



Disability Needs Assessment Questionnaire

DIRECTIONS: It is imperative that you complete and return this form with a copy of your documentation to the Office of Student Disability Services to have accommodations provided in a timely manner. If you wait, your accommodations may not be approved at the beginning of the semester. More information about documentation may be found on the reverse side of this page.

Please be sure to comply with the Jan. 3, 2012, deadline for requesting residential accommodations. If room assignments have been completed there may not be a room available that will meet your accommodation. Please mail this questionnaire in **envelope #1 to Student Disability Services**, Box 5264, Connecticut College, 270 Mohegan Ave., New London, CT 06320-4196. You may also fax this form to 860-439-2003.

Name: _____ Graduating class year: _____

Street address: _____

City: _____ State: _____ Zip code: _____

Home phone: _____ Cell phone: _____

Email: _____

1. In your own words, describe your physical, mental or learning disability.

2. List the accommodations you wish Connecticut College to provide for you during your college career:

3. Certain accommodations may require arrangements to be made well in advance. Please contact the Office of Student Disability Services as soon as possible if you check any of the categories listed below. Please attach a separate page to explain the nature of your need.

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| <input type="checkbox"/> Campus mobility, including parking | <input type="checkbox"/> Orientation activities or placement testing |
| <input type="checkbox"/> Dining Services | <input type="checkbox"/> Curriculum or course selection |
| <input type="checkbox"/> Classroom assignment or class scheduling | <input type="checkbox"/> Class activities, including faculty presentation and testing |
| <input type="checkbox"/> Special academic equipment or support | <input type="checkbox"/> Residential Life *Must submit no later than Jan. 3, 2012* |

4. In order to process your request for accommodations, Student Disability Services will consult with the following offices as needed:

- | | | |
|---|--|--|
| <input type="checkbox"/> Office of Student Counseling Services | <input type="checkbox"/> Office of Student Health Services | <input type="checkbox"/> Dining Services |
| <input type="checkbox"/> Office of Residential Education & Living | <input type="checkbox"/> Office of the Dean of Studies | |

We must have your permission to consult with these offices. Please indicate your approval by checking beside each office, and sign and date below.

Signature _____ Date: _____

In the event of an emergency evacuation, would you require assistance? Yes No

Connecticut College is committed to carrying out the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, civil rights laws designed to prohibit discrimination on the basis of disability. The determination to qualify a student as a student with a documented disability is made on a case-by-case basis after carefully reviewing how the disability currently and substantially limits a major life activity.

General Documentation Guidelines

1. Documentation must be typewritten on business letterhead from a licensed professional not related to the student who is qualified to give a psychological and/or medical diagnosis. The name, credentials and signature of the licensed professional must appear on the documentation.
2. The documentation must include all pertinent diagnoses, clearly stated and explained.
3. Information outlining testing/assessment tools must be included. Learning disability testing must include the actual standard test scores; student must be tested using measures normed on adult populations.
4. Documentation must include information on how the disability currently impacts the individual and document “how a major life activity is limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s)” (www.ahead.org/resources/best-practices-resources/elements).
5. All pertinent positive and negative effects of mitigating measures must be addressed. This could include a description of treatment, medications (and potential side effects) and assistive devices with estimated effectiveness of their impact on the disability.
6. Documentation should provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

Disability	Currency of Documentation	Accepted Evaluator	Elements of Documentation
ADD/ADHD	Within 3 years	Psychologist, psychiatrist, neuropsychologist, medical doctor	Evidence of early impairment from more than one setting; evidence of current impairment; summary of neuropsychological or psychoeducational assessments to determine the current functional limitation pertaining to an educational setting; prescribed medications, dosages and schedules; suggestions of accommodations.
Autism spectrum disorder/Asperger's syndrome	Within 3 years	Developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist	Academic testing — standardized achievement tests, including standard scores; impact of symptoms on learning; ability to function in a residential college community; prescribed medications, dosages and schedules that may influence the learning environment.
Chronic illness and physical impairment	Depends on condition	Licensed medical professional	Documentation will vary based on the diagnosis, which would include conditions such as asthma, allergies, arthritis, diabetes, fibromyalgia, migraine and multiple sclerosis.
Hearing impairment	Depends on whether condition is static or changing	Otorhinolaryngologist, otologist, licensed audiologist	Audiological evaluation or audiogram administered by a licensed audiologist; interpretation of the functional implications; suggestions of accommodations.
Learning disability	Within 5 years	Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist	Assessment must be comprehensive (more than one test) and address <i>intellectual functioning/aptitude</i> , preferably the Wechsler Adult Intelligence Scale-III with standard scores; <i>achievement</i> — current levels in reading, math and written language (acceptable instruments include the Woodcock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and <i>information processing</i> utilizing subtests from the WAIS-III, WJ III or others. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” do not constitute a learning disability. Please refer to General Documentation Guidelines above.
Psychiatric disorder	Within 6 months	Licensed clinical psychologist, psychiatrist, psychiatric advanced practice registered nurse (APRN), licensed clinical social worker	Family history; discussion of dual diagnosis; current diagnosis (DSM-IV TR) indicates the nature, frequency, severity of symptoms — diagnosis without an explicit listing of current symptoms is not sufficient; prescribed medications, dosages and schedules that may influence the learning environment; types of accommodations, including any possible side effects.
Visual impairment	Depends on condition	Ophthalmologist	Ocular assessment/evaluation; suggestions on how the condition may be accommodated.

Acknowledgement: This information is based on the *Disability Documentation Guidelines to Determine Eligibility for Accommodations at the Postsecondary Level* developed by the Connecticut Association on Higher Education and Disability as well the Association on Higher Education and Disability (AHEAD), which is the national organization for postsecondary disability services.