

## Guidelines for Documentation of Disability

*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the right to request additional or updated evaluation of students who provide documentation that is determined to be out of date or incomplete.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.*

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 school 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.

## **For Learning Disabilities and Traumatic Brain Injuries**

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

## Additional Documentation Required for Emotional Support Animal Requests

Students requesting an emotional support animal (ESA) must first contact Disability Support Services for guidelines and procedures.

The following should be on the letterhead of the certified therapist, counselor (not an ERAU counselor), psychologist or psychiatrist with whom you have been meeting for your condition (or “disability”) should address all of the following:

- 1) Is your patient someone with a physical or mental impairment that substantially limits one or more major life activity as “disability” is defined under the Americans with Disabilities Act, the Fair Housing Act, and the Rehabilitation Act of 1973
- 2) How long have you been working with the student regarding this diagnosis?
- 3) What are the functional limitations imposed by his/her disability?
- 4) How *specifically and directly* does this animal help alleviate these difficulties while the student is in residence on campus? Or, *specifically* what symptoms will be reduced by having the animal and how?

### Service Animal Handlers

Students who wish to bring a service animal to campus are strongly encouraged to partner with the Disability Support Services Office, especially if other academic accommodations are required. Additionally, students who plan to live in on-campus housing are strongly encouraged to inform Housing and Dining Services that they plan to have a service animal with them in student housing. Advance notice of a service animal for on-campus housing may allow more flexibility in meeting student’s specific requests for housing.

**\*The service animal must at all times be under the control of the handler when outside of the handler’s personal residence.**