

General Documentation Guidelines

- 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.
- The documentation must include all pertinent diagnoses, clearly stated and explained.
- 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.
- 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)”.
- 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.
- 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, and other relevantly trained 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 3 years	Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist	Assessment must be comprehensive (more than one test) <u>based on adult measures</u> and address intellectual functioning/aptitude, preferably the Wechsler Adult Intelligence Scale-III with standard scores; achievement — current levels in reading, math and written language (acceptable instruments include the Woodcock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and information processing 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-5) 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.

*Trained medical doctor requires same level of documentation as psychologist, psychiatrist and neuropsychologist.

** If requesting academic accommodations based on a psychiatric disorder the same evaluator and documentation requirements listed for Learning Disability must be followed.

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 Accessibility.

It is important to have recent and appropriate documentation because accommodations are determined based on the current impact of the condition(s) and how it affects access to academics and educational activities.

Any questions about appropriate documentation should be directed to the Director of Student Accessibility Services who can be contacted at (860) 439-5240