Guidelines for Documentation of Disability

Documentation must include the following:

1) **Diagnostic Statement**: for a clear statement of diagnosis, the disability must be identified using the diagnostic classifications of such entities as the Department of Education, state Department of Rehabilitation Services, the World Health Organization's International Statistical Classification of Diseases and Related Health Problems (ICD), and the Diagnostic and Statistical Manual (DSM IV) of the American Psychiatric Association. The date of initial diagnosis and the date of the current evaluation must be included. The diagnostic evaluation must establish the student as a member of the protected class and confirm that there is a substantial limitation to one or more major life activities.

2) **Diagnostic Criteria**: specific results and/or scores should be included for all diagnostic procedures and tests, as appropriate, along with a summary of the diagnostic interview, testing and findings. For students with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, scores for standardized tests of inattention, impulsivity and hyperactivity, as outlined by DSM-IV, should be included. For students with specific learning disabilities and traumatic brain injury the evaluation should include standardized testing that measures aptitude, achievement, and information processing (a list of recommended instruments is attached in the Appendix.)

3) The current functional impact of the disability should be identified. This part of the evaluation should address the usual progression of the disability, its effects on the student's development along the lifespan, the impact, if any, of significant events on functioning since the original diagnosis, and the applicability of the information to the student's request for accommodation within the context of postsecondary education (i.e. how equal access is affected). Any information regarding the effects of the disability on the student's academic performance, academic environment and his/her overall University program will be taken into consideration.

4) Medications, procedures/treatments, assistive devices, and services currently used by the student: the evaluator should include a description of the intended/estimated effects on the impact of the disability. Side effects that may challenge the student physically, behaviorally, perceptually, or cognitively should be included.

5) Expected progression of the disability or its stability: this statement should address the functional impact of the disability across time and indicate potential need for reevaluation.
(6) Credentials of the diagnostician(s): certification, licensure and professional training/experience must be provided. Suggestions, from diagnosticians or professionals with a history of working with the student for accommodations, adaptive technology, and support services will be considered when congruent with the programs and services offered by the University. Suggestions may also prove helpful for potential referrals to community service providers and agencies. For students with disabilities who have received services via the public schools system, appropriate documentation will often be contained in the psycho-educational evaluation performed for the most recent triennial review. Certain information may also be included in the most recent IEP, a 504 plan, or a transition plan. The student must request this information separately from the high school transcript.

Students who are transferring to Embry-Riddle from another college or university must also make separate arrangements to have disability support documentation forwarded as these records will not be forwarded with the academic transcript. If a student has been receiving services from a state rehabilitation agency, he/she may forward copies of their most recent eligibility evaluation or vocational rehabilitation plan.

Finally, DSS cannot make an accurate consideration of necessary accommodations until the student's documentation is complete. The University reserves the right to request additional or updated evaluation of students who provide documentation that is determined to be out of date or incomplete. Students are responsible for all costs associated with documentation of their disability.

**Diagnostic Assessment of Learning Disability and Traumatic Brain Injury**

The following test batteries are recognized measures that are commonly employed in a diagnostic report. The list is offered as a resource and is not exhaustive. However, comprehensive diagnosis of the above disabilities must include measures for aptitude, achievement and information processing.

**Aptitude**

- Wechsler Adult Intelligence Scale-Revised (WAIS-R)
- Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scale
Achievement

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement
- Subject-specific tests include:
  - Nelson-Denny Reading Skills Test
  - Stanford Diagnostic Mathematics Test
  - Test of Written Language-3 (TOWL-3)
  - Woodcock Reading Mastery Tests-Revised

Information Processing

- Detroit Tests of Learning Aptitude-Adult (DTLA-A)
- WAIS-R subtests
- Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability