological Disability

The student must provide a recent statement from a licensed mental health professional which discloses the following:

- DSM V diagnosis
- Medications and side effects
- History of disability (including date of onset)
- The functional limitations resulting from the disability
- Recommended accommodations
- Clinical summary with prognosis

Learning Disability

The student must provide documentation from a qualified licensed professional (clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose the following:

- The nature of the individual’s disability
- The functional limitations resulting from the disability
- Specific diagnosis
• Clinical summary with suggested accommodations

• The names of the testing instruments used for testing and the testing results. These include:
  • Diagnostic interview
  • Assessment of aptitude
  • Assessment of academic achievement
  • Test of information processing

**Resource List of Testing Instruments**

**Aptitude**

• Wechsler Adult Intelligence Scale
• WAIS III
• Woodcock Johnson Psychoeducational Battery—Revised: Test of Cognitive Ability
• Stanford Binet Intelligence Scale (4th edition)
• WISC II

**Academic Achievement**

• Peabody Achievement Test
• Scholastic Abilities Test for Adults (SATA)
• Stanford Test of Academic Skills
• Woodcock Johnson Psychoeducational Battery—Revised Test of Achievement
• Wechsler Individual Achievement Test (WIAT, WIAT R)

*This list is a resource and is not intended to be exhaustive

**Attention Disorders (ADD & ADHD)**

The student must provide documentation from a qualified professional (clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose:
- The nature of the individual’s disability
- The functional limitations resulting from the disability
- Recommended accommodations
- Diagnosis by licensed clinician
- The names of the testing instruments and the testing results. These include:
  - Diagnostic interview
  - Testing as determined by the interview
  - Specific Diagnosis
  - Clinical Summary with suggested accommodation
  - Functional limitations

**Resource List of Testing Instruments**

- Behavior Rating Scales
- Self Rating Scales
- Continuous Performance Test
- WISC III
- WAIS III

**This list is a resource and is not intended to be exhaustive**

**Physical Disabilities**

For students with visible disabilities (e.g. students with mobility impairments), the student should provide documentation from a licensed medical professional (or interview with someone from the PACE Center depending upon the circumstances) which discloses:

- The nature of the individual’s disability
- The functional limitations resulting from the disability
- Prognosis (when appropriate)
- Recommended accommodations
For students with non-visible physical disabilities, the individual should provide current documentation from a licensed medical professional which discloses:

- The nature of the disability
- The functional limitations resulting from the disability
- Prognosis (when appropriate)
- Recommended accommodations

For students with hearing or vision impairments, the individual should provide current documentation from a qualified medical professional which indicates:

- The extent of visual or hearing acuity
- The functional limitations resulting from their disability
- Prognosis (when appropriate)
- Recommended accommodations